# Application: 0000000665

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000665
**Status:** Under Review
**Last submitted:** Aug 19 2019 10:41 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 200 |
| Title | Macroeconomics |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2110 |
| Name | Macroeconomic Principles |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

1. Describe the history of economic development as it applies to the United States
2. Describe the circular flow diagram as it relates to free markets
3. Identify the forces of supply and demand.
4. Explain about macroeconomic theory and policy.
5. Explain the danger of price controls.
6. Explain the difference between efficiency and fairness in the tax system.
7. Explain the difference between proportional, progressive, and regressive taxes.
8. Explain five economic indicators and their importance in interpreting the economy.
9. Describe the evolution of money and the federal budget process.
10. Describe the pros and cons of using fiscal policy to stabilize the economy.
11. Explain the importance of the Federal Reserve to our economic system.
12. Illustrate how the money supply grows.
13. Explain the three tools of monetary policy used by the Federal Reserve.
14. Explain the advantage of free international trade.
15. Explain the difference between countries and their currency exchange rates.
16. Explain and interpret the balance of payments

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.

The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces
and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: The Economic Theory Project requires students to select a specific area of economic theory, identify a specific example of this theory being demonstrated in the contemporary world, acquire current and relevant data using multiple sources, and then present this information in a written report and an oral presentation with visual aids, including charts/graphs/tables, delivered to the class as an audience of peers. Consequently, presenters will use the terminology, vocabulary, and theoretical models discussed in class, but they will also need to be able to explain the specific details of their chosen scenario in a presentation of brief duration.
Strategies for Understanding and Evaluating Messages: Each week, students will identify one academic article and one news article that relate to the theories and content examined in that week of the course. The student will analyze any rational and/or persuasive arguments used in the article, identify the authorial agenda and intended audience, and offer possible counter-arguments. This analysis will be produced in written form and also shared in class discussion; the student will also provide a link to the article or an electronic copy to be made available on the course Brightspace.
Evaluation and Production of Arguments: In the weekly academic response and news report activity described above, students will evaluate the arguments made in the articles, identifying any biases, opinions disguised as fact, rhetorical strategies, and outright misinformation, and then share their own response during the class discussion, as well as responding to the questions of their peers. In addition to producing a counter-argument, the student will also offer their own argument in support of the position or theory advocated in the text, in contradiction of it, or offering an alternative model that provides a different perspective or rejects the premises of the arguments to which the student is responding. In the Economic Theory Project, students will be required to identify three authorities within their chosen area of economic theory and apply their models to the specific contemporary situation selected, citing their sources appropriately in APA format and including an APA reference list. The Project must include an attempt to predict the future course of the situation examined, with rational justification being articulated in support of the prediction, and any models or sources used to inform that prediction credited appropriately.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Within the Economic Theory Project, the student must also select a contemporary economic problem to which the chosen theory will be applied. The student will need to: articulate why their selection is to be considered a problem; elaborate on the causes, conditions, and effects of the problem; present data supporting the assertion that the phenomena is a problem requiring or inviting a solution.
Evidence Acquisition: This portion of the project will require a comprehensive survey of the background, historical course, and current circumstances surrounding the problem. In order to accomplish this, students will need to research the problem with sufficient thoroughness to identify viable sources of information and then extract the necessary data from these sources, retaining it in a form that it can be understandably presented and interpreted for and with an audience of peers.
Evidence Evaluation: Research for this project will also involve rejecting irrelevant sources, identifying bias in potentially misleading sources, and ultimately highlighting the biases and agendas that may be present even in the sources finally selected as sufficient viable and authoritative for use in the project. When presenting the project, and in its written conclusion, students will reflect on the reasons for any biases they detected in their sources, and also evaluate the extent to which an agenda relating to the chosen economic problem influenced the source's assertions. If it seems not to have done so, the student will identify any other agenda discerned in the source. In addition to a standard reference list in APA style, students will also compile an annotated bibliography including sources that they used as well as sources that they rejected, with notes explaining their reasoning, and also a summary of the perspective and agenda exhibited by the source.
Reasoning/Conclusion: The project concludes with the student's own proposed solution to the problem illustrated with a specific practical example in as much detail as possible. This solution should accord with the theory selected for the project, and the student will defend the position that this solution is the most effective application of their selected theoretical model, and that the theoretical model offers the most accurate description of the problem, presenting brief counterarguments against influential competing models.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

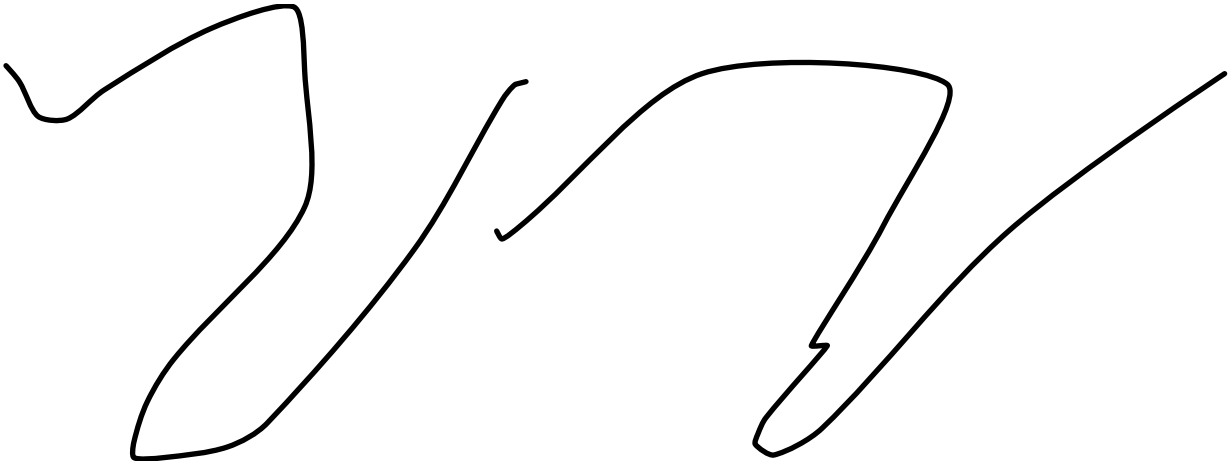
Intercultural Reasoning and Intercultural Competence: Through selected reading utilized in a series of prepared class discussions, students will examine the extent to which cultural variation can mediate macroeconomic principles, and the extent to which macroeconomic principles can influence intercultural interactions. While multiple varying examples will be used, a number of these examples will investigate the historical and contemporary circumstances arising from the colonization endeavors of Western civilization. Students will evaluate the degree to which economic factors motivated these efforts and resulting events, and they will also evaluate the economic impact, and its influence on cultural form, expression, and development, of colonized societies. This focus is of immediate significance to the student population, being composed exclusively of students of established Native American tribal ancestry; however, these are not the only examples considered, and other examples will be compared and contrasted with examples relating to colonization.
Ethical Reasoning: Students will develop their ability to reason about ethics and values in an economic context by practicing identifying and maintaining the distinction between descriptive and normative modeling. In structured debates focusing on supporting or refuting selected economic models, arguments will be classified into both categories so that the appropriate counterarguments can be formulated. The same will be the case for structured debates focusing on supporting or rejecting selected economic programs. In a third and final class debate, students will advocate for or against the classification of particular macroeconomic claims as either normative or descriptive. This activity will highlight the extent to which the proper classification of some renowned theories/models/claims can itself be a subject of contention, and conclude with a discussion (and perhaps less formal debate) about the extent to which theoretical and applied economics can (or should) function as self-fulfilling prophecy. (An easily accessible example that might be one of the first introduced to students is that of a “run on the bank”, but more complex and advanced examples will be examined within the course.)

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ECON2110.Assessment.pdf **Size:** 272.0 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000607

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000607
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:59 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

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## Essential Skills

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 121G |
| Title | College Algebra |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1220 |
| Name | College Algebra |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
Students will build on their knowledge of polynomial, rational, absolute value, radical, exponential and logarithm functions in the following contexts:
1. Use function notation; perform function arithmetic, including composition; find inverse functions.
2. Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations, and explain the connections between these representations.
3. Graph and interpret key feature of functions, e.g., intercepts, leading term, end behavior, asymptotes.
4. Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.
5. Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.
6. Communicate mathematical information using proper notation and verbal explanations.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Mathematics itself is a language, and students work throughout the course to expand their vocabulary. An object is presented in a particular genre: a graph, a description of a physical system, or a mathematical expression, and students develop strategies to understand and evaluate the nature of that object and/or translate between genres. For example, given a mathematical expression describing a function, students extract information concerning end behavior, intercepts, and other key features to produce a graph of the function. Alternatively, given a graph, students extract this same information and produce an algebraic expression to which the graph might correspond. Problems 1 and 2 provide examples of each type. Note that calculators are not allowed, and so students must provide details to support their work.

Students learn to recognize each of the function types covered in the course, whether presented as a mathematical expression or a graph, and work to develop an understanding of which applications are best modeled by which functions. For applied problems, students must understand the physical system, recognize the type of function that is most appropriate to the circumstance, and convert the problem into mathematical terms. They then evaluate their arguments when translating back to the context of the application. (See Problem 3.)

Students have multiple opportunities to practice these skills --- in-class work, online homework, written homework, etc. Note that students work in groups on in-class work; they communicate their problem-solving strategies, evaluate the input of their peers, and produce arguments to support their solutions. These skills are assessed throughout the course using quizzes, midterms, and common final exam. On all such work, students are required to provide complete written solutions using proper mathematical notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In the context of applications, students use critical thinking skills to understand the problem setting. Based on the evidence provided in the problem statement, students produce a corresponding model function from among the function types encountered in College Algebra. They might then be asked to interpret components of the model in terms of the original application, or perform algebraic manipulations to obtain solutions satisfying given conditions, and reinterpret those solutions in terms of the original application, etc. Evaluating the reasonableness of the solution is an inherent part of this problem-solving process. Problem 3 provides an example. Given data, students are to set up a linear model and interpret various components of that model. They must then find the output corresponding to a specific input as well as an input corresponding to a particular output.

Once a student understands the connection between a function and its graph, this knowledge is used to hone critical thinking skills. In some instances, an algebraic description of a function is given and students must acquire evidence regarding the behavior of the function (end behavior, zeros and their multiplicity) and then use that information to sketch a corresponding graph. The data they have gathered is evaluated as they draw the graph, understanding that where the picture is nonsensical, their data is likely flawed. (Problem 1 provides an example.) In problem 2, students acquire a sense of the general behavior of each of the functions; they then evaluate each graph to determine which might best represent the function.

These skills will be developed throughout the course, on in-class work and homework, and then assessed on quizzes, midterms, and the final exam. Note that on in-class work, students work in pairs, and so have an opportunity to evaluate the input of their partner as they solve problems.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Students are given quantitative information in the context of an application and must represent this information using a model function appropriately chosen from among those discussed in the course. They are asked to interpret various aspects of the model function in terms of the original application and other follow-on questions concerning the application (e.g., “How much would it cost to produce …?”). Students demonstrate an understanding of their solution by writing an interpretation in terms of the original application, analyzing the feasibility of their argument in the process. Problem 3 provides an example: given data, students are to set up a linear model, interpret various components of the model, and then find the output corresponding to a specific input as well as an input corresponding to a particular output. Students also develop quantitative reasoning skills in the context of problems requiring them to translate function information between genres: graphical and algebraic. To accomplish this, students obtain quantitative information regarding the structure of the function (end behavior, location of asymptotes, intervals of increase and decrease, etc. Students solve equations involving polynomial, rational, exponential, and logarithmic functions, in the context of applied problems and in obtaining graphical features (e.g., intercepts).
These skills are developed throughout the course via in-class work and homework, and will be assessed on quizzes, midterms and the final exam. Note that on in-class work, students work in pairs, and so have an opportunity to formulate and defend their own quantitative arguments as well as analyze those of their partner.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MATH 121G Sample Assessment

**Filename:** MATH_121G_Sample_Assessment_FaXf3KB.pdf **Size:** 139.5 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000626

Raymond Walker - raymond.walker@clovis.edu
NM General Education Curriculum

### Summary

**ID:** 0000000626
**Status:** Under Review
**Last submitted:** Aug 18 2019 01:58 PM (MDT)

### Application Form

**Completed** - Aug 18 2019

## Application Form

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# Essential Skills

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Raymond Walker |
| Title | Division Chair |
| Phone | 575-769-4957 |
| Email | raymond.walker@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | ART |

### Chief Academic Officer

| | |
|---|---|
| Name | Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | stephensonm@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ART |
| Number | 101 |
| Title | Drawing I |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ARTS |
| Number | 1610 |
| Name | Drawing I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Produce drawings that demonstrate techniques and mechanics of observational drawing.
2. Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, space, volume, plane and texture.
3. Create drawings primarily from observation with black and white traditional drawing media.
4. Demonstrate effective verbal or written response to one’s own art and the art of others.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Over each semester, students progress from an emerging level of remembering and understanding terminology and concepts; to a developing level where they apply those concepts in projects and analyze how effectively they used the techniques; and eventually advance to a beginning level of proficiency in which they evaluate, critique, and discuss how successfully their projects used the required techniques for each assignment. Student learning is accomplished through textbook readings, instructor lectures, demonstrations, graded classroom discussions, and projects. Student mastery is assessed using eight graded projects spread over the semester and associated evaluation and critique sessions.

Students progress from basic knowledge (awareness) of atmospheric, isometric, and linear perspective to convey the illusion of 3D space on a 2D surface using a variety of materials and applications over multiple graded formative projects. As individual projects progress from initial concept to final product, graded concept-reinforcing oral classroom presentations based on research and analysis of a “master” artist’s use of similar techniques are conducted to help students advance their understanding and mastery of the techniques they must apply to their project. The final product is presented to the class and instructor by the student and evaluated for appropriate and effective use of techniques and terminology. An example of this is Project VI: White on White (included with this submission), where students must present their projects to the class and are graded on both mastery and use of techniques and ability to evaluate and communicate using suitable terminology.

Discussions assess student mastery of artistic and academic vocabulary. Students evaluate another artist’s technical skills and communicate concepts using language that is meaningful to all parties. Peer and instructor critiques after each project assess student understanding and application of black and white media, as well as the other elements of design. Active participation by the students in these written and oral critiques is foundational to each student appreciating and developing the ability to accurately communicate complex artistic concepts and is a part of the course grade.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

As the semester progresses, students learn and develop critical thinking skills as they work through the process of creating fully developed black and white drawings employing a variety of media and substrate. To accomplish this for each project, students must first resolve the problem of determining the most desirable perspective of an instructor-constructed still life from which to create a drawing that complies with all of the assignment parameters. To help with this process, students present graded research assignments on historic and contemporary artists whose works are related to the assigned project. Students must construct thumbnail sketches for every project and present them to the class for evaluation and critique, allowing each student to evaluate their work based on peer feedback to improve compositions before starting each project. Students are assessed on the presentation of their projects and provided feedback from which the student learns to differentiate between strong and weak drawings and form well-reasoned evaluations of the own work, as well as work of their peers.

Students learn and develop critical thinking skills through peer critiques of student projects. Students give and receive feedback using a variety of written and oral critique methods, in small and large group settings. Students learn to describe, analyze, and interpret implementation of black and white media and substrates and the elements of design using the correct artistic vocabulary. Students also learn self-critique methods by evaluating their own drawings and developing solutions that correct any findings. Critique skills are developed through assignments requiring research and analysis of various works of art by historical and contemporary “master artists” whose works are related to a designated element of black and white media and substrates, as well as project design.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Over the semester, students develop awareness and understanding of cultural differences by analyzing works of art from a variety of time periods and cultures. All eight projects contain graded discussions on the role of art in society and how specific works of art influence modern beliefs about people and events in the past and present. These instructor-facilitated discussions engage students in debates and assess their understanding of different ethical systems and cultural norms. Students work in small group settings using the same still life scenarios to exchange observations and critiques within their group.

As the semester progresses, students develop Intercultural reasoning and competence through exposure to artwork from a variety of periods and cultures, both modern and historical. Students conduct research, participate in discussions, and are assessed on their mastery of details such as the artist, time period, artistic media, and the context of the drawings in selected works of art. Students evaluate changes in materials and usage from historical to modern periods and across various cultures and societies, as well as the longevity and care of drawings, and so forth.

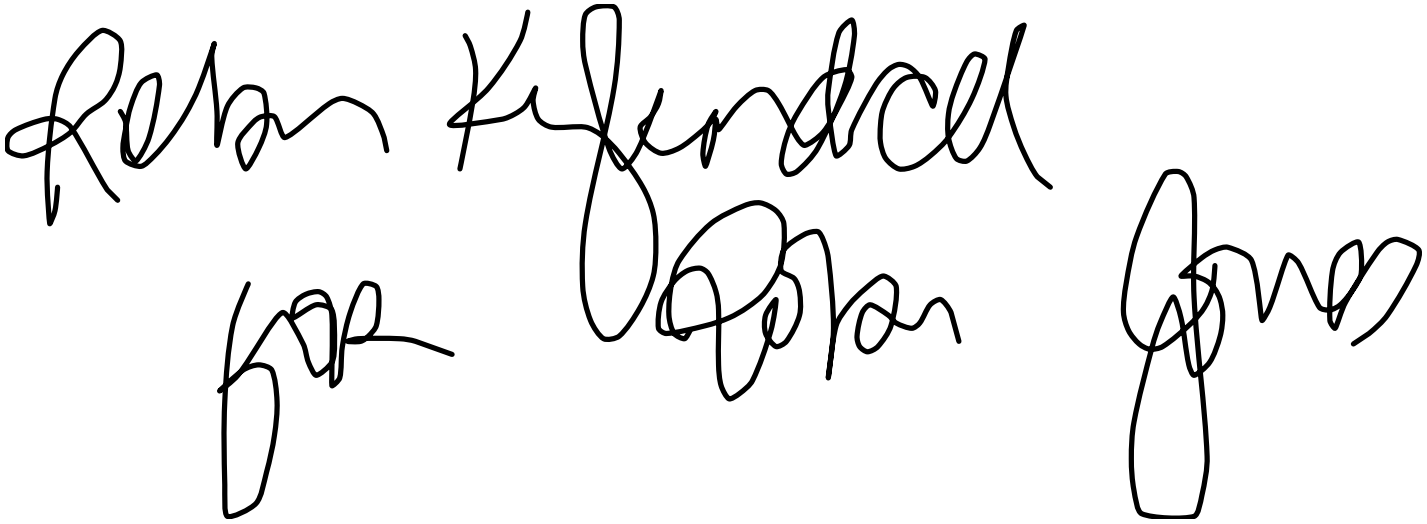
Students learn environmental responsibility as they maintain a clean and safe studio environment for themselves, their classmates, and other users of the same studio facilities. Students become aware of their obligations to care for the environment as they discover and learn to read and follow instructions found in the Material Safety Data Sheets (MSDS) for all chemicals, paints, and solvents found in the classroom. All students must learn and demonstrate proper, legal, and responsible handling, clean-up, and disposal of materials and containers associated with the use or storage of potential contaminants.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 15 2019

Upload Assessment

**Completed** - Aug 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS 1610 - Syllabus

**Filename:** ARTS_1610_-_Syllabus_zayENNA.pdf **Size:** 142.0 kB

Upload Rubric

**Completed** - Aug 15 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTS 1610 - Assignment with Rubric

**Filename:** ARTS_1610_-_Assignment_with_Rubric_rtJNv0j.pdf **Size:** 153.5 kB

## Application: 0000000636

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000636
**Status:** Under Review
**Last submitted:** Aug 19 2019 05:51 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | PHIL |
| Number | 210 |
| Title | Ethics |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHIL |
| Number | 2110 |
| Name | Introduction to Ethics |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Differentiate between various ethical theories, which may include virtue ethics, deontology, and consequentialism.
2. Critically evaluate various ethical theories and positions.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students encounter classical ethical problems early in the course and by its second half, they engage directly with contemporary issues, articulating such controversies in the context of ethical questions.
Evidence Acquisition: Becoming familiar with a wide spectrum of previous philosophical responses to such questions through primary and secondary source readings, they will combine research skills that facilitate their access to further specific philosophical works and also to reference material necessary to understand the details of a particular ethical controversy. They also apply logic, critical thinking, and reasoning to statements made in these sources, by philosophers, by peers, and by the instructor.
Evidence Evaluation: Students critically evaluate such claims with regard to their consistency and coherence as well as their relevance and applicability to the problem. This process supports investigating philosophical systems and positions, weighing them against each other (particularly when they are opposed) while students evaluate and articulate their own considered positions based on rational standards of evidence, recognizing and applying syllogistic reasoning and logical thought.
Reasoning/Conclusion: Students will formulate answers to ethical questions and pose solutions to ethical problems, independently generating rationally articulated, clearly and coherently expressed conclusions formulated in a logical and self-consistent manner. Rather than elaborating only their own positions, students apply the reasoning skills cultivated in this course to philosophical worldviews and positions other than their own. Consequently, students demonstrate these competencies through rational presentation of their own arguments while critically examining counter-arguments. The entire process described here applies to the design and delivery of presentations but also to participation in class debate.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence: By becoming conversant with philosophical worldviews and traditions from multiple cultures and civilizations in diverse historical periods, subjecting these to rational examination and evaluation, students will increase their competencies in intercultural reasoning and engage with discussion and debate concerning the appropriateness and applicability of rational methodologies to culturally specific philosophies and worldviews, investigating whether or not philosophical worldviews can be culturally determined or mediated.

Ethical Reasoning: Throughout the course, students apply philosophical reasoning to questions of personal and social responsibility that exhibit moral weight or significance. The coherence and consistency of this reasoning will be evaluated based on its clarity, logic, and adherence to the principle of non-contradiction. Students will be able to articulate why their proposed answers to ethical problems are reasonable and applicable, identifying and presenting their own approach to ethics. This will require familiarity with the diverse ways in which ethical worldviews have been philosophically communicated and expressed. Students cultivate the ability to rationally examine, critically analyze, and logically evaluate ethical claims by philosophers as well as by non-philosophical worldviews and ideologies.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Authority and Value of Information : Students will become acquainted with problems in philosophical sources, particularly those involving philosophical authorities, information subject to translation, and information mediated by factors including circumstances of suppression and bias, applying ethical reasoning to those problems of sourcing, learning to identify indications of bias, mistranslation, intercultural and intra-cultural misunderstanding, and ideological deployment of philosophical concepts.
Information Structures Students will examine available sources for indigenous, pre-Columbian, and non-Western ethics, in which selection, translation, and representation of information can have significant impact on its reception and dissemination.
Research as Inquiry : In order to articulate and support their own ethical reasoning and conclusions, as well as their examinations and evaluations of primary sources, students will need to develop competency in selecting which sources and which portions of those sources to cite and examine in their work, arranging this information in a clear, concise, and logical way, practicing the skills necessary to the acquisition of information literacy, being required to recognize, identify, comprehend, evaluate, and utilize source material from a wide variety of possible sources, as well as analyze the use of those sources by the source material itself. Students will also be asked to describe their own process of inquiry, recognizing its adherence to the methods of philosophical reasoning and articulating its conclusion accordingly.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.PHIL2110.Assessment.pdf **Size:** 108.4 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000598

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000598
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:53 PM (MDT)

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Anthropology |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 125G |
| Title | Introduction to World Cultures |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1140 |
| Name | Introduction to Cultural Anthropology |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts, such as culture and society, which form the pillars of the discipline (e.g., cultural relativism, cultural persistence and change, world-view and enculturation).
2. Comprehend the importance of studying cultural anthropology.
3. Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected (e.g., globalization and modern world system).
4. Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures.
5. Understand how beliefs, values and assumptions are influenced by culture, biology, history, economic, and social structures.
6. Gain a sense of relationship with people possessing different experiences from their own.
7. Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines that study

**Institution-specific Student Learning Outcomes**

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

Become more sensitive and engaged global citizens from a culturally relative perspectives.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

ANTH 125G engages students in a variety of genres and media that include oral and written communication. In ANTH 125G, students learn the important role that culture plays in shaping our experience, understanding of the world, and the communication of those understandings (Learning Objectives #4 and #5). That is, students develop an awareness about how we use culture to communicate values, beliefs, and understandings. Through assignments, students apply this framework to understand and evaluate the cultural messages that are communicated. As an example, one assignment requires students to document a Day of the Dead (Dia de los Muertos) altar through written observations and visual photographs and/or sketches (see student assignment: Day of the Dead altar. Through this exercise, students learn to "read" the symbolic messages contained within the altar, to evaluate the messages being communicated by the family members who have constructed the altar.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in ANTH 125G are required to engage in critical thinking throughout the semester. Examples are seen in different content topics and in student assignments. First, in ANTH 125G, over the course of the semester, students reexamine some of the basic components that comprise different societies, such as language, subsistence, economics, kinship, religion, and ethnicity, among others. These topics are presented not as givens but as issues to be examined (problem setting). Second, through lectures, films, and class discussions, students examine these topics across different cultures around the world, comparing the cultures as cases in order to revise and rethink some of their own cultural assumptions (evidence acquisition and evidence evaluation). As an example, in studying the important role of language, students learn about the diversity of languages around the world and how different these languages are
(see student assignment: Film Questions: "Mother Tongues"). Anthropologists contend that language provides us the framework through which we understand and explain our world. In conclusion, students should being to understand how different languages and cultures can shape how people perceive the world differently (reasoning/conclusion). In studying cultural cases around the world, students should meet the learning objectives identified of recognizing that different people and different cultures have different experiences from their own {#7), and grasp the basic concepts of cultural anthropology, such as cultural relativism and world view {#1), among others.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The main objective of ANTH 125G is to teach students about intercultural reasoning and intercultural competence. First, by unpacking the components of cultures around the world (language, subsistence, economics, politics, kinship, religion, ethnicity, among others), students learn through lectures, films, and class activities about how different cultures engage in different cultural practices and see the world differently (worldview). In this way, students develop the skills of cultural relativism needed to examine and understand different cultures from the perspectives of the people themselves (intercultural reasoning and intercultural competence). Second, by studying the subsistence systems, economic practices, and ecological knowledge of different world cultures, students learn that different cultures perceive their natural environment differently and engage in sustainable management of their environments. Students learn that the conservation of biological diversity and environmental sustainability can also be linked to the conservation of cultural diversity (sustainability and the natural and human worlds). Third, students learn about the persistence of cultural diversity and traditional livelihoods in the face of modernization and globalization (see student assignment: Ethnic Identity Project). Understanding the role of different cultural and ethnic identities provides the basis for ethical reasoning in understanding the role of cultural diversity in the modern world (ethical reasoning). Based on class discussions on topics such as ethnic diversity, students develop the ability to engage in civic discourse about the role and contribution of cultural diversity at the local level and in a globalized world (civic discourse, civic knowledge and engagement- local and global).

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ANTH 125G Sample Assessment

**Filename:** ANTH_125G_Sample_Assessment.pdf **Size:** 196.0 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000608

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000608
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:00 PM (MDT)

Application Form

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 142G |
| Title | Calculus for the Biological and Management Sciences |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1430 |
| Name | Applications of Calculus I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
Students will:
1. Find limits algebraically and graphically, and use limits to analyze continuity.
2. Find the derivative of a function by applying appropriate techniques (limit of the difference quotient, general derivative rules, product rule, quotient rule, chain rule, and higher order derivatives).
3. Perform implicit differentiation. Use implicit differentiation to solve related rate application problems.
4. Use the derivative to describe the rate of change and slope of a curve in general and at particular points. Compare and contrast average rates of change to instantaneous rates of change.
5. Find the maxima, minima, points of inflections, and determine concavity of a function by applying the first and second derivatives. Use these results to sketch graphs of functions and to solve optimization problems in context.
6. Find the antiderivative and indefinite integral functions to include integration by substitution. Apply the Fundamental Theorem of Calculus in computing definite integrals of functions.
7. Approximate the area under the curve using Riemann sums.
8. Use the integral to determine the area under a curve and to find the accumulated value of a function in context.
9. Solve contextual problems by identifying the appropriate type of function given the context, creating a formula based on the information given, applying knowledge of algebra and calculus, and interpreting the results in context.
10. Communicate mathematical information using proper notation and verbal explanations.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Mathematics itself is a language, and students work to expand their vocabulary throughout the course to include terminology related to the limit, the derivative, and the integral. A mathematical object is presented in a particular genre: a graph, a mathematical expression, a verbal description, or a physical system, and students work with their new vocabulary to gain an understanding of that object and/or translate between genres. For example, the first derivative of a function determines the intervals on which the function increases or decreases, and the second derivative of a function determines the intervals on which the function is concave up (like a cup) or concave down
(like a cap). Students will be given a function represented by an algebraic expression from which they extract information by computing the first and second derivatives and then connect those computations with the graphical nature of the function in order to produce its graph. The understanding is that where the graph is inconsistent, the argument/data is flawed. Problem 1 provides an instance of a related lab problem; here the derivatives are given since the focus is on producing the graph. In problem 3, students must connect the graph of a function with its verbal description as well as the graphs of its first and second derivatives. Note that calculators are not allowed and so students must provide details to support their work.
For applied problems, students must understand the problems statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. Problem 2 provides an example of a related homework or test problem.
Many opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and weekly labs. The labs are a particularly important part of the process since students work in groups to solve complex problems. They communicate their strategies, evaluate the input of their peers, and produce arguments to support their solutions. These skills will be assessed throughout the course on quizzes, midterms, and the comprehensive final exam. In all such work, students are required to provide detailed solutions using proper mathematical notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In the context of applications, students are given a word problem in which they are asked to find an optimal solution. They use the given information to produce a corresponding model function and then use the derivatives of that function to acquire candidate solutions satisfying given conditions, being sure to verify mathematically their optimality. They must then reinterpret their solution in terms of the original application, evaluating their reasoning in the process. Problem 2 provides an instance of a related homework problem.

Once a student understands the connection between a function, its first and second derivative, and its graph, this knowledge is used to hone critical thinking skills. Problem 3 provides an instance of a related lab problem. Students are given forty cards with the graphs of 10 functions, 10 descriptions, 10 first derivative graphs, and 10 second derivative graphs. They are directed to match each of the functions with its description, first derivative graph, and second derivative graph. Students must acquire evidence regarding the behavior of the given function (intervals of increase/decrease and concavity). They must then evaluate each description and derivative graph to determine suitable matches for the given graph. Evidence such as domain, range, and end behavior are used to evaluate their reasoning.

Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and weekly labs. The labs are a particularly important part of the process since students work in groups, and so have the opportunity to evaluate the input of their partners at all points in the solution of complex problems. They will be assessed on quizzes, midterms, and the comprehensive final exam.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

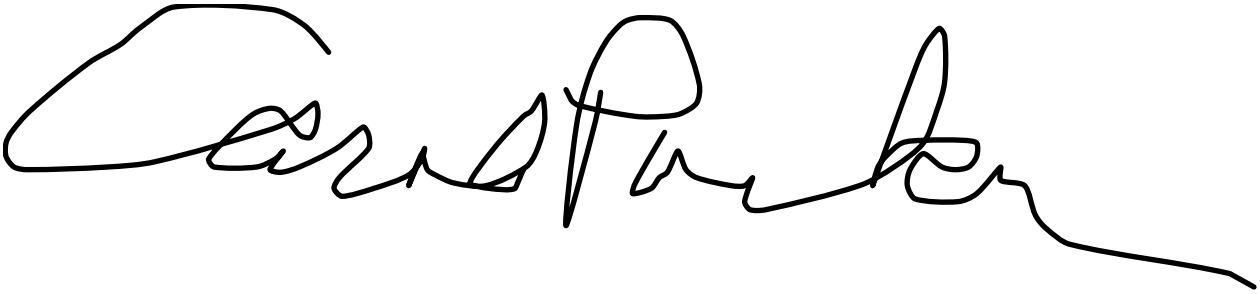
The tools provided by calculus naturally expand the types of applications that students can tackle, and so further challenge their quantitative reasoning skills. In the context of an applied problem, students are given quantitative information and must use it to find an optimal solution. Here they must interpret the question mathematically, identify a suitable function, find a relationship between the problem variables that will allow them to set up a corresponding equation, and then use what they know about derivatives to find an optimal solution. They analyze the feasibility of their computations when stating the solution in terms of the original application. Problem 2 provides an example of such a problem.
Quantitative reasoning skills are also developed when students represent graphically a function described algebraically (and vice versa). While students have developed a sense of the behavior of polynomial, rational, logarithmic, and exponential equations alone, Calculus provides the tools required to quantitatively analyze combinations (products, quotients, etc.) of these functions. Using limits, they determine horizontal asymptotes; derivatives yield information concerning intervals of increase and decrease, concavity, and extreme values. Students then represent the information as a graph, understanding the where there are inconsistencies, their data is likely flawed.
Students are given many opportunities to develop their quantitative reasoning skills: lecture examples, online and written homework, labs, etc. In weekly labs students work in groups, and so have an opportunity to formulate and defend their own quantitative arguments as well as analyze those of their group members. These skills will be assessed throughout the course, quizzes, midterms, and the cumulative final exam. In all such work students are required to provide complete written solutions that justify their reasoning.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MATH 142G Sample Assessment Revised

**Filename:** MATH_142G_Sample_Assessment_Revised.pdf **Size:** 335.0 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000654

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000654
**Status:** Under Review
**Last submitted:** Aug 19 2019 07:17 PM (MDT)

## Application Form

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | POSC |
| Number | 110 |
| Title | The Political World |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 1140 |
| Name | The Political World |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Compare different viewpoints on major political issues
2. Demonstrate critical thinking skills and abilities in regards to political problems, trends, and developments
3. Grasp the significance of government actions
4. Identify bias in news reporting
5. Demonstrate a better understanding of the world and show appreciation for the richness of political cultures in the world, and be able to apply political science theories and concepts to real world cases
6. Be able to communicate, written and orally, in an informed and effective way about the political world
7. Demonstrate knowledge and understanding of their own rights and obligations as citizens
8. Obtain an understanding of foundational aspects of both political theory and practice among countries throughout the world, which includes current political issues and their relevance to politics in general

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI’s basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility:
Each week, students will update their Online Media Log, stored in the online learning platform, selecting one item of politically relevant news or entertainment content from a different genre of source (blog, news media, entertainment media, social media, forum, commercial advertisement, public speech or protest, journalistic interview, academic scholarship, popular book, etc.). The Log will contain a summary of the content along with the student's comments concerning its importance or significance, any biases exhibited by the source, their personal response to the source, and one question they would regard as worthy of discussion. Students participate in online discussion each week concerning these Log items, and in the final class session of the week (or the first of the following week), the original poster of each Log gives a two-minute presentation responding to the main points of the discussion, followed by three minutes of further discussion, questions, and answers, all of which are followed by general discussion for a duration appropriate to the size of the class.
Strategies for Understanding and Evaluating Messages: Each week, students will receive a pair of readings arguing a controversy related to that week's content. They will identify the main arguments and counter-arguments, identify the intended audience, and evaluate the strengths and weaknesses of the positions involved, distinguishing what interests primarily benefit from the acceptance or rejection of each position.
Evaluation and Production of Arguments: In their final Political Controversy Paper (in APA style), which students present at the end of the course with a PowerPoint presentation, they evaluate all major positions concerning a chosen controversy, addressing at least two sources for each position (preferably with opposing or conflicting interpretations), selecting one to support and refuting the others, or advancing their own position. In an associated Bias Bibliography, they will identify the probable biases, likely agendas, and possible conflicts of interests pertaining to each cited source.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: In their final Political Controversy Paper, students are instructed to present the controversy in the most fair and balanced way, articulating it in such a manner as to include the widest possible range of relevant positions.
Evidence Acquisition: In addition to acquiring two reliable sources for each position, students are responsible for identifying and accurately and persuasively presenting three sources that provide support for their own position, or their own interpretation of their favored position.
Evidence Evaluation: The aforementioned Bias Bibliography also assesses the reliability, validity, and relevance of each source.
Reasoning/Conclusion: The Political Controversy Paper ends with an afterward suggesting a practical program of political action to further the proposed solution. This should include at least two references to comparable programs that have been successful in the past. It should also contain reference to at least one comparable program that failed along with an explanation of why the proposed plan would be more successful; finally, it should also contrast the proposed program with another program that takes a different approach, explaining why that approach would be undesirable.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

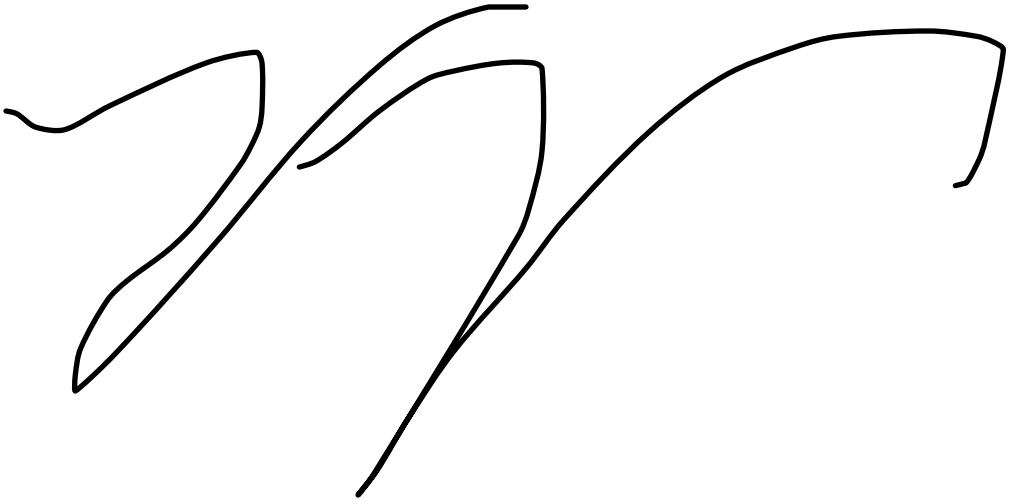
Collaboration skills, teamwork, and value systems: Depending on class size, students will be randomly sorted into groups, each of which will together participate in the Nation Simulation. This requires the group to create a governmental system for a nation/state/tribe created through a combination of group decision making and procedurally generated factors in a simple simulation. Throughout the course, this nation/state/tribe will be progressed through various controversies, challenges, and crises (also procedurally generated) which will require government response, with each group member taking the role of a member or position in said government. This may include the voluntary or forcible dissolution and reformation of the government, as well as the breakup of the government or nation-state into smaller units. At each stage of the simulation, the group prepares a summary of their response decision, including descriptions of the process they used to come to a consensus (or not), descriptions of dissent, and two public statements: one for foreign/diplomatic deployment, and one for domestic circulation. The group collectively prepares a case study of a similar scenario from the real political world in which a government successfully enacted a similar solution. Each group member also prepares a case study detailing a similar event from the real political world with a description of a government unsuccessfully utilizing a different strategy.
Civic discourse, civil knowledge and engagement – local and global: Each student will, at least three times in the trimester, attend one event which has political relevance. This can be any event ranging from a political rally, to a public lecture, to a protest, to a politically-sponsored function, to a fundraiser, or anything else political in character and/or intention. The only requirement is that the student cannot use more than one event per political party or aim. After attending and observing the event, the student writes a “field report” answering a standardized series of observational and demographic questions, containing notes on brief interviews with at least two attendees, and also containing the student’s own less structured observations and reflections.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.POLS1140.Assessment.pdf **Size:** 442.5 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000650

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

Summary

**ID:** 0000000650
**Status:** Under Review
**Last submitted:** Aug 19 2019 05:12 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Geno Castillo |
| Title | Instructor |
| Phone | 5054545304 |
| Email | gcastillo@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | STEM |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1310 |
| Title | Calculus Physics I |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1310 |
| Name | Calculus Physics I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate knowledge of Newton’s Law of Motion and apply them to simple physical systems (e.g. transitional and rotational motion).
2. Demonstrate knowledge of the Laws of Conservation of Energy and apply it to simple mechanical systems.
3. Demonstrate knowledge of the Laws of Conservation of Momentum and apply it to simple mechanical systems.
4. Demonstrate knowledge of the Laws of Rotational Dynamics and learn how to apply it to simple mechanical systems.
5. Demonstrate knowledge of the concepts and phenomena of wave motion, oscillations, and gravity, and learn how to apply it to simple mechanical systems.
6. Demonstrate knowledge of the concepts and phenomena in the fields of heat, thermodynamics, and thermal physics, and apply them to simple mechanical systems.
7. Demonstrate the ability to translate common language descriptions into the language of physics and into physical diagrams.
8. Demonstrate the ability to interpret physical diagrams in the language of physics.
9. Demonstrate the ability to collect, evaluate, interpret, and communicate scientific information in terms of fundamental mechanical concepts.
10. Demonstrate the ability to interpret and evaluate data in terms of fundamental mathematical and statistical concepts.
11. Demonstrate the ability to interpret and evaluate data in terms of differential and integral calculus concepts.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

To develop critical thinking skills, students in PHYS 1310 will be engaged through in-class, homework, and laboratory exercises. Students will practice the scientific method, and engage in assignments using observation, interpretation using mathematical concepts. Students will identify and gather the data/information to address the problem, explain how to answer a specified problem, and check the validity of the solution. Students will develop the ability to express quantitative information symbolically, graphically, and in written language. Students will apply reasoning by continued characterization, identify and answer the questions of which physics concepts are occurring. Students will participate in lab and demonstrate their critical thinking skills by determining basic physical principles that can be tested with the device. Furthermore, the students will perform and analyze the results of these experiments. Students will form conclusions at the end of each lab.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

To develop quantitative reasoning, PHYS 1310 students will solve problems related to physical world we live in. Students will be practicing the scientific method by using numerical datasets. Students will express quantitative information symbolically by using mathematical differential and integral calculus equations, graphically by drawing pictures to interpret and understand the problem, and by representing motion and vectors in two dimensional Cartesian plane. Students will apply their knowledge of physics to address and solves specific problems within physics. The communication/ representation of quantitative data will be done by tables, maps and written descriptions. Analysis of quantitative arguments will be done by evaluating the reasonability of the data collected. The application of quantitative models occurs when students use the numerical data to solve physical problems. In the energy lab, students will make observations of a ball rolling down 4 different shapes of ramps. The students will collect data of each ramp, which includes its height and length. The students will calculate the speed of each ball, as well as, its potential and kinetic energies during this experiment.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

PHYS 1310 Students work in groups, which allows them to develop their personal and social responsibility. This enables students to develop skills such as teamwork, collaboration and communication, which are used in the real world. Most topics presented in PHYS 1310 will end with a discussion of human interactions with the environment. For example, using energy concepts to formulate reasons for the using and not using of renewable energy sources. Students engage in concepts of human interaction with climate change. Students identify some causes that are affecting climate change such as hydrocarbon emissions, and work as a team to suggest on how it can be minimized.

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

Link to Institution's General Education Assessment Plan

N/A

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Phys 1310_LCC_Sample_Assessment

**Filename:** Phys_1310_LCC_Sample_Assessment.pdf **Size:** 431.0 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000582

Don Scroggins - don.scroggins@clovis.edu
NM General Education Curriculum

Summary

**ID:** 0000000582
**Status:** Under Review
**Last submitted:** Aug 19 2019 09:12 AM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Don Scroggins |
| Title | Division Chair |
| Phone | 5757694909 |
| Email | don.scroggins@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Humanities |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Robin Jones |
| Email | jonesr@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | StephensonM@clovis.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HUM |
| Number | 222 |
| Title | Introduction to Humanities II |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | n/a |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HUMN |
| Number | 2110 |
| Name | Introduction to World Humanities II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.
2. Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.
3. Demonstrate knowledge of particular examples introduced in the course.
4. Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Throughout the semester students learn to distinguish and differentiate several aspects of world humanities such as culture, ideology, and art.

Evidence Acquisition: Students learn about culture, ideologies, and art through select and various readings, art viewings, videos and discussion forums.

Evidence Evaluation: Students describe the various cultures studied, differentiate between ideologies, and compare and contrast the art viewings by composing several reflection pieces, which they compile into a portfolio as the final project.

Reasoning and Conclusion: The compiled reflection pieces in the portfolio serve students to write reasonable conclusions about the distinguishing characteristics found in each of the several cultures studied evidenced in the essays.

Critical thinking skills are assessed with discussion forums, quizzes, essays, and a portfolio.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Across the semester, specific guidelines for discussion forums allow students to practice local and global civic discourse, based on the readings they complete before discussions. Students also learn to respond to classmates appropriately to build a culture of respectful conversation as a part of class discussion. Students use the evidence from the class readings to decide how to respond to discussion questions and see different points of view on the same question by other students in the course who have made a different decision based on similar evidence. Students share how they arrived at their answers to discussion questions to improve their collaboration skills. Assessment of personal and social responsibility is assessed primarily with discussion forums.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Students in HUMN 2110 complete a research project starting with a brainstorming activity resulting in the composition and revisions of a research question on a humanities topic of their choice.
During their research, they locate and analyze scholarly sources that could answer their proposed question. Students write a summary for each source annotating the specific reasons the source is appropriate to their research.
Students write an evaluation for each source to determine their potential in answering the research question.
There are checkpoints throughout the semester to ascertain that students have appropriate questions and are progressing in a timely fashion.
The research is summarized in an annotated bibliography that demonstrates their research as inquiry.
Information and digital literacy skills are assessed at each checkpoint and the final draft.

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

Link to Institution's General Education Assessment Plan

n/a

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Jun 19 2019

### Upload Assessment

**Completed** - Jun 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HUMN 2110 Sample assessment and rubric - Henry

**Filename:** HUMN_2110_Sample_assessment_and_rubric_-_Henry.pdf **Size:** 124.0 kB

### Upload Rubric

**Completed** - Jun 19 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

2019HUMN2110Syllabus-Henry

**Filename:** 2019HUMN2110Syllabus-Henry.pdf **Size:** 132.7 kB

# Application: 0000000542

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000542
**Status:** Under Review
**Last submitted:** Jul 9 2019 02:53 PM (MDT)

Application Form

**Completed** - Jun 6 2019

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Ian Williamson |
| Title | AVPAA |
| Phone | 505-454-3342 |
| Email | iwilliamson@nmhu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Highlands University |
| Submitting Department | History & Political Science |

### Chief Academic Officer

| | |
|---|---|
| Name | Roxanne Gonzales |
| Email | rmgonzales@nmhu.edu |

## Registrar

| | |
|---|---|
| Name | Inca Crespin |
| Email | imcrespin@nmhu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1110 |
| Title | United States History I |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1110 |
| Name | United States History I |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

None.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. Throughout the semester, critical thinking skills will be taught and assessed in the following ways. Early in the semester, a general description of how historians go about their work with explicit examples of historical reasoning described during each of the class lectures. Class discussions of examples of historical reasoning provide students the invitation to come to their own opinions on various topics. The numerous examples of historical reasoning are reexamined in Study Sessions before each exam. Also, the inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience. These issues will be covered in the following ways: in-class lectures, the professor routinely connects the past with the present with mention of examples of what is going on currently in the news and noting the similarities with what happenings in the past; as part of class lectures and class discussions the professor addresses the issue of historical anachronism and the problems that attend making ethical judgments about the past. Throughout the semester, class discussions and out-of-class reviews will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

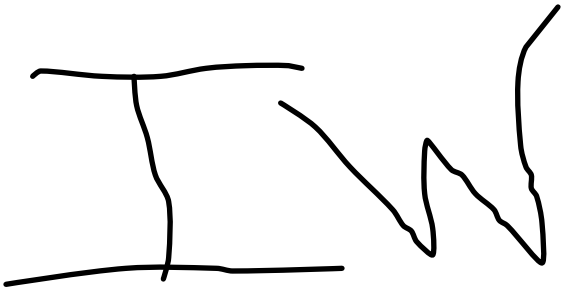
Information literacy is a basic skill for historians, and sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lectures will present a kind of case study of "doing history": e.g., how a modern scholar would go about writing a biography of Alexander of Macedonia and coming to a judgment about his accomplishments. In the class, students are given assignments in which they are presented with a set of documentary materials and are required to assess the materials on their own. Then, an in-class discussion session, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments. Students may be required to access the university's learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

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

Link to Institution's General Education Assessment Plan

http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 6 2019

## Upload Assessment

**Completed** - Jul 9 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### HIST 1110 US HISTORY 1 Sample Assessment

**Filename:** HIST_1110_US_HISTORY_1_Sample_Assessment.pdf **Size:** 324.6 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000637

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000637
**Status:** Under Review
**Last submitted:** Aug 19 2019 05:59 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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# Deadline for Next Curriculum Committee Meeting

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# Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 161 |
| Title | US History I |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1110 |
| Name | United States History I |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1) Students will be able to explain in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War.
2) Students will distinguish between primary and secondary sources, identify and evaluate evidence and empathize with people in their historical context.
3) Students will summarize and appraise different historical interpretations and evidence in order to construct past events.
4) Students will identify historical arguments in a variety of sources and explain how they were constructed, evaluate credibility, perspective, and relevance.
5) Students will create well-supported historical arguments and narratives that demonstrate an awareness of audience.
6) Students will apply historical knowledge and historical thinking in order to infer what drives and motivates human behavior in both past and present.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students will pose questions concerning historical sources and the goals and purposes of placing these sources in historical context, examining the reasons for the selection of particular historical events as subjects of scholarly inquiry. They will identify problems of historical interpretation and articulate further questions addressing key elements and drivers of American social, economic, and cultural institutions, including Western worldviews in interaction with Native American worldviews; Western relations with Native Americans; western worldviews (religious, philosophical, ideological) as keystones of Early American political and social development; the key role of political economy in the developing American sense of self, nationalism, and American Exceptionalism in early national history; the development of the American republic and its ultimate establishment of a strong central government featuring opposing political parties and tensions between democratic and republican orientations and models in construction of the federal government, concluding with review of tensions that ultimately exacerbate into the fracture of the Union, persisting through its reconstruction.
Evidence Acquisition: Students will identify primary and secondary sources that relate to historical problems featured in the course and also in order to answer questions that they formulate in response to discussion.
Evidence Evaluation: They will then critically analyze and rationally interpret evidence from primary texts and/or images, presenting and supporting arguments while responding to opposing views and refuting claims that are not based on evidence. This entails identifying authorial bias and motive in both primary and secondary sources, examining the significance of which information has been recorded/preserved and which has not, and also evaluating the impact of informational availability or absence on beliefs about the past as well as the present.
Reasoning/Conclusion: Students form coherent and logical conclusions about the meaning of the sources they examine in historical context. In a comprehensive final examination, students apply historical reasoning to questions addressing ideas, topics, primary documents, and cultural traits examined in class lectures, discussions, documentary films, and selected readings of primary and secondary sources.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence: Through classroom discussion and writing, students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives, identifying the influence of: economy, society, government, religion, and culture in United States history, relating the significance of these historical factors to contemporary circumstances, developing an awareness and understanding of the ideological heritage of social and political institutions that influence understanding of the present, including the impact of various worldviews and cultures important in American history that continue to influence behavior and social norms, and the contribution of these factors to American law and society.
Ethical Reasoning: Students examine in discussion and in writing the ethical ramification of historical analysis, particularly in popular form, and when deployed for socio-political purposes, as propaganda, or as strategic or tactical praxis within cultural conflict. Students confront problems of anachronism in attempts to understand the motives and deeds of historical actors when they assume the perspectives of historical figures in simulation activities including re-enacted scenarios, political negotiations and debates, hypothetical written documents, and counter-factuals. This ensures that students are applying basic principles of historiography in a context that emphasizes their personal and social relevance, and students practice the responsibility of the historian to recognize and acknowledge these factors along with the power of historical accounts to influence the present. Students will analyze such significant elements in American self-conception and identity as: the role of the revolutionary, identification with democratic and/or representative government, party identity, American exceptionalism, and the concept of the Union, all of which continue to wield dramatic influence on contemporary American identity. Examining industrialism, regionalism, sectionalism, and reform movements will present students with factors contributing to formation and development of class identities, ethnic identities, and racial identities in the United States. Identifying factors that ultimately contributed to Civil War and its aftermath will enable students to recognize the influence of contemporary historical reception of those factors on American society and politics.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

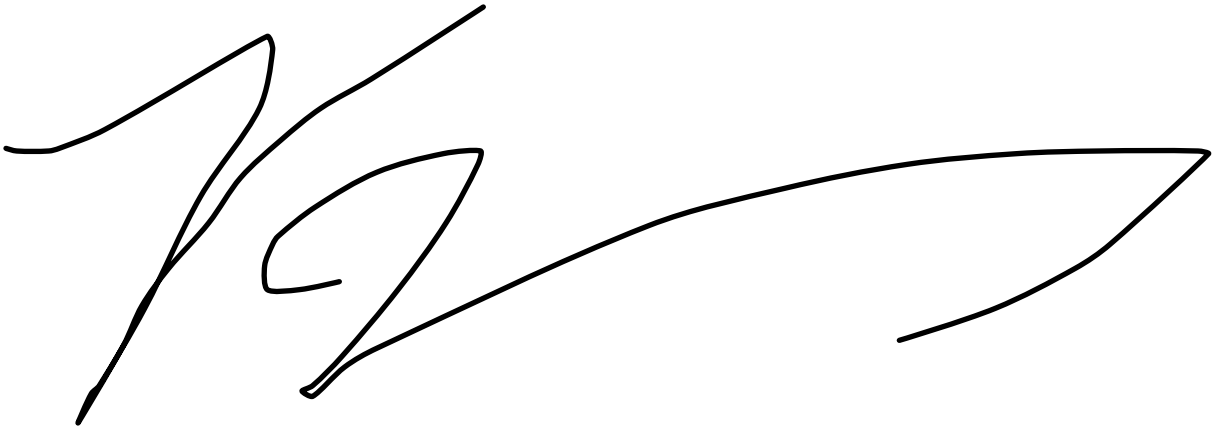
Authority and Value of Information: In being introduced to specific examples of the mendacious use of both primary and secondary sources for propagandistic and partisan purposes, students will assess the power of historical interpretation to reframe dialogue and discussion based on assertions of authenticity, factual accuracy, and contextual significance, particularly when such claims are mediated by the availability and accessibility of the sources themselves.
Digital Literacy: In utilizing a range of digital media sources, including interactive maps, digital archives of primary sources, and multi-media material, students will become familiarized with the vast increase in tools of information storage and analysis available to the contemporary historian, and how this enables beginning students and the interested public to engage easily and directly in the examination and evaluation of historical evidence in order to render historical judgement. Students will also encounter some of the potential pitfalls, interpretive risks, and frequent fallacies originating from the over-availability of disorganized information characteristic of casual research use of the contemporary Internet. Concurrently, they will be introduced to research tools frequently ignored by undergraduates, including Interlibrary Loan, research databases, and other easily accessible by often overlooked research tools. In total, these methods and activities will be oriented toward familiarizing students with the significant of informational and digital literacy in the contemporary study of history, even and especially at introductory or popular levels. Further, students will examine a variety of sources of differing category, character, and quality, and make efficient judgements concerning the significance, weight, and merit of primary sources and their various secondary interpretations. In being introduced to specific examples of the mendacious use of both primary and secondary sources for propagandistic and partisan purposes, students will investigate the power of historical interpretation to reframe dialogue and discussion based on assertions of authenticity, factual accuracy, and contextual significance, particularly as such claims and endeavors are mediated by the availability and accessibility of the sources themselves.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.HIST1110.Assessment.pdf **Size:** 157.9 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000663

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000663
**Status:** Under Review
**Last submitted:** Aug 19 2019 10:21 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 129 |
| Title | A Survey of Mathematics |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1130 |
| Name | Survey of Mathematics |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Construct and analyze graphs and/or data sets.
a. Gather and organize information.
b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
c. Interpret results through graphs, lists, tables, sequences, etc.
d. Draw conclusions from data or various graphical representations.
2. Use and solve various kinds of equations.
a. Understand the purpose of and use appropriate formulas within a mathematical application.
b. Solve equations within a mathematical application.
c. Check answers to problems and determine the reasonableness of results.
3. Understand and write mathematical explanations using appropriate definitions and symbols.
a. Translate mathematical information into symbolic form.
b. Define mathematical concepts in the student's own words.
c. Use basic mathematical skills to solve problems.
4. Demonstrate problem solving skills within the context of mathematical applications.
a. Show an understanding of a mathematical application both orally and in writing.
b. Choose an effective strategy to solve a problem.
c. Gather and organize relevant information for a given application.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their

SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces
and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for
Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Students will use mathematical language in a variety of genres, media, and modes of communication throughout the course. In verbal and written responses, in demonstration and discussion in the classroom, and in graphical, numerical, logical, and symbolic notation (of the same information when possible, such as using both charts and graphs to plot logarithmic function), students will use mathematic terms correctly to express and communicate mathematical concepts accurately, being directed to use the style of communication that is most concise and effective in each context. This extends to integrating the use of mathematical and technical terms into specific genres of everyday communication (including: financial literacy, particularly concerning interest, such as credit card and loan documents; statistics and probability, such as apply to everyday examples such as health and safety warnings and advice, the lottery and other statistically unprofitable games of chance; proportion, particularly in the context of exploitative contracts with service providers, or “sales” that cost the consumer money; exponential growth; voting and polling), as well as the converse: practicing accessible ways to explain mathematical concepts, ensuring that the students actually understands and relates to the operations rather than merely performing them by mechanism or rote.
Strategies for Understanding and Evaluating Messages: In the course section covering statistics, students are presented with a variety of examples of biased data collection for them to analyze and practice comparing to unbiased random sampling. In other portions of the course, students interpret verbal and textual problems that require them to generate mathematical calculations in order to solve.
Evaluation and Production of Arguments: In the course introduction and throughout the course, students utilize the basic structures and principles of logical thought to evaluate claims, particularly claims involving number and mathematics, from a variety of popular and media sources. This extends to addressing fallacies in argumentation and the use of statistics to mislead, and identifying frequent misleading claims that correlation implies causation, writing brief response papers refuting such examples. Students will also choose a simple example of statistical data to collect and report on to the class, being careful to present their results objectively.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Survey analysis, probability, statistics, exponential growth, and financial questions all necessitate that students not only be able to solve problems when those problems are presented to them, but also be able to formulate their own questions and problems in order to extract useful information from the data set. The simple statistical study depends on the student to decide what kind of data to collect, how to collect it, and how to record and represent it.
Evidence Acquisition: Data collection is an obvious example of evidence acquisition, but students also practice extracting useful information from multiple ways that evidence can be presented ranging from the organized to the disorganized, and the straightforward to the misleading.
Evidence Evaluation: Students will identify statistical and financial misrepresentations, misuses of correlation to imply causation, graphical and other visual representations that distort proportion for persuasive purposes, and other tactics used by unscrupulous advertisers and persuaders.
Reasoning/Conclusion: Students will practice making sound reasoned decisions in the various areas of practical application so far suggested, as well as in “fair decision” simulations, both from the perspective of a fair and neutral arbiter and the perspective of an interested party. They will also practice choosing the most advantageous of two seemingly complex options, such as monthly and continuously compounded interest.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

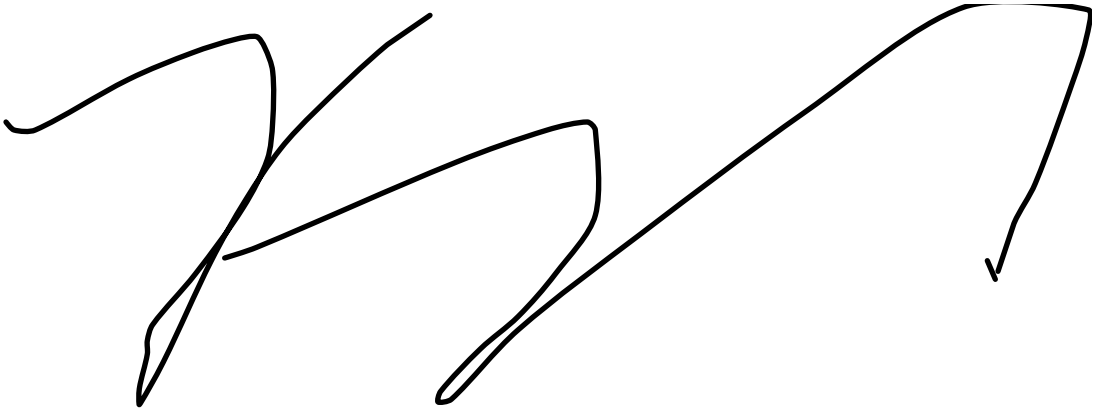
Communication/Representation of Quantitative Information: Among the numerous specific styles of information and data representation students create throughout the course are: Venn diagrams, graphs and charts, budgetary spreadsheets, probability distributions, predictive maps, and scatterplots.
Analysis of Quantitative Arguments: Students will examine research that uses quantitative data and its analysis to attempt to prove its position, practicing the detection of error, fallacy, misrepresentation, and also identifying cases where quantitative arguments cannot legitimately be made.
Application of Quantitative Models: Practice with the real-world application of the models examined occurs throughout the course: CPI, statistical values, amortization, absolute and relative change, area and volume, modal functions, tax brackets, logarithmic scales, and many more.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.MATH1130.Assessment.pdf **Size:** 432.3 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000647

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000647
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:38 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 220/L |
| Title | General Zoology |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 2650 |
| Name | General Zoology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

After successfully completing this course, the student should be able to:
1. Recall basic biological principles
2. Apply basic biological concepts to the study of organisms
3. Understand the origin and application of the binomial nomenclature and current taxonomy
4. Recognize and correctly write scientific names and taxonomy
5. Know characteristics of protozoans and animals
6. Recognize and describe three common characteristics of protozoans
7. Know characteristics of Phyla Porifera and Cnidaria
8. Recognize and describe characteristics of Phyla Porifera and Cnidaria, and major classes of each

9. Know characteristics of the worm phyla.
10. Recognize and describe characteristics of Phyla Platyhelminthes, Nematoda, and Annelia including major functions of each.
11. Know the characteristics of the invertebrate Phyla: Mollusca, Arthropoda, and Echniodermata
12. Recognize and describe characteristics of each phyla and know the major classes and orders of Mollusca, Arthropoda and Echinodermata.
13. Distinguish characteristics of higher ordered organisms
14. Describe characteristics and adaptations of chordates.
15. Know form, function, and characteristics of bony fish, cartilaginous fish and amphibians.
16. Recognize and describe form, function and classification of aquatic vertebrates from the Classes Osteoichthyes, Chrondricthyes, and Amphibia.
17. Know the classification of Class Reptilia and Class Aves
18. Recognize and describe form, function and classification of species in each of these phyla.
19. Know adaptations and taxonomy of mammalian species.
20. Recognize and describe major orders, families and species of Class Mammalia

Lab Outcomes:

After successfully completing this course the student should be able to:
1. Recall basic laboratory safety, microscope skills
2. Utilize proper procedure in the lab and with microscopes
3. Give appropriate taxa of protists for all specimens provided
4. Recognize by site specimen provided.
5. Know structures and vocabulary of sponges and cnidarians
6. Recognize and describe structures for each phyla
7. Know characteristics of worms specimen provided in lab.
8. Recognize and describe characteristics of Classes: Turbellaria, Trematoda, and Cestoda and Genera: Ascaris, Lubricus, and Hirudo
9. Know characteristics of the mollusk classes.
10. Recognize and describe characteristics of Classes: Bivalvia, Gastropoda, and Cephlapoda.
11. Know the characteristics and significance of Echniodermata
12. Recognize and describe adaptations of starfish classes and Class Holothuroidea
13. Distinguish characteristics of major taxa of arthropods
14. Recognize and describe characteristics and adapations of Subphyla Chelicerata, Crustacea, and Uniramia.

15. Know form, function, and characteristics of chordates
16. Recognize and describe form, function of the major taxa for Phylum Chordata and compare development of Subphyla: Urochordata, Cephalochordata, and Vertebrata
17. Know the structure and classification of vertebrate
18. Recognize and describe form, function and adaptations of organisms for Class Reptilia and Class Amphibia
19. Know adaptations and taxonomy of avian and mammalian species.
20. Recognize function in adaptation of Class Aves and Class Mammalia

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: While the conception of novel zoological problems requires the foundational biological knowledge that this course is designed to convey, the character of those foundational concepts and their demonstration in a laboratory environment makes this an ideal science course for general education, because students proceed through laboratory work formulating their own questions concerning how claims about basic zoological principles can be investigated through experimentation and observation. Lab activity requirements in this regard range from posing questions to be answered through direct observation (including dissection) to formal hypothesis testing.
Evidence Acquisition: While quantitative data collection forms an important and consistent part of laboratory work, students also make qualitative observations that are recorded and collected along with formalized experimental measurements. They keep laboratory journals as well as submitting laboratory memos, and these also include reflections, drawings, naturalistic observations, and personal responses to these observations. This involves the students in partially recapitulating and modeling the process by which naturalistic observation in the classical world ultimately developed hypothesis testing; while the development of experimental procedures generally arose as magical worldviews generated increasingly sophisticated technology in the atmosphere of the European Renaissance, zoology is particularly significant in anticipating these developments through an extensive body of pre-falsificationist but proto-experimental folk traditions involving animal lore relevant to the practices of medicine, agriculture, and husbandry, and it offered opportunities for dissection when such treatment of human remains continued to be illicit. This heritage is significant in comparison and contrast to indigenous attitudes toward animals in the indigenous Americas, the centrality of animals being one of the distinguishing features shared by nearly all American indigenous peoples. As such, the pre-scientific folk heritage of animal lore and use in

Europe forms a significant comparison and contrast to animistic, shamanic, totemic, pragmatic, and ritual use of animals in these continents in an educational environment where numerous students continue to hold traditional indigenous beliefs concerning animals that contrast sharply with secular post-Western approaches. Thus, guiding students to collect and acquire evidence from laboratory specimens using multiple approaches significantly enhances the relevance and impact of a biology course explicitly focused on zoology in a setting wherein animals are central to the traditional worldview of many students in the laboratory. Various forms of and approaches to evidence are shared and discussed in formal and informal class discussions, particularly before and after dissections.
Evidence Evaluation: This wider range of acquired evidence remains subject to the parameters of objective scientific inquiry, and students practice the evaluation of evidence for application to their hypotheses exclusively through the scientific methodology. This also ensures that students not only effectively distinguish the scientific approach from others that might be complementary, incompatible, or opposed, but also avoid
confusing scientific methodology and inquiry with the particulars of materialistic philosophies often erroneously constructed as “Western,” and the content of which is irrelevant to scientific inquiry, hypothesis testing and falsification, and experimental procedure, all of which students practice in each and every lab session. Evidence is evaluated in small groups and in formal whole-class discussions.
Reasoning/Conclusion: Given consideration of multiple means of evidence acquisition and the exclusive focus on scientific evidence evaluation, students need to articulate not only their conclusions but also detail their reasoning process in arriving at these conclusions, carefully distinguishing the rational basis for scientific claims, and also delineating why the basis in question is indeed rational.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Measurement, data, and also naturalistic observations as precise as possible are a critical element of lab work in this course. Similarly, their effective and also aesthetic representation is significant in the background and contemporary practice of zoology. Students share their observations and lab findings in presentations requiring attractive and useful visual aids. Students are also directed to develop other creative ways of communicating information acquired through lab work and through reading and research. Students also create, throughout the trimester, their own representation of a phylogenetic tree in which the aesthetics and structure and determined entirely by the student, constrained only by established scientific knowledge

concerning the classifications. Any remaining ambiguities in the classification system are highlighted such that students can choose to focus on these if they wish, and also select one such as the basis for a research paper in which that ambiguity is articulated as a scientific problem, the background of that problem is thoroughly sourced and examined, all solutions historically suggested are considered, and a rational conclusion proposed, along with an explanation of how that solution impacts the rest of the classification system. This paper requires visual representations of data derived from scientific sources.
Analysis of Quantitative Arguments: It also requires critical analysis of specific research claims made by scientists advancing particular positions concerning classification. A related assignment involves a review of the quantitative findings used to support the prevailing scientific confidence in some version of the theory of evolution, as well as examination and debate about punctuated equilibrium, epigenetic models, and other controversial modifications to the model. This portion of the course explicitly excludes classroom consideration of ideological and mythological content featured in models such as intelligent design, although determined students can attempt to chronicle the consistent refutation of one such model for extra credit. This portion of the course also ensures discussion of the difference between nonscientific and pseudoscientific models, and occasions discussion about their lack of relationship to philosophical materialism or to culture-bound constructs such as “Western” science. The primacy of quantitative data in making scientific claims will be reinforced with examples of zoological hypotheses being falsified specifically through the acquisition of data.
Application of Quantitative Models: Students culminate this series of discussions, and phases of laboratory work, by proposing their own specific question concerning a detail of zoology, subsequently planning, executing, and presenting a laboratory experiment either individually or as a group project. This presentation also requires aesthetically engaging visual aids with extra credit being offered for a repeated laboratory demonstration before the class.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Ethical Reasoning: Ethical considerations concerning animal research, experimentation, and use by humans are integral to introducing zoology, particularly given institutional cultural considerations as described. Students read and discuss essays and debates examining the ethical ramifications of animal research, particularly any animal research related to lab experiments, from a variety of perspectives and generate their own responses in discussion, writing, presentation, and debate. Broader social, cultural, and interdisciplinary considerations surrounding beliefs about animal “rights,” sentience, sapience, sophonce, well-being, putative “language,” and alleged tool use are examined in their interactions with the heritage of scientific inquiry in various traditions and expressions. Similarly, scientific knowledge about human relationship to other animals and human membership in classification systems, as well as current scientific understanding of animal sapience/sophonce including that of humans are examined in the most contemporary literature, with students being asked to generate personal reflections in response.
Sustainability and the Natural and Human Worlds: These considerations relate to ecological questions focused on interactions between humans and other animals, particularly with regard to threatened and endangered species, processes of habitat and ecosystem destabilization and destruction, human contributions to evolution and speciation, and the ramifications of human capabilities to breed, genetically modify, artificially create, and possibly “uplift” animal life. Similarly, the implications of transhuman philosophies and their various approaches to animal life are also considered in informal discussions and a final “speculation project” in which students choose a particular hypothetical controversy and research the scientific background of the claims and predictions it involves as well as the bioethical concerns related, chronicling these with formal academic citations, evaluating the arguments involved, and offering their own conclusion or conclusions.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.BIOL2650.Assessment.pdf **Size:** 451.3 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000595

A. BAILEY Pagels - pagelsa@wnmu.edu
NM General Education Curriculum

Summary

**ID:** 0000000595
**Status:** Under Review
**Last submitted:** Jul 26 2019 11:53 AM (MDT)

Application Form

**Completed** - Jul 26 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Dr. Miguel A. Vicens |
| Title | Associate Dean School of Business |
| Phone | 538-6403 |
| Email | Miguel.vicens@wnmu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Western New Mexico University |
| Submitting Department | Academic Affairs |

### Chief Academic Officer

| | |
|---|---|
| Name | William Jack Crocker |
| Email | William.Crocker@wnmu.edu |

### Registrar

| | |
|---|---|
| Name | Betsy Miller |
| Email | Betsy.Miller@wnmu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 201 |
| Title | PRINCIPLES OF MACROECONOMICS |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2110 |
| Name | Macroeconomics Principles |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

This course follows the CCNS SLOs for
ECON 2113 New Mexico Business Articulation/201 PRINCIPLES OF MACROECONOMICS/ CCN # 2110 Macroeconomics Principles

1. Explain the concepts of opportunity cost, comparative advantage, and exchange.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
6. Define fiscal policy and monetary policies and how these affect the economy.
7. Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.

**Institution-specific Student Learning Outcomes**

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

1. Demonstrate proficiency in economic concepts and their relationship with national and global issues.

2. Analyze, interpret, and synthesize economic data to make decisions.

3. Exhibit effective oral and written communication skills related to economics activities.
This course introduces macroeconomic theory and explores relationships involving inflation, unemployment, gross national product, taxes, government spending and the domestic and world monetary systems. The students develop communication, critical thinking, and personal and social responsibility skills by completing a variety of assignments during the semester. These assignments are listed on page five of the ECON 201 syllabus.

Students will develop the essential skills (critical thinking, communication, and social responsibility) by analyzing articles, watching TED Talks, using basic statistical analysis, and responding to discussion questions related to the decisions we make as a society that provides opportunities and choices at the macroeconomic level. The class uses rubrics to grade and assess learning. The rubrics tie the learner performance to the student learning outcomes for the course and tie them into the entire business programs SLO’s.

METHODS OF ASSESSMENT:

1. Will include exams, quizzes, and homework. The list of assignments on page five of the syllabus lists exercises, discussions and analyses supporting the learner’s development of the essential skills throughout the term.
2. Students evaluate the instructor through student evaluation process.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

The course includes in-class discussions and assigned homework that permit assessing the student's communication skills. The course requires analyses in which the students will apply the concepts learned in class, from the textbook and additional readings. For example, the students will analyze and present of a series of graphs and their relationship with the macroeconomic concepts of supply and demand (Chapters 1-2). The students then will discuss their rationale with the class (written posts or in-class discussion), and debate with the group their reasoning in reaching the stated conclusions (Genre and Medium Awareness, Application and Versatility, strategies for understanding and evaluating messages and evaluation and production of arguments).

The course also includes inquiries and exercises such as "where does my money come from?" that introduce questions that do not have a right or wrong answer, fostering also critical thinking (Strategies for understanding and evaluating messages). The students will individually give their answers and explain their reasoning (Evaluation and production of arguments). The students are required to participate in these debates and to follow instructions, find reliable sources of information and provide appropriate citation (multiple means to assess the Genre and Medium Awareness, Application and Versatility).

The course allows the student to create original content based on the concepts learned in class. For example, the students are required to create an infographic from one of the chapters in the textbook (Application and versatility; strategies for understanding and evaluating messages; evaluation and production of arguments). Then the class will vote on their favorite infographic using an established rubric for accuracy (strategies for understanding and evaluating messages).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The course requires the students to use the scientific method to develop and assess their critical thinking skills. The scientific method is used to analyze economic problems and theories (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion).

The class introduces the students to economic models used in drafting and implementing macroeconomic policies. For example, the class introduce the student to the high-level thinking that leads to fiscal and monetary policies in the U.S. The student will define current economic situations; gather information using real-time data (U.S. Government sources) and draw conclusions based on the authority and credibility of the data (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). The student will be required to identify critical information and evaluate evidence while developing conclusions to current issues (evidence acquisition; evidence evaluation). The student will be required to provide alternative solutions to ideas debated in class or to evaluate the differences between theory and practice in current economic policies (evidence evaluation; and reasoning/conclusion).

Other examples in developing critical thinking skills include open-ended questions requiring the student to analyze the effects of the inflation on the aggregate demand and aggregate supply of goods and services (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). Additionally, students will make distinctions between facts and opinions and will use the scientific method to draw conclusions about economic issues affecting the U.S. and its interactions with the rest of the world (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion).

Students are evaluated in this area using homework and exams through the different chapters and modules. For example, topics including economic systems, unemployment and inflation, fiscal policy and monetary theory and policy have several assessment and evaluation methods. These assessment methods include essay questions, multiple-choice and external tools (Kahoot quizzes). Using multiple assessment tools ensure that the content knowledge and critical thinking skills that are introduced in class are tested and reinforced during the course.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The course provides the students with a variety of homework that develops and assess their personal and social responsibility skills. Using normative analyses, the students recognize the similarities and differences among several countries and their macroeconomic decisions. The students are required to include in their analyses (homework through the semester) an element of sustainability in their answers. For example, in a policy analysis homework, the student must differentiate between the monetary impact and the social impact of the policies (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning).

Students also recognize theories of sustainability, social equity, ethics, and fairness involved in international trade and the impact of the sustainable allocation of scarce resources. For example, students are required to create a country profile that include the analysis of the country's political system, history, economic indicators, social issues, and trade (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 discuss their work (individually or in teams) with the rest of the class and receive feedback on their findings (collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement-local and global).

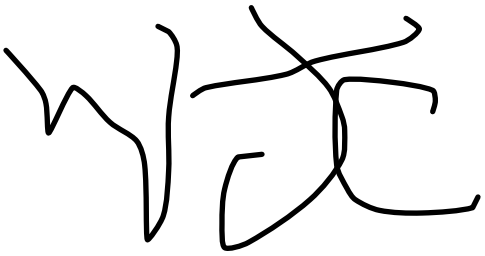
In addition, students are able to understand the role of individuals in the economy, the power of the consumer and fiscal and monetary policy decisions when completing exams and homework. The students engage in collaborative activities with a group project that require the analysis and valuation of social and economic issues. The students gather a better understanding of the importance of cultural awareness in globalized business transactions by exchanging ideas with their peers (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).

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

Link to Institution's General Education Assessment Plan

https://academic.wnmu.edu/homepage/general-education/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 26 2019

### Upload Assessment

**Completed** - Jul 26 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 201 Principles of Macroeconomics- Syllabus-Add form-Assessment-and Rubric

**Filename:** ECON_201_Principles_of_Macroeconomics-_uppgcea.pdf **Size:** 389.6 kB

### Upload Rubric

**Completed** - Jul 26 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 201 Principles of Macroeconomics Country Profile-Rubric

**Filename:** ECON_201_Principles_of_Macroeconomics__cWCeyja.pdf **Size:** 108.7 kB

# Application: 0000000641

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000641
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:22 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SOSC |
| Number | 150 |
| Title | Introduction to Native American Studies |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SOCI |
| Number | 2325 |
| Name | Introduction to Native American Studies |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
2. Students will identify the contributions of various academic disciplines to Native American Studies.
3. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.
4. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
5. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American Studies.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: The students' final project entails PowerPoint presentation as well as the preparation and sharing of traditional Native American food. This intersection of multiple modes of communication and information sharing through both academic and traditional styles in combination typifies the style of this course, in which versatility with multiple media and genres is presented and enacted by students as fundamental to an interdisciplinary approach to Native American studies.
Strategies for Understanding and Evaluating Messages: Discussion each week will center on identifying and understanding the arguments of academic texts in Native American studies that feature specific theoretical and ideological orientations that require student evaluation and analysis. Properly identifying and examining the intended audience and the rhetorical style and voice of the authors is invariably critical in situating these texts within the interdisciplinary academic conversation as a whole, within the internal dialogue of self-definition within Native American studies, and in order for students to appreciate the role of Native American Studies within interdisciplinary academia. Students are asked to identify these features in discussion, and also asked each week to relate, compare, contrast, and interrogate the connection of each text to others in the course and other texts read in other academic courses more narrow in disciplinary focus.
Evaluation and Production of Arguments: Students are also given independent research assignments to identify, locate, and examine principle sources cited, used by, consulted by, and influential on each major reading in this course. They compile an annotated bibliography (in APA style) of these sources, also including the class readings, and for each source, they identify its main argument along with supported and unsupported claims.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: The Final Presentation requires students to identify a community issue relevant both to Native American and non-Native communities (at least one of each). The presentation focuses on the application of models and approaches originating in Native American studies as a way of addressing this issue, which includes, at minimum, offering a holistic understanding of the issue placed in historical context along with a proposal to practically apply indigenous knowledge in order to produce a beneficial outcome by engaging academically with the issue. At least one indigenous scholar's research should be cited in this presentation.

Evidence Acquisition: In addition to identifying and correctly utilizing and citing the work of a relevant indigenous scholar, students must also identify any Western academic disciplines, sub-disciplines, and inter-disciplinary fields that are relevant to the issue being examined. Similarly, they will survey any previous approaches to the issue that have been presented by interdisciplinary scholars (Native or otherwise) as well as by any scholars in the field of Native American Studies.

Evidence Evaluation: Each source cited, used, or referenced within the presentation should be explicitly examined and evaluated concerning its accuracy and credibility, along with any ideological, socio-cultural, political, or theoretical agenda it might openly espouse or covertly promote. Relatedly, should any of the sources be situated within particular academic, scholarly, or ideological lineage/s, this should be explicitly clarified in the presentation.

Reasoning/Conclusion: The presentation's conclusion – a proposal to apply indigenous knowledge in a practical way to produce a beneficial outcome concerning the issue examined – should be presented in a rational and logical style as well as maintaining consonance with a holistic indigenous worldview. This may or may not typify the worldview of a particular tribal culture or network of related cultures at any particular phase of its expression; however, in order to fulfill the requirements of being both rational/logical and indigenous/holistic, the premises of the application proposed, as well as the evaluation of its outcome, must be consonant in both of those worldviews, and also exclude any conversionist worldview/ideology which by definition distort or overwrite the holistic logic of indigenous rationalities.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

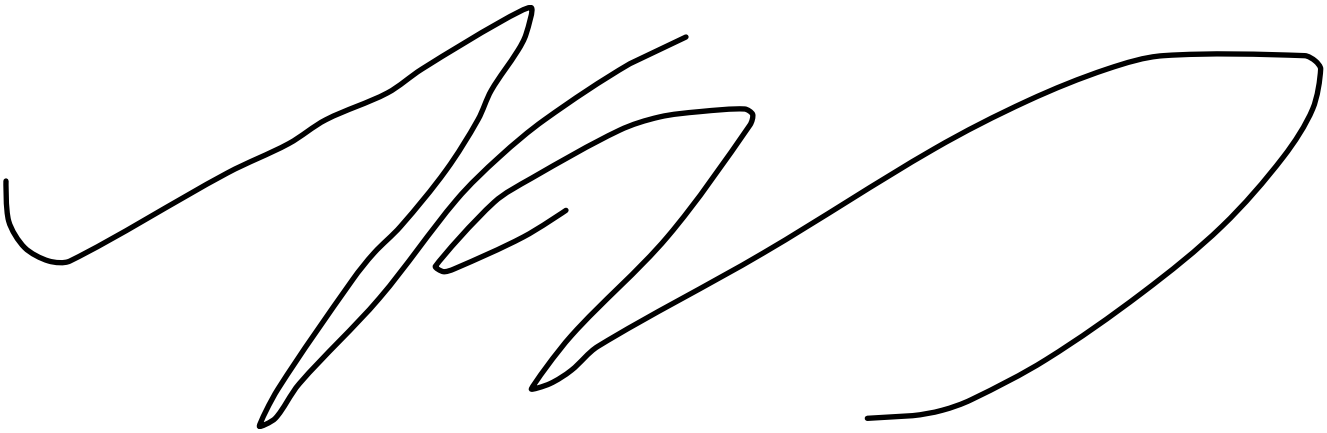
Intercultural Reasoning and Intercultural Competence: By its scope and definition, this course requires students to directly engage not only in abstract comparison and contrast, but also in practical, situationally-specific examination of interactions between different cultures (Native American, indigenous, and otherwise), their worldviews, and the peoples who identify with them. This includes the interaction of different Native American cultures with each other in order to produce and engage with the abstraction of “Native American” identity as a contrast/counterpart to “European”/’Western”/white/colonial identity, and so students necessarily engage with how these identities have historically been constructed and socio-culturally maintained while also being transformed and revised. This also involves considerable analysis of the interaction of (various) Native American cultures with non-Native-American cultures (indigenous and otherwise), historically, socio-culturally, in religion and spirituality, in politics, and particularly within scholarship and academia.
Civic discourse, civil knowledge and engagement – local and global: While every issue examined in the course continues to have contemporary relevance for both Native and non-Native communities, this Essential Skill Component applies particularly to a specific sub-focus of the course and also the requirement in the Final Presentation that the work of an Indigenous (but not necessarily Native American) scholar be formally referenced, although the issue chosen must be specifically relevant to at least one Native American community, as well as at least one non-Native-American community: by developing a theoretical and practical understanding of how indigeneity is conceptualized and recognized in interdisciplinary academic work, students engage directly with the boundary-work and identity-formation (culturally and as indigenous scholars themselves) available at the intersection of the local and the global. Each student at our institute has at least one recognized tribal ancestral lineage which is necessarily associated with particular communities, heritage, and locale, but in being members of a federal learning community defined as intertribal as well as governmental and institutional, they are uniquely situated to appreciate the benefits and challenges of utilizing academic scholarship as a methodology of identity revision and (re)formation both personally and culturally. Consequently, each presentation is required to carefully contextualize its terminology and clearly define how it is utilizing core concepts such as “indigenous” and “Native American.”

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.SOCI2325.Assessment.Final.pdf **Size:** 442.5 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000649

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

Summary

**ID:** 0000000649
**Status:** Under Review
**Last submitted:** Aug 19 2019 05:06 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Geno Castillo |
| Title | Instructor |
| Phone | 5054545304 |
| Email | gcastillo@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | STEM |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1240 |
| Title | Algebra-based Physics 2 |
| Number of credits | 4 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1240 |
| Name | Algebra-based Physics II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate knowledge of the concepts and phenomena of oscillations, sound, and waves, and learn how to apply them to simple mechanical systems.
2. Demonstrate knowledge of the Laws of Thermodynamics and apply it to simple mechanical systems.
3. Demonstrate knowledge of the concepts and phenomena of heat, temperature, and kinetic theory and learn how to apply it to simple mechanical systems
4. Demonstrate knowledge of the concepts and phenomena of electricity (charge, circuits, current & fields), and learn how to apply it to simple mechanical systems.
5. Demonstrate knowledge of the concepts and phenomena of magnetism, and learn how to apply it to simple mechanical systems.
6. Demonstrate knowledge of the concepts and phenomena of wave nature of light and optical instruments, and apply them to simple mechanical systems.
7. Demonstrate knowledge of the concepts and phenomena of astrophysics and cosmology, and learn how to apply them to simple mechanical systems.
8. Demonstrate the ability to translate common language descriptions into the language of physics and into physical diagrams.
9. Demonstrate the ability to interpret physical diagrams in the language of physics.
10. Demonstrate the ability to collect, evaluate, interpret, and communicate scientific information in terms of fundamental mechanical concepts.
11. Demonstrate the ability to interpret and evaluate data in terms of fundamental mathematical and statistical concepts.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

To develop critical thinking skills, students in PHYS 1240 will be engaged through in-class, homework, and laboratory exercises. Students will practice the scientific method, and engage in assignments using observation, interpretation using mathematical concepts. Students will identify and gather the data/information to address the problem, explain how to answer a specified problem, and check the validity of the solution. Students will develop the ability to express quantitative information symbolically, graphically, and in written language. Students will apply reasoning by continued characterization, identify and answer the questions of which physics concepts are occurring. Students will participate in lab and demonstrate their critical thinking skills by determining basic physical principles that can be tested with the device. Furthermore, the students will perform and analyze the results of these experiments. Students will form conclusions at the end of each lab.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

To develop quantitative reasoning, PHYS 1240 students will solve problems related to physical world we live in. Students will be practicing the scientific method by using numerical datasets. Students will express quantitative information symbolically by using mathematical equations, graphically by drawing pictures to interpret and understand the problem, and by representing motion and vectors in two dimensional Cartesian plane. Students will apply their knowledge of physics to address and solves specific problems within physics. The communication/ representation of quantitative data will be done by tables, maps and written descriptions. Analysis of quantitative arguments will be done by evaluating the reasonability of the data collected. The application of quantitative models occurs when students use the numerical data to solve physical problems. In the canned heat: cooling down lab, students will make observations and compare the thermal radiation ability of two surfaces: silver and black. The students will do this by filling two cans with these surfaces with hot water, then allowing them to cool down. Students will measure the temperature of the water in both cans while they are cooling and see if there is a difference in the rate at which the temperature decrease and will calculate the temperature difference of both the silver and black cans.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

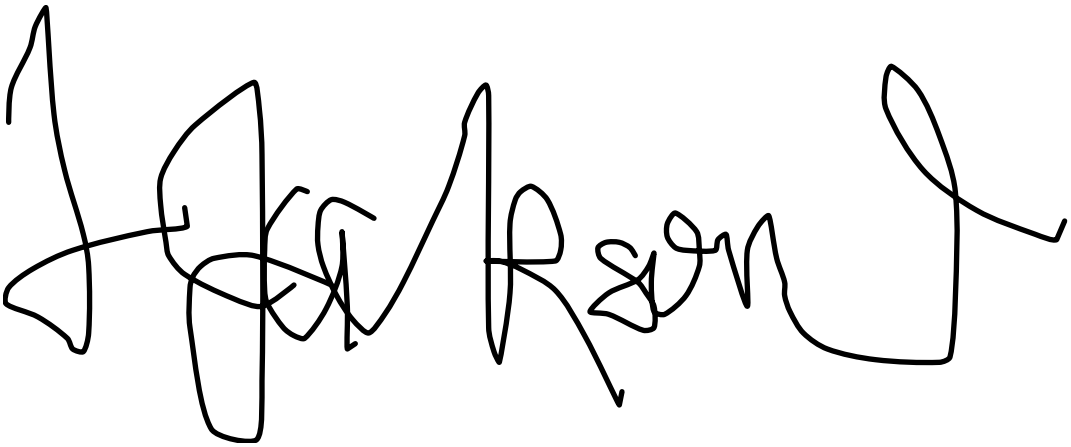
PHYS 1240 Students work in groups, which allows them to develop their personal and social responsibility. This enables students to develop skills such as teamwork, collaboration and communication, which are used in the real world. Most topics presented in PHYS 1240 will end with a discussion of human interactions with the environment. For example, using energy concepts to formulate reasons for the using and not using of renewable energy sources. Students engage in concepts of human interaction with climate change. Students identify some causes that are affecting climate change such as hydrocarbon emissions, and work as a team to suggest on how it can be minimized.

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

Link to Institution's General Education Assessment Plan

N/A

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Phys 1240_LCC_Sample_Assessment

**Filename:** Phys_1240_LCC_Sample_Assessment.pdf **Size:** 548.8 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000613

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000613
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:02 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 291G |
| Title | Calculus and Analytic Geometry III |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 2530 |
| Name | Calculus III |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes

1. Vectors in 3-dimensional space

a. Use vector notation correctly.

b. Perform vector operations, including dot product, cross product, differentiation and integration, and demonstrate their geometric interpretations.

c. Perform operations on vector valued functions and functions of a parameter.

2. Functions of multiple variables

a. Identify and graph the equations of cylinders and quadratic surfaces in 3-dimensional space.

b. Determine the domain of continuity of a vector valued function and of a function of multiple variables.

3. Applications of differentiation

a. Compute partial derivatives, generally and at a point, and sketch their graphical representation on a surface in space.

b. Recognize when the chain rule is needed when differentiating functions of multiple variables, parametric equations and vector valued functions, and be able to use the chain rule in these situations.

c. Compute curvature of a parameterized vector representation of a curve in 2-and 3-dimensional space and be able to explain its meaning.

d. Compute the unit tangent and unit normal vectors to a curve and be able to sketch them with the curve.

e. Computationally move among position vector, velocity vector, speed, and acceleration vectors; recognize and demonstrate their use as applied to motion in space.

f. Determine the equation of the tangent plane to a surface at a point.

g. Use the tangent plane to a surface to approximate values on the surface and estimate error in approximation using differentials.

h. Compute directional derivatives and represent them graphically relative to the inherent surface.

i. Compute the gradient vector; represent it graphically relative to the inherent surface and use it to maximize or minimize rate of change of the function.

j. Locate local and global maxima and minima of a function.

k. Use Lagrange multipliers to maximize output with one or two constraints.

4. Application of Integration

a. Compute arc length and be able to explain its derivation as a limit.

b. Calculate double and triple integrals independently and with their geometric representations as surfaces, areas and volumes.
c. Calculate iterated integrals in polar, cylindrical and spherical coordinate systems.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students work throughout this course to generalize the language and concepts from algebra, trigonometry, differential calculus, and integral calculus to vectors and functions in the plane and space. They begin by learning to perform the basic operations of addition and subtraction on vectors; new computations (cross product, dot product) are introduced; and students must make mathematical and geometrical sense of all of these. (Problem 1 provides an example of a simple assessment.) Familiar quantities like velocity and acceleration now have such higher-dimensional attributes as tangential and normal components, and functions of several variables represent surfaces, and so tangent lines are replaced with tangent planes, and integration occurs over regions rather than intervals.

All of these new concepts and new takes on old concepts provide a rich toolbox with which to develop communication skills. A mathematical object is presented in a particular genre: a graph, a mathematical expression, or a description of a physical system, and students develop strategies for evaluating and understanding its nature and translating between genres. In Problem 5 students are given several functions represented by algebraic expressions and several graphs of surfaces. They must use level curves and traces to evaluate the behavior of the functions and understand their 3-dimensional structure, then evaluate each of the graphs to determine which might best represent each function.

For applied problems, students must understand the problems statement, convert it to a mathematical question to be solved. They evaluate their arguments when translating back to the context of the application. Problem 2 provides an example.

Many opportunities are provided throughout the course to develop and practice these skills: lecture examples, on-line homework and written homework. These skills are assessed throughout the course on quizzes, midterms, and the comprehensive final exam. In all such work, calculators are not permitted and so students are required to provide detailed solutions using proper mathematical notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

For applied problems students must acquire information from the description of the problem setting, perhaps producing a pictorial representation, in order to identify the quantity to be determined as well as a technique to find it. They must assign variables, determine a relationship between those variables, and solve the problem. They must then reinterpret in terms of the original application, evaluating their reasoning in the process. Problem 2, involving a projectile, provides an example. While the general ideas there are not unlike the case of single-variable functions, and prior knowledge does come into play, students must now consider that position, velocity, and acceleration have two components.
Once a student understands the connection between a function and the surface it represents, this knowledge is used to hone critical thinking skills. In problem 4 students must acquire evidence regarding the behavior of the given function using traces in the coordinate planes, asymptotic behavior, intercepts, etc., and then use that information to sketch the corresponding surface. They evaluate the data they have gathered as they draw the surface, understanding that where the picture is nonsensical, their data is likely flawed. Problem 5 provides another example. Students are given several functions and the graphs of several surfaces. They must acquire a sense of the behavior of each function and then evaluate each of the graphs to determine which might best represent it.
Opportunities are provided throughout the course to develop and practice these skills: lecture examples, on-line homework, and written homework. They will be assessed on quizzes, midterms, and the comprehensive final exam.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

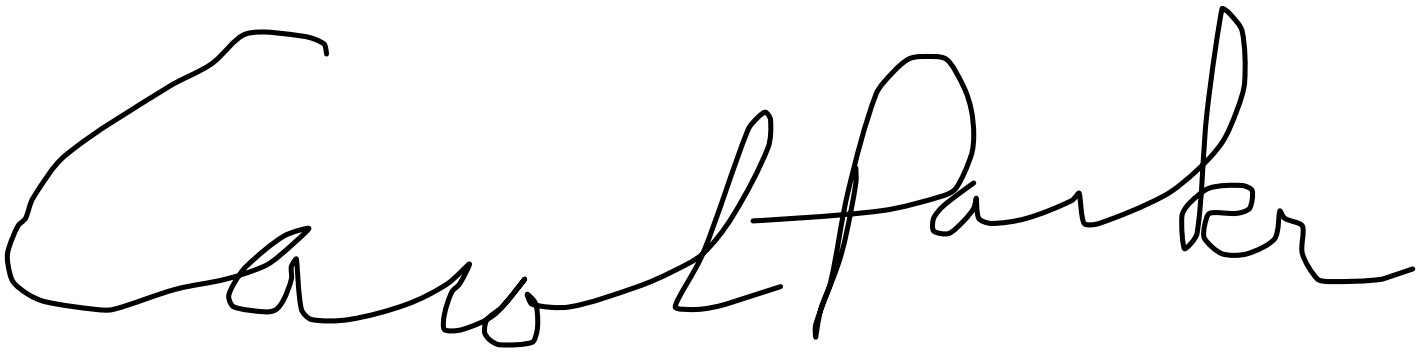
Given quantitative information in the context of an application, students must use this information to interpret the problem mathematically, find a relationship between the problem variables, and set up a corresponding computation (a process that can now result in a system of equations). Depending on the nature of the problem, its representation and solution might require a pictorial representation (Problem 2) or that the problem variables be converted from rectangular to polar or cylindrical coordinates (Problem 3). Deciding which representation is most beneficial is part of the analysis. Problem 2 is familiar in the sense that it involves a projectile; the difference is that the quantities of the problem have horizontal and vertical components, so even familiar notions like velocity and acceleration have to be carefully considered when representing the problem. The feasibility of the answer is assessed when students state the solution in the context of the original problem.
Opportunities are provided throughout the course to develop and practice these skills: lecture examples, on-line homework, and written homework. They will be assessed on quizzes, midterms, and the comprehensive final exam.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 5 2019

## Upload Assessment

**Completed** - Aug 5 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### MATH 291G Sample Assessment Revised

**Filename:** MATH_291G_Sample_Assessment_Revised.pdf **Size:** 751.4 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000573

Conrad Harter - harter@nmmi.edu
NM General Education Curriculum

### Summary

**ID:** 0000000573
**Status:** Under Review
**Last submitted:** Aug 7 2019 12:44 PM (MDT)

## Application Form

**Completed** - Jun 27 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Conrad Harter |
| Title | Dr |
| Phone | 909-450-7388 |
| Email | harter@nmmi.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | (No response) |
| Submitting Department | (No response) |

## Chief Academic Officer

| | |
|---|---|
| Name | Brigadier General Douglas Murray |
| Email | dmurray@nmmi.edu |

## Registrar

| | |
|---|---|
| Name | Chris Wright |
| Email | wright@nmmi.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1140 |
| Title | World History II |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1140 |
| Name | World History II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

**Choose 3 Skills**

### Responses Selected:

Communication

Critical Thinking

Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1.Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2.Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3.Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4.Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5.Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6.Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 12

**Institution-specific Student Learning Outcomes**

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

1. Students will analyze the historical context to assess change and continuity over time.
a. Rubric - Criterion
i. Critical Thinking - Analyze Context and Content
ii. Written Comm. - Structure
2. Students will demonstrate why particular historical, political, military, social, cultural, economic, interaction, geographic, and/or environmental events are meaningful.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Process and Reasoning
3. Students will discern how different points of view have shaped history, culture, and/or current events.
a. Rubric - Tier 2 Outcome
i. Critical Thinking - Understanding
4. Students will use specific evidence to make reasonable and plausible arguments.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Conceptualization and Creation
ii. Written Comm. – Structure
iii. Oral Comm. – Content Preparation
iv. Information Literacy – Effectively extracts and organizes relevant information for specific purpose

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

When examining historical societies and time periods through primary and secondary sources, students will read and discuss primary sources from many different types of media, including visual arts, literature, histories, and official documents. They will learn about what sorts of information one might glean from different types of sources, and how a single source can tell us many different things about a society or an author, including very often things an an author did not intend to say. Students will learn about the biases that one is likely to find in each of these types of sources, and what might be necessary to interpret these sources and use them to understand their authors and their authors' messages. They will also learn to evaluate the message and determine its usability for understanding the society. Primary sources are read and discussed most class periods, and each student has to select and present upon one primary source per semester, including writing discussion questions for their fellow students. In addition, students write a term paper utilizing sources they have found to compare two different societies with respect to a common theme. In the research and writing of this paper, which they turn in through various stages throughout a large amount of the semester, they practice evaluating what various sources say about their chosen societies, and how to use primary and secondary sources to support their own thesis.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

As a history class, much of our time in class is spent discussing and attempting to understand the historical context of peoples, places, and events. When reading sources, particularly primary sources, students will learn what sorts of information would be most useful in attempting to understand the perspective of the source author and their intended aims. In the course of researching the term paper, students turn in annotated bibliographies and preliminary notes. Through these steps and feedback, they learn to determine what sorts of questions one might actually be able to answer about the past, and which are impossible because of the dearth of sources. Because of the oftentimes sticky intellectual and political issues inherent in learning about many different historical societies, students have to learn about the various credibility levels of different sources of evidence. They learn which library and internet sources might be considered to be most objective, and even with such sources much time is spent on learning how to think about and recognize the various biases inherent in all sources, whether primary or secondary. Students will learn to be critical of all sources of evidence, including secondary sources, and to look for not just message but subtext and to realize that no source or human being can be truly objective. In writing the term paper using such gathered evidence, including in the outline and rough draft stage, students will be able to determine what evidence can be gleaned from all such imperfect sources, and what sorts of conclusions can be reached, and which cannot be, given our imperfect knowledge of the past.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

This is not a chosen essential skill for this course.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

One of the main essential skills that is woven throughout the class is intercultural reasoning and competence. When trying to understand the motivations, reasoning, and aims of people from times and places very different than our own, students have to learn what sorts of cultural differences one must take into account. This ties in very closely with the associated skill of ethical reasoning. When discussing the motivations and actions of people from very different cultures and societies, the issue of ethics comes to the forefront. Issues of absolute versus relative morality permeate every discussion of primary sources, and how we should view the actions of past peoples without either being completely dismissive of their intents or also without completely excusing behavior that we might now find reprehensible. Most lectures and primary source discussions focus on how we can learn to appreciate and understand the perspectives of historical actors, what sorts of lessons we can learn from their experiences, and how we can apply these lessons to our contemporary world. The main means of assessing these skills is the term paper, in which students compare and contrast two different historical societies and examine their interactions. Through this, students will learn which ethical lessons from the past are applicable to our present, and in shaping our future, with the goal of understanding that societies develop in multiple ways and that there is not one just right way.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

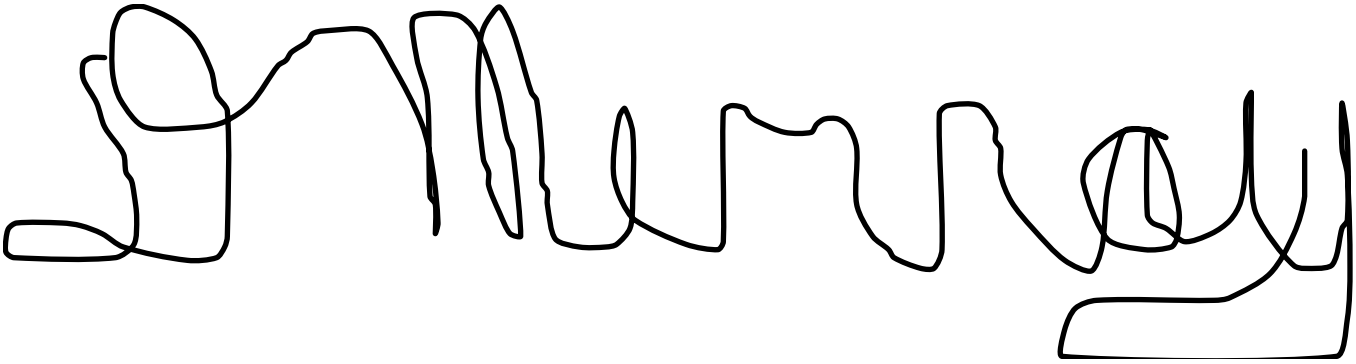
This is not a chosen essential skill for this course.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 14 2019

Upload Assessment

**Completed** - Jun 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SP19 1140 World History II Term Paper Prompt

**Filename:** SP19_1140_World_History_II_Term_Paper_Prompt.pdf **Size:** 33.6 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000599

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000599
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:54 PM (MDT)

# Application Form

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## Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Anthropology |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 130G and 130GL |
| Title | Human's Place in Nature: Introduction to Biological Anthropology and Human's Place in Nature Laboratory |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1135 and 1135L |
| Name | Introduction to Biological Anthropology and Introduction to Biological Anthropology Lab |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

ANTH 1135

Student Learning Outcomes

1. Summarize the basic principles of evolution and recognize how they apply to the human species.
2. Recognize the biological and behavioral continuity of humans with all life, and especially other modern primate species.
3. Identify ways in which the human species is biologically and behaviorally unique.
4. Summarize fossil evidence for human evolution.
5. Distinguish the major Paleolithic industries and outline the behavioral and cognitive changes indicated by the fossil and archeological evidence.
6. Critically evaluate popular accounts of human variation and human evolution.
7. Interpret modern human dilemmas (e.g., overpopulation, co-evolution of disease, and genetic engineering) from an evolutionary perspective.
8. Discuss in class and analyze in writing scholarly arguments concerning course concepts.

ANTH 1135L

Student Learning Outcomes

1. Demonstrate an understanding of the scientific method.
2. Employ principles of Mendelian genetics to determine genotype and phenotype probabilities, and calculate gene, genotype, and phenotype frequencies using the Hardy-Weinberg Equilibrium formula.
3. Demonstrate an understanding of cell structure and functions.
4. Use common lab and anthropometric equipment such as a compound microscope and calipers.
5. Discuss primate evolution, and compare and contrast members of the Primate order in terms of structure, behavior, and phylogeny.
6. Classify hominid species based upon selected traits such as anatomical changes associated with bipedalism, changes in the size and structure of the brain, and the development of culture.
7. Locate and describe the major bones of the human skeleton, and identify characteristics of human skeletons or skulls such as gender, age, and ancestry.
8. Discuss current research in genome analysis of various hominid populations.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

ANTH 130G: Human's Place in Nature: Introduction to Biological Anthropology and Human's Place in Nature Laboratory use scientific methods and principles to examine human evolutionary history and family tree relationships, as well as the biological foundations of human behavior. Lectures and readings introduce students to the history and development of modern evolutionary biology, molecular and population genetics, primate and human fossil record, and modern human biological diversity. Inquiry based labs provide data (fossil specimens or genetic material, among other data) that train students to identify a research question related to scientific context examined in class (problem setting). Through these lab experiments, students carry out procedures to collect data to study research questions (evidence acquisition). Students learn how to analyze data and to report data and analysis results (see Sample Assessment ANTH 130G: Natural Selection in Action) (evidence evaluation). These assignments also require that students draw conclusions from their analysis (reasoning/conclusion). In both lab assignments and written assignments, students are required to apply critical thinking and to examine the broader implications of the research results, both for the scientific community and for the course of humankind.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

In both the ANTH 130G class and in the ANTH 130GL lab, students are required to develop quantitative skills and reasoning in order to understand and interpret the documentary evidence in the fossil record, molecular and population genetics, and modern human biological diversity. In lectures, students interpret quantitative data presented in graphs and/or tables (communication/representation of quantitative information) and use their analysis to draw conclusions from the data presented. In labs, students measure and analyze skeletal and fossil remains, presenting their measurements and describing the data in writing. Students then analyze the results and compare their results to what is known in the field (analysis of quantitative arguments and application of quantitative models). In other assignments, students apply this set of procedures to the analysis of population genetics and modern human biological diversity (see Sample Assessment ANTH 130G: Natural Selection in Action). Here students examine the relationship between natural selection and the persistence of the sickle cell gene (and their carriers), analyzing how the sickle-cell trait imparts increased tolerance to malaria (analysis of quantitative arguments and application of quantitative methods).

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In ANTH 130G: Human's Place in Nature and ANTH 130GL: Lab, students learn about human evolutionary history, molecular and population genetics, and modern human biological diversity. In so doing, they come to recognize the commonalities shared across different human populations and complex relationship between human populations and their respective natural environments. This scientific evidence forms the basis for recognizing, appreciating, and understanding the biological foundations of cultural diversity (intercultural reasoning and intercultural competence). Through different cases presented in the class, students examine the complexity of the relationship between the natural and human worlds (as in the case of sickle cell anemia examined in Sample Assessment ANTH 130G: Natural Selection in Action) (sustainability and the natural and human worlds). By the end of the semester, the class turns to applying the knowledge gained from studying evolution, population genetics, and human biological diversity to current challenges and modern world problems. Applying scientific thinking to current issues requires the application of critical thinking to civic discourse and engagement. Through student assignments (as depicted in Sample Assessment ANTH 130G: The Concept of Race), students discuss and present anthropological ideas and insights into the notion of race in a multicultural environment (ethical reasoning; collaboration skills, teamwork and value systems). Contrary to general assumptions about the biological basis of race, anthropologists have documented the genetic intra-ethnic variation within racial classifications and the blurring of racial boundaries through intermarriage, population movements, among other biological factors. Thus, anthropologists recognize that "race" and racial differences are culturally, economically, and politically constructed. Sample Assessment ANTH 130G: The Concept of Race asks students to examine the range of different factors leading to the establishment and maintenance of "race" as a category and cultural construction (civic discourse, civic knowledge - local and global). In particular, this assignment impresses upon students the important role of scientific inquiry and analysis in the questioning, reflection, and reassessment of concepts commonly accepted in the public discourse.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ANTH 130G and ANTH 130GL Sample Assessment

**Filename:** ANTH_130G_and_ANTH_130GL_Sample_Assessment.pdf **Size:** 122.3 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000656

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000656
**Status:** Under Review
**Last submitted:** Aug 19 2019 07:38 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 121 |
| Title | College Algebra |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1220 |
| Name | College Algebra |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Use function notation; perform function arithmetic, including composition; find inverse functions.
2. Identify functions and their transformations given in algebraic, graphical, numerical, and verbal representations, and explain the connections between these representations.
3. Graph and interpret key feature of functions, e.g., intercepts, leading term, end behavior, asymptotes.
4. Solve equations algebraically to answer questions about graphs, and use graphs to estimate solutions to equations.
5. Solve contextual problems by identifying the appropriate type of function given the context and creating a formula based on the information given.
6. Communicate mathematical information using proper notation and verbal explanations.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: In the course of the trimester, students will receive multiple assignments that require not only comprehension of problems that combine verbal and mathematical concepts, but also that require explaining their reasoning verbally as well as using mathematical concepts, formulae, and notation (for example, function notation) to articulate reasoning symbolically and graphically. Mathematical logic will have to be applied and explained in the context of a variety of scenarios; for example, the optimization of quadratic functions to solve various practical problems in such a way that the student explains why their solution is the optimal one.
Strategies for Understanding and Evaluating Messages: Students not only need to identify the key points being focused on in verbally presented problems, but also develop the ability to understand mathematical logic by learning simple mathematical theories and the logic on which they are based, explaining how these concepts apply to definitions, key terms, and algebraic processes. Students will work together in groups to practice not only the solution of problems, but also the explanation of problems and their solution, developing their skills in understanding communications relating mathematical reasoning in a verbal mode while also developing communication skills directed toward problem solving.
Evaluation and Production of Arguments: On selected assignments, students will have to identify the mathematical principles and concepts that apply to their reasoning, explaining how and why they selected the methods that they used an arrived at the correct response. At the conclusion of class sessions, students will generate their own examples to illustrate the mathematical concepts addressed in that session’s work and present these to the class, requiring them to produce explanations (arguments) for why these examples illustrate the principles being considered; this also elicits evaluation of the argument by others who respond to the examples and/or problems being posed/presented.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: The ability to conceptualize a mathematical problem based on an informational narrative is foundational, critical to success in the course, and practiced almost continually, as students will repeatedly need to extract the relevant information from verbal narratives, represent it mathematically, and translate this into a mathematical problem in order to arrive at the solution.
Evidence Acquisition: While the most straightforward example of this skill's practice and development is the necessity of students extracting the information necessary and relevant to solve a problem once it has been posed from a narrative/word problem, students also utilize this skill in special assignments and mini-projects that involve collecting data representing a natural, social, or other phenomenon that can be modelled mathematically, and then determining what mathematical function best models that data.
Evidence Evaluation: Among more advanced narrative problems are those containing considerable irrelevant and distracting information that students need to filter out as useless for solving the real problem – once the real problem has been identified, posed, and mathematically formulated. A more advanced variation of this exercise is also introduced later in the course, in which students are given extensive data representing real-world phenomena and required to identify patterns that can be represented by functions, subsequently identifying and graphing these functions and explaining their relevance to the data and why they are the best representation.
Reasoning/Conclusion: In addition to identifying optimal solutions to complex problems and explaining why these solutions are optimal, students are also asked in multi-stage problem solving to identify and categorize possible and impossible solutions. This approach is particularly relevant to the numerous problems that have multiple solutions, such as quadratic equations, problems involving logarithms, etc.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

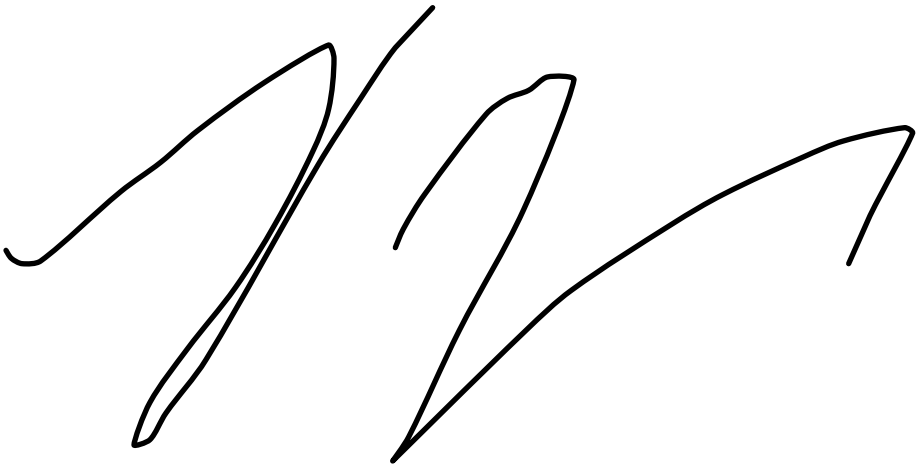
Communication/Representation of Quantitative Information: Constructing functions in appropriate notation, creating mathematical models involving correctly used variables, and generating clear verbal explanations for mathematical expressions and formulae are all requirements of throughout this course. Many assignments will also require students to generate their own graphical representation of mathematical information.
Analysis of Quantitative Arguments: When students are assigned to groups to solve particularly complex problems, each student will be expected to present a possible approach and solution so that this reasoning can be evaluated and critiqued by others in the group. Once each group determines what they believe to be the ideal approach to the problem, the participant whose presentation was evaluated by the group as being the clearest then presents this reasoning to the whole class so that multiple approaches to the problem can be discussed and analyzed; such an activity is particularly appropriate to problems that actually have multiple valid and viable solutions.
Application of Quantitative Models: In addition to the numerous exercises and problems in homework and on examinations that require students to select and utilize the correct mathematical models or processes in order to find answers to problems representing complex information that could be practically applied, students will also encounter examples and specific assignments that challenge them to apply models in the course to complex data from particular disciplines. This wide range of examples includes, but is not limited to, population growth statistics, climate variation data, disease transmission data from public health models, rates of radioactive decay, exponential replication of microbes, projectile motion (using examples ranging from artillery to aeronautics and space travel), the calculation of revenue from investment, numerous economic examples involving profit and loss, and so forth. Students will need to determine the appropriate models, mathematical functions, and problem solving techniques to contextualize the information, represent it, and ultimately explain why their methods and solutions are the most suitable. Perhaps the most abstract assignments in the course that develop this skill and combine it with others such as argumentation in critical thinking are those that require students to conceptualize and articulate the logic and reasoning explaining the general principles that underly specific rules and concepts to which they are introduced, such as the apparently counter-intuitive and highly abstract consequences of division by zero.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.MATH1220.Assessment.pdf **Size:** 296.0 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000612

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000612
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:00 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 210G |
| Title | Mathematics Appreciation |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1130 |
| Name | Survey of Mathematics |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes

1. Construct and analyze graphs and/or data sets.
a. Gather and organize information.
b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
c. Interpret results through graphs, lists, tables, sequences, etc.
d. Draw conclusions from data or various graphical representations.

2. Use and solve various kinds of equations.
a. Understand the purpose of and use appropriate formulas within a mathematical application.
b. Solve equations within a mathematical application.
c. Check answers to problems and determine the reasonableness of results.

3. Understand and write mathematical explanations using appropriate definitions and symbols.
a. Translate mathematical information into symbolic form.
b. Define mathematical concepts in the student’s own words.
c. Use basic mathematical skills to solve problems.

4. Demonstrate problem solving skills within the context of mathematical applications.
a. Show an understanding of a mathematical application both orally and in writing.
b. Choose an effective strategy to solve a problem.
c. Gather and organize relevant information for a given application.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students work throughout this course to expand their mathematics vocabulary. An object is presented in a particular genre: a table, a graph, a description of a physical system, or a mathematical expression, and students develop strategies to understand and evaluate the nature of that object and/or translate between genres. In example Problem 1 students are given a mathematical expression describing a function and are asked to build a table of values and, in turn, plot the values on a grid. This gives them the versatility to view the same entity (the logarithmic function) both numerically and graphically. They are then asked to interpolate values using these representations, the properties of the logarithm, and the calculator, comparing and contrasting their answers. As a result, students develop strategies for understanding the behavior of functions. Students transfer these strategies for understanding mathematical entities to the section on Basic Statistics (mean, standard deviation, and the normal distribution) and to the section on Probability (permutations, combinations, the binomial distribution). These, in turn, provide additional contexts for the development of communication skills. For applied problems, students must understand the problems statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. The log and exponential functions are of particular importance here since they are found in so many applications (e.g., the measurement of earthquakes using the Richter scale in Problem 1, compounding interest in investment applications in Problem 2), but probability and statistics prove no less important in this regard (see Problems 3 and 4). Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and frequent group work. The latter allows students to communicate their strategies, evaluate the input of their peers, and produce arguments to support their solutions.

These skills are assessed throughout the course as the students’ mathematical vocabulary is expanded, using quizzes, and exams. In all such work, students are required to provide detailed solutions using proper mathematical notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Real-life applications play a central role in this course, and critical thinking and problem-solving skills are developed by working through them. With an understanding of logarithms, exponentials, statistics, probability, students use these tools to solve contextual problems. Problems 2 through 4 provide examples from each of the major topics. Students must understand the problem setting, use the evidence provided in the problem statement to produce a corresponding model function, and then obtain solutions satisfying the given conditions. Reinterpreting these in terms of the original application provides an opportunity for students to evaluate their own work and to demonstrate an understanding of their reasoning and conclusion.
Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and frequent group work. The latter allows students to evaluate the input of their group members at all points in the solution of complex problems. They are assessed throughout the course, using quizzes, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

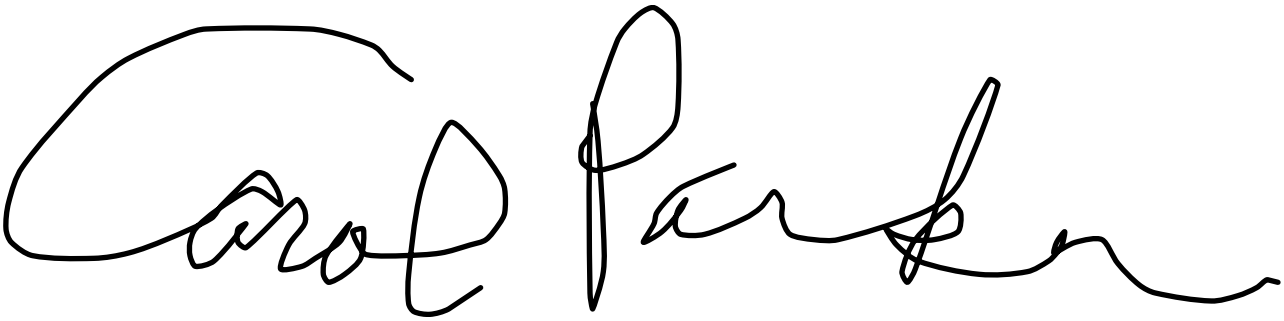
Students are given quantitative information in the context of an application and must represent this information using a model function appropriately chosen from among those discussed in the course. They are asked to interpret various aspects of the model function in terms of the original application and other follow-on questions concerning the application (e.g., “How much would it cost to produce …?”). Students demonstrate an understanding of their solution by writing an interpretation in terms of the original application, analyzing the feasibility of their argument in the process.
Students are given quantitative information in the context of a real-life application. Problems 2 through 4 provide examples from each of the major topics. Students must interpret the question mathematically and represent the given information using an appropriate model function, identifying the parameters of that model in the problem statement. Once the problem is solved, they must reinterpret their answer in terms of the original application, which gives students an opportunity to evaluate/analyze the feasibility of their own work.
Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and frequent group work. The latter provides an opportunity for students to formulate and defend their own quantitative arguments as well as analyze those of their group members. They are assessed throughout the course, using quizzes, and exams.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 5 2019

### Upload Assessment

**Completed** - Aug 5 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MATH 210G Sample Assessment

**Filename:** MATH_210G_Sample_Assessment_3eMo4oi.pdf **Size:** 96.9 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000609

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000609
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:59 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

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# Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

## Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

## Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 190G |
| Title | Trigonometry and Precalculus |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1250 |
| Name | Trigonometry and Pre-calculus |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes - Trigonometry

1. Students will be able to define and evaluate the trigonometric functions as functions of angle in both degree and radian measure using the definitions in terms of x, y, and r; as the ratio of sides of a right triangle; using the unit circle; using reference angles, commonly used (0 o, 30 o, 45 o, 60 o, 90o) angles and using a calculator.
2. Students will be able to solve right triangles. They will be able to draw a sketch in an applied problem when necessary.
3. Students will be able to solve non-right triangles using the law of sines and the law of cosines.
4. Students will be able to prove trigonometric identities and apply addition and subtraction, double-angle, half-angle and power reduction formulas.
5. Students will be able to graph the six trigonometric functions, their transformations and their inverses.
6. Students will be able to use algebraic methods, including the use of identities and inverses, to solve trigonometric equations and demonstrate connections to graphical and numerical representations of the solutions.
7. Students will be able to add and subtract vectors in two dimensions. They will be able to use the dot product to project one vector onto another and to determine the angle between two vectors. They will be able to solve a variety of word problems using vectors.
8. Students will be able to work with polar coordinates; this includes graphing in polar coordinates and transforming an equation with polar coordinates into one with rectangular coordinates, and vice versa.
9. Students will be to work with the trigonometric form of complex numbers, including using De Moivre's formula.

Student Learning Outcomes - Pre-Calculus
1. Functions
a. Reinforce recognizing a function from its graph and from its algebraic expression.
b. Reinforce identification of a one-to-one function graphically and from its algebraic expression.
c. Reinforce identification of inverse functions graphically and algebraically.
d. Reinforce combining functions arithmetically and compositionally.
e. Be able to calculate the average rate of change of a function using the difference quotient and depict it graphically.
f. Be able to find a limiting value of a function and be able to identify and use the notation that describes this.

2. Graphing
a. Reinforce using key characteristics of functions to graph them.
b. Be able to graph conic sections from their key characteristics such as foci, eccentricity and asymptotes.

c. Be able to identify all functions mentioned from their graphs, describing their key aspects.

3. Solving

a. Exponential/Logarithmic equations using the rules of exponents and logarithms

b. Systems of linear equations by elimination.

c. Non-linear systems algebraically and graphically.

4. Applications

a. Modeling with functions with an emphasis on exponential and logarithmic functions, growth and decay.

5. Sequences and series

a. Understand the concept and notation of a sequence.

b. Understand the concept and notation of a series.

c. Be able to find limits of basic sequences.

d. Be able to find sums of basic series.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

In this course students work to expand their mathematics vocabulary to include terminology related to trigonometric ratios and functions (period, amplitude, phase shift, etc.). An object is presented in a particular genre: a graph, a mathematical expression, or a description of a physical system, and students work to gain an understanding of that object and/or translate between genres. For example, students might be given a mathematical expression describing a function and must extract information concerning the nature of its graph, identifying the period, amplitude, and phase shift, and then producing a graph of that function. Problem 1 represents a twist on this idea. Students are given several mathematical expressions and they must acquire a sense of the behavior of each, and then evaluate each of the graphs to determine which best matches each function. Note that calculators are not allowed and so students must provide details to support their work.

For applied problems, students must understand the problem statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. Problems 2 and 3 provide examples; in problem 3 an additional genre is introduced, as students are required to provide a pictorial representation of the applied problem.

Students are given many opportunities to develop and practice these skills: lecture examples, homework, and weekly labs. The labs provide a particularly impactful environment since students work in pairs and groups to solve complex problems. They suggest strategies to the group and evaluate the proposals of others in order to produce arguments to support their solutions. These skills will be assessed throughout the course on quizzes, midterms, and the cumulative final exam. In all such work, students are required to provide detailed solutions using proper notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In the context of applications, students are given a problem description and are asked to determine an unknown quantity. They then use the given information to produce a corresponding model function or determine the parameter values in a given model. Students are asked to obtain solutions satisfying given conditions and reinterpret those solutions in terms of the original application. Problem 2 provides such an example. The impact on learning of this particular problem is increased in that students are exposed only to simple exponential growth and decay in class and on homework. Then, in this lab problem, students are asked to work together to extend this knowledge to Newton's Law of Cooling.
Problem 1 provides a very different example. Students acquire a sense of the general behavior of functions and then evaluate each graph to determine which might best represent each function.
Students are given many opportunities to develop and practice these skills: lecture examples, homework, and weekly labs. The labs are particularly important since students work in pairs and groups to solve complex problems, and so have an opportunity to evaluate the input of their partner at all points in the solution of a complicated problem. These skills will be assessed throughout the course on quizzes, midterms, and the cumulative final exam.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Students are given quantitative information in the context of an application and are asked to determine an unknown quantity. They must represent the contextual problem using a model function appropriately chosen from among those discussed in the course, use this information to build a relationship between the variables, set up a corresponding equation, and solve it. They must then reinterpret the solution in terms of the original application. Problem 3 provides an example involving trigonometric ratios; here, assessing the feasibility of the solution is part of the problem. Problem 2 provides another example, this one in the context of exponential functions.
Students are given many opportunities to develop and practice these skills: lecture examples, homework, and weekly labs. In the labs, students work in pairs, and so have an opportunity to formulate and defend their own quantitative arguments as well as analyze those of their partner. These skills will be assessed throughout the course on quizzes, midterms, and the cumulative final exam.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### MATH 190G Sample Assessment

**Filename:** MATH_190G_Sample_Assessment_KGYBXo6.pdf **Size:** 279.1 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000588

Don Scroggins - don.scroggins@clovis.edu
NM General Education Curriculum

### Summary

**ID:** 0000000588
**Status:** Under Review
**Last submitted:** Aug 19 2019 07:48 AM (MDT)

## Application Form

**Completed** - Aug 18 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on

essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Don Scroggins |
| Title | Division Chair |
| Phone | 5757694909 |
| Email | don.scroggins@clovis.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Dance |

## Chief Academic Officer

| | |
|---|---|
| Name | Dr. Robin Jones |
| Email | jonesr@clovis.edu |

## Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | StephensonM@clovis.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | DNC |
| Number | 101 |
| Title | Introduction to Dance |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | n/a |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | DANC |
| Number | 1110 |
| Name | Dance Appreciation |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain a range of ideas about the place of dance in our society.
2. Identify and apply critical analysis while looking at significant dance works in a range of styles.
3. Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.
4. Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal expression, within the human experience across historical periods and cultures. 5. Use dance to consider contemporary issues and modes of thought.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Over the course of the semester, material is presented on dance as an historical, social, and cultural art form that extends from ancient civilization to modern ages. Students learn to apply knowledge of dance styles by viewing videos of dances from a select series throughout the course then compare and contrast those styles from social, cultural, and historic perspectives. Students will apply strategies for understanding and evaluating the material through written assignments and discussion boards. With further use of YouTube clips students will demonstrate their ability to analyze, reflect, and critically evaluate dance composition by writing critical essays and discussing their evaluations. Students will participate in discussion forums to evaluate the visual experience of the dances while producing arguments to defend their critiques of the dance techniques and aesthetic appeal of the performances. Communication component skills will be assessed using discussion forums, writing assignments, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Throughout the semester students, through videos, concert attendance, readings, and research, learn about the various genres, styles and ritual dances that span many centuries and include the social influences and contributions from many cultures.

Evidence Acquisition: Students acquire aesthetic knowledge through viewing a series of YouTube clips of select diversified dance performances and write a critique for each one.

Evidence Evaluation: Students compose a research paper based on a dance related topic and identify historical, cultural, and social influences.

Reasoning/Conclusion: Across the semester students present their critiques and research via discussion forums offering a defense of their reasoning and conclusions supported by credible evidence.

Critical thinking component skills then are assessed from the written critiques, research paper, and discussion forums.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Throughout the course, students are exposed to the different aspects and diverse elements that make up the world of dance. To establish the appreciation and value of dance in society, students learn to appreciate dance as being an art form as they write reflection and analysis reports about the various dances presented across the semester. An “aesthetic sense” is defined and studied using written assignments so students develop knowledge and skill when viewing dance; this is to generate an appreciation of its existence within society. Discussion forums allow students to view and comment on each other’s dance reflections and critiques. By learning this appreciation skill together and collaborating in their discussions, students will be a part of sustaining dance as an art form, and not merely just a form of entertainment.

Students will also evaluate social issues as they relate to historic world/ritual and folk dance. Through investigation and collaborative discussions, students will determine if intercultural reasoning and ethical solutions can be established within historic traditions and new social order and report on their findings. Discussion forums allow students to engage in civic discourse as they agree or disagree with proposed local and global solutions.

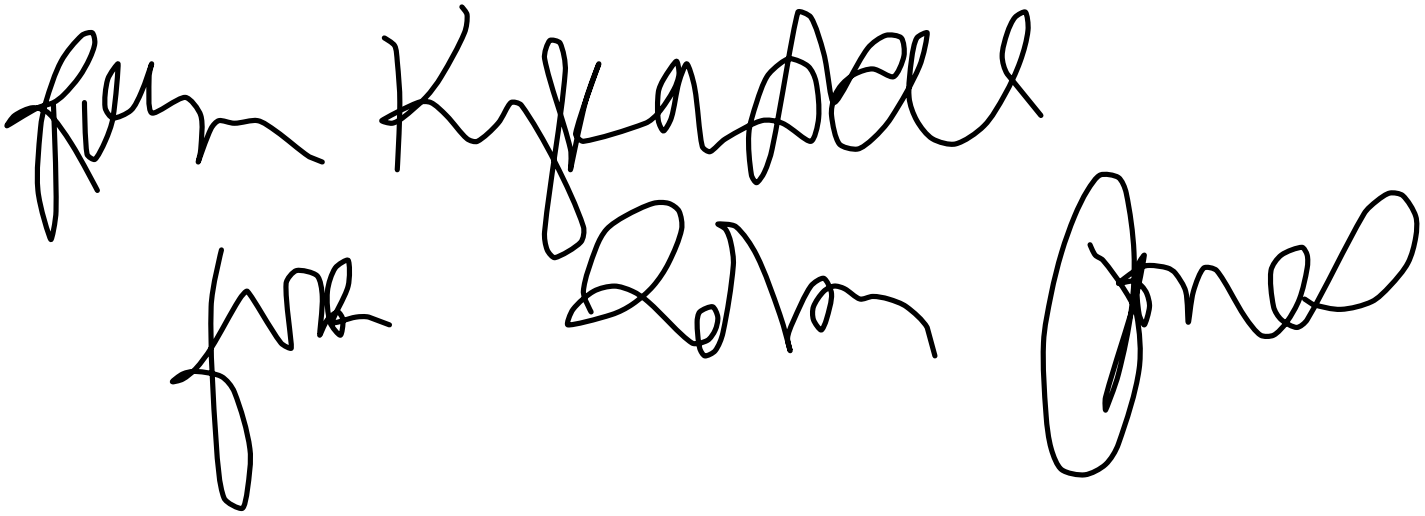
Personal and social responsibility skills are assessed using written assignments, and discussion forums

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

Link to Institution's General Education Assessment Plan

n/a

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 10 2019

Upload Assessment

**Completed** - Jul 10 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

DANC 1110 sample assessments

**Filename:** DANC_1110_sample_assessments_43bwfgC.pdf **Size:** 213.0 kB

Upload Rubric

**Completed** - Jul 10 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Curriculum Course Certification Syllabus-1

**Filename:** Curriculum_Course_Certification_Syllab_Hs9ZiCc.pdf **Size:** 155.8 kB

## Application: 0000000596

A. BAILEY Pagels - pagelsa@wnmu.edu
NM General Education Curriculum

Summary

**ID:** 0000000596
**Status:** Under Review
**Last submitted:** Jul 26 2019 01:14 PM (MDT)

Application Form

**Completed** - Jul 26 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Ashley Bailey Pagels |
| Title | Executive Admin. Asst. |
| Phone | 575-538-6207 |
| Email | pagelsa@wnmu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Western New Mexico University |
| Submitting Department | Academic Affairs |

### Chief Academic Officer

| | |
|---|---|
| Name | William Jack Crocker |
| Email | William.Crocker@wnmu.edu |

### Registrar

| | |
|---|---|
| Name | Betsy Miller |
| Email | Betsy.Miller@wnmu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 202 |
| Title | PRINCIPLES OF MICROECONOMICS |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2120 |
| Name | Microeconomic Principles |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

ECON 2123 NM Business Articulation/ ECON 202, PRINCIPLES OF MICROECONOMICS / CCN # 2120 Microeconomic Principles:

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

**Institution-specific Student Learning Outcomes**

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

1. Demonstrate proficiency in economic concepts and their relationship with national and global issues.
2. Analyze, interpret, and synthesize economic data to make decisions.3. Exhibit effective oral and written communication skills related to economics activities.

This course introduces microeconomic theory and explores market allocation of resources; supply and demand; theory of marginal analysis; market types; market failure; regulation and antitrust; economic growth and innovation; business finance; and economic globalization. The students develop communication, critical thinking, and personal and social responsibility skills by completion of several assignments during the semester. These assignments are listed on page five of the ECON 202 Syllabus.

Students will develop the essential skills (critical thinking, communication, and social responsibility) by analyzing current economic events, using basic statistical calculations and by responding to discussion questions related to the decisions made by different types of companies in the economy and its implications for the consumers. Rubrics are prepared to grade and assess learning in the assignments. The rubrics tie the learner performance to the student learning outcomes for the course and tie into the entire business programs SLO’s.

METHODS OF ASSESSMENT:
1. Will include examinations, quizzes, and homework. The list of assignments in page five of the syllabus lists exercises, discussions and analyses that support the learner’s development of the essential skills throughout the term.
2. Students evaluate the instructor through student evaluation process.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This course includes in-class discussions and debates on questions that test the communication skills of the student. Specifically, the student will be asked to apply concepts learned in class and their judgment to several situations and problems (Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments). Questions are based on normative premises that allow the student to judge the fairness of the outcomes of the economy while developing a cohesive narrative. Students use discussion boards and class presentations to communicate their conclusions and reasoning.

For example, students use their judgement in selecting companies (strategies for understanding and evaluating messages), reacting to the public information generated by those companies (Genre and medium awareness, application and versatility) and evaluating the message sent by those companies to consumers (evaluation and production of arguments). Students are required to create graphs and make calculations about economic indicators, price elasticity, transaction costs, and communicate these creations in a cohesive and professional way to the entire class. The class then would debate the student’s argument and provide feedback (Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments).

Students are assessed individually and in groups. Student’s assessment also includes multiple choice questions, essay questions and short problems. The normative nature of the essay questions provide no right or wrong answer. Several exercises are used in class to debate the importance of the subject matter (i.e. supply/demand, monopolies, externality problems, etc.) and it is evaluated via multiple mediums of assessment(Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments).

Approximately 6 essay assignments are required in the class. These assignments assist in explaining a concept discussed in class and in applying it to a real-life scenarios. The content of the assignment is assessed with rubrics evaluating content, organization and spelling (evaluation and production of arguments).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The course requires students to use the scientific method to develop and assess their critical thinking skills. The scientific method is used to analyze economic problems and theories (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). The Principles of Microeconomics course develop students' economics literacy and teaches them how economics relates to everyday decisions (individual, business and society in general). For example, students will be required to complete a variety of homework that develop and assess their critical thinking skills through the observation, development and testing of economic theories.

The course requires students to employ assumptions, and think critically asserting theories of cause and effect relationships. Complex concepts such as opportunity costs, marginal costs, and cost benefit analysis, are emphasized as decision-making tools. For example, students learn how to evaluate the pricing processes in companies, by calculating revenue, calculating costs, and how to maximize revenues. The student use this information to make economically sound decisions. (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion)

Each chapter/module have homework questions that include multiple assessment methodologies; open-ended questions, multiple choice and problem solving exercises (evidence evaluation; and reasoning/conclusion). For example, in homework from Chapters 5 and 6 the student perform Price elasticity and total revenue operations, applying critical thinking by evaluating responsiveness of the markets, based on the information/situation established (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). Additionally, students will cite reliable sources and develop arguments supported by quantitative evidence (reasoning/conclusion).

The class will have five exams (multiple choice and problem-solving exercises) that will test the content knowledge and critical thinking from the modules in class. The class will also have approximately six homework (essay) reinforcing the learning of the concepts discussed in class and tested in the exams (evidence acquisition; evidence evaluation; and reasoning/conclusion).

**Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills,***

***teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The course uses positive and normative analysis to approach different types of economic problems. Normative statements are opinion-based; while positive statements are, fact tested and can be proved. Both approaches reinforce the critical thinking skills and personal and social responsibility skills of the students. One approach is based on facts and causal relationships (positive), the other founded on subjective, value-based judgment (normative). The last one is particularly important in developing personal and social responsibility skills (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 are required to complete homework presenting the ethical importance of allocating resources and the concept of scarcity (Intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning). The class introduce the concept of sustainable economics to individuals, firms and communities. In addition, the student is required to address the issue of how to improve quality of life (sustainability and the natural and human worlds; ethical reasoning). Furthermore, students work independently and in groups to understand the importance of government actions addressing social problems, minimum wage, rent control effects, negative externalities and public investments (such as schools, infrastructure, healthcare, etc.) (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 social problems of individuals in the economy (as consumers and active members of local, state and national economies), require the evaluation of tradeoffs in choices they make, implying winners and losers in a system that compensates the ones harmed by the policies enacted (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds). Class meetings and discussions introduce the student to the issues mentioned above, while exams, homework and problem-solving exercises test their knowledge.

The class use case studies to relate the student with current situations and events. Chapter 2 and 3 require the student to describe social issues and how are they related to specific microeconomics context (Type of companies and Specialization of trade). Students are required to demonstrate intercultural

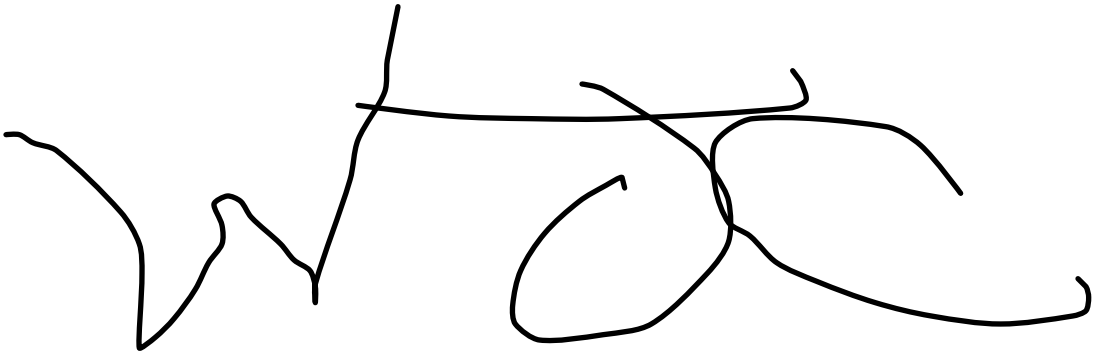
sensitivity in these discussions (ethical reasoning; collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement- local and global). The class has approximately six assignments/homework that uses essay questions, reinforcing the learning of the concepts discussed in class and tested in the exams.

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

Link to Institution's General Education Assessment Plan

https://academic.wnmu.edu/homepage/general-education/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 26 2019

Upload Assessment

**Completed** - Jul 26 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 202 Assessment- Project-Know your company-business report 7-26-19

**Filename:** ECON_202_Assessment-_Project-Know_your_j5f2149.pdf **Size:** 86.0 kB

Upload Rubric

**Completed** - Jul 26 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 202 Principles of Microeconomics-Syllabus- Add Form-Assessment-and Rubric

# Application: 0000000666

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000666
**Status:** Under Review
**Last submitted:** Aug 19 2019 10:56 PM (MDT)

Application Form

**Completed** - Aug 19 2019

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills

throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 101 |
| Title | Introduction to Anthropology |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1115 |
| Name | Introduction to Anthropology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology.
2. Explain and analyze conceptual and ethical arguments in the four subfields of anthropology.
3. Effectively communicate content, perspectives, and ideas in four subfields of anthropology.
4. Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies

in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces
and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for
Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: For each of the four sub-fields of anthropology, students will create a presentation focusing on the application of its theories and methods to the examination of one specific aspect of the human experience. This presentation will require audial, visual, and textual components and be presented to the class for fifteen to twenty minutes followed by interaction and discussion.
Evaluating and Understanding Messages: Students create brief summaries and reviews of each presentation, practicing the condensation of scientific information into essential and basic components in a way that can be easily retrieved and referenced later.
Evaluation and Production of Arguments: Associated with each presentation will be a short paper (500 words) presenting a thesis claim and supporting evidence from at least three sources, as well as a conclusion clarifying how and why those sources support the claim.
Additionally, this paper will require that students consider and refute at least two possible counterclaims, illustrating their reasoning with concrete examples.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: For each of the four sections of the course, students will also choose a specific research topic (different from previously chosen topics), for which they will pose a minimum of two possible research questions within the relevant sub-field each week.
Evidence Acquisition: For each of these questions, students will identify four possible sources and review them. They will also propose a method by which further scientific data could be directly gathered, and explain why this method would be desirable, reliable, valid, and effective.
Evidence Evaluation: Of the four sources identified, students learn how to acquire at least three, do so, and then evaluate the accuracy, usefulness, and relevance of the source to the questions they have posed They will also investigate the argument made in the source and assess whether it is logical, consistent, and supported by the evidence.
Reasoning/Conclusion: Having consulted various sources, students will propose their own conclusion to each of their proposed questions, and then propose a research project to further investigate the question in a way that could gather data that would either support or refute their hypothesis. This will be written as though it were an actual formal research proposal.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: As a special project within the cultural anthropology section of the course, students will apply one theoretical model of that sub-field to a chosen aspect of culture in three examples: 1) Their own culture 2) A culture known to and/or accessible to them other than their own 3) A totally unfamiliar culture or sub-culture – ideally one the student has access to, but possibly one accessible only through secondary sources. The student will compare and contrast the culture-area in question in a written essay, and in a second section of this assignment, will engage various personal reflection questions, a number of which will focus on attempting to think about each

culture/sub-culture from the perspectives of the others, both through the chosen model and through the cultures' own worldviews. The final section will evaluate how well the chosen model seems to capture anything that might be universal to human functioning, and note any particular areas of the cultural context wherein the model seems to fail. Further, the student will evaluate the extent to which the chosen area of culture is a distinct area of culture in all three examples, or whether or not the "complex cultural concept" may have been constructed by the student as researcher, and what this tells them about their own cultural experience.

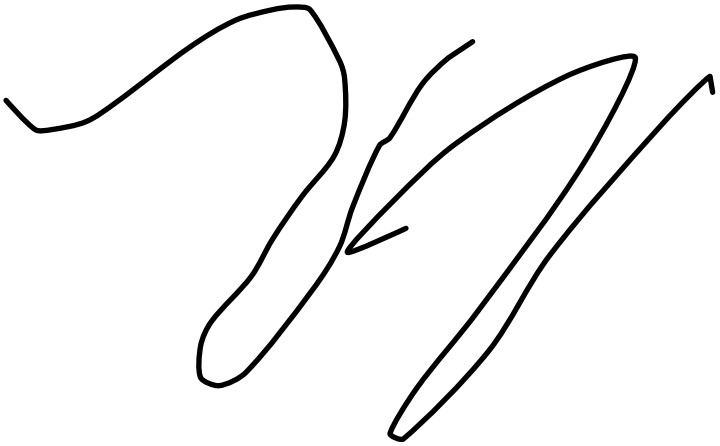
Ethics: The practice of anthropology requires ethical rigor, as do various assignments in the course that simulate or even represent fieldwork, including naturalistic observation, personal interview, and participant observation. Each of these approaches comes with ethical considerations. Each of these assignments includes not only ethical guidelines but also the requirement to reflect on these ethical guidelines before and after the research activity. Students are asked to evaluate the merit of the ethical guidelines themselves and interrogate their purpose and worth, proposing different ethical guidelines if those present seem to be unsuitable in hindsight, and explaining why this is the case. Of particular significance given the student population, the archaeology section of the course also includes a debate in which students will argue from a variety of perspectives concerning: the scientific examination of archaeological remains, both artificial and human; the social-scientific study of rituals, ceremonies, and initiatory activities by observers and/or participants, whether insiders or outsiders; the accessibility of indigenous and tribal lifeways to outsiders; the relation (or lack thereof) of ancestry to identity and ethnicity; and other highly disputed questions particularly pertinent to the anthropological study of indigenous persons (by indigenous anthropologists and otherwise).

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ANTH1115.Assessment.pdf **Size:** 273.7 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000583

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

Summary

**ID:** 0000000583
**Status:** Under Review
**Last submitted:** Jul 8 2019 11:37 AM (MDT)

Application Form

**Completed** - Jul 3 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Janett Johnson |
| Title | Div.Chair and Instructor |
| Phone | 5757694753 |
| Email | janett.johnson@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Languages, History, and Theater |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | Marlee.Stephenson@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ENG |
| Number | 211 |
| Title | Introduction to Literature |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 1410 |
| Name | Introduction to Literature |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Read a selection of fictional, poetic or dramatic work.
2. Identify literary devices and conventions in selected pieces of fiction, poetry, drama, and film.
3. Use critical approaches and engage in discussions to analyze fiction, poetry, drama, and film.
4. Define the strengths, limitations, and distinctions of fiction, poetry, drama, and film.

**Institution-specific Student Learning Outcomes**

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

1. Analyze selected contemporary texts, social contexts of origin and reception, and the lives of authors, and examine the connections and intersections.
2. Prepare and deliver examples of poems designed to imitate literary poetry.
3. Engage in respectful and exploratory dialogue with peers.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will be introduced to a variety of literary works of differing form and diverse authorship across the semesters. During class discussions, research, and essay composition, students will learn to analyze, reflect, compare, and contextualize literary forms and devices associated with each form. Students will uncover symbols, figures, and allegories as expressed in literary works and be asked to draw connections between those sub-textual components. They will also learn about authors' lives and the influence of politics, culture, religion, history, gender, race, and geography upon works. Students will analyze works of similar nature but produced in different eras, and learn to contrast and contextualize those works. Students will also encounter the idea and purpose of the literary canon, as well as the value of, and problems associated with, the valorizing of particular works, through assignments in which students will be invited to create their own sub-canon for study. Students will be required to participate in civil discourse about their interpretations and discoveries, and they will be invited to appreciate other students' work as part of the learning in the classroom community. Students will encounter human commonalities as expressed in literary works and be asked to draw connections to their own lives and the current cultural, material and psychological circumstances of those lives. Students will be required to participate in civil discourse about their readings, expressing themselves with kindness and respect for one another and readers, through class discussions, writing, and research.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Through readings, reflection, discussions, and creative engagement, students will explore individual and social behavior and discourse across the semesters. Students will examine literature as personal and social discourse and the causes and effects of said discourse in social and political settings. Students will engage in respectful observation, analysis, and discussion of literary and critical works. Students will explore the personal and social possibilities presented by literary works and reflect upon those, applying ideas and perspectives on their own lives, enabling them to understand new options and consider changes to their own personal and social behavior. Through readings, discussions, and writing assignments, students will engage with the human behavior and experience of the many different eras and places of those human literary endeavors. Such engagement will empower them to analyze the way cultural discourse and social forces have shaped human behavior over time.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

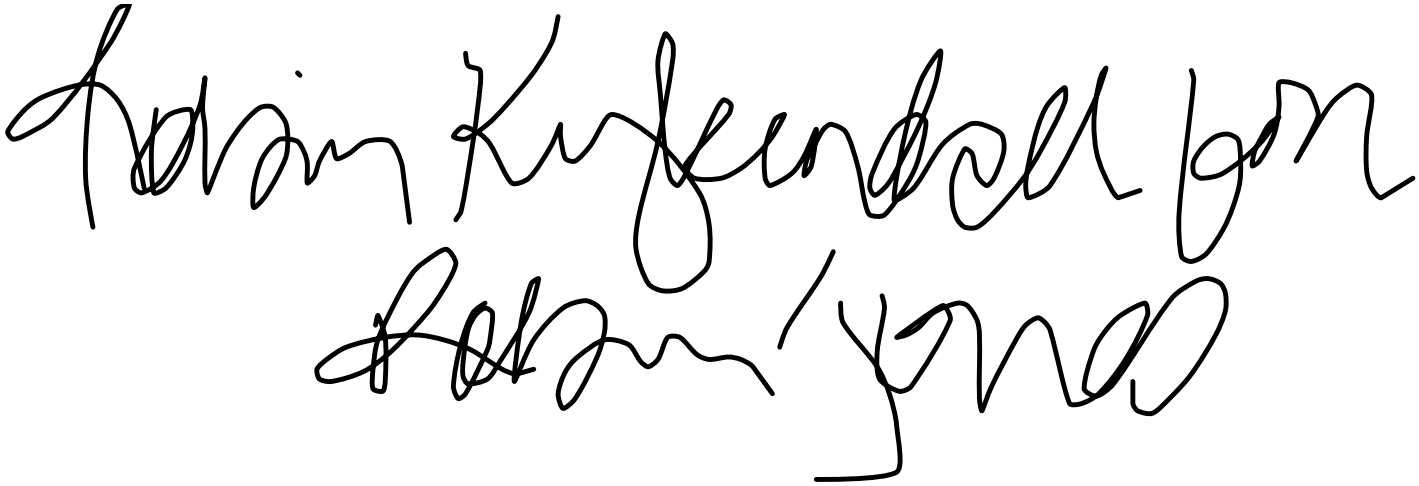
Across the semesters tudents will be conducting research that requires them to access the College's library and data sources across the curriculum. Assignments will require students to conduct research into literary criticism and document that research. Students will also be introduced to using web resources such as videos to support their research and interpretation of literary works. In their research, students will also be encouraged to consider alternative, primary, and popular sources of information related to literary works. Students will also learn to utilize online tutorial support such as Purdue OWL and Brainfuse.

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

Link to Institution's General Education Assessment Plan

In process. Will be submitted by 8/1

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 20 2019

Upload Assessment

**Completed** - Jun 20 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 211-ENGL 1410 Syllabus and Rubric

**Filename:** ENG_211-ENGL_1410_Syllabus_and_Rubric_a0EflwQ.pdf **Size:** 244.9 kB

Upload Rubric

**Completed** - Jun 20 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 211-ENGL 1410 Sample Assessment

**Filename:** ENG_211-ENGL_1410_Sample_Assessment.pdf **Size:** 199.7 kB

## Application: 0000000537

Terri Garvey - garvey@nmmi.edu
NM General Education Curriculum

Summary

**ID:** 0000000537
**Status:** Under Review
**Last submitted:** Aug 12 2019 11:17 AM (MDT)

Application Form

**Completed** - Jun 4 2019

# Application Form

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Terri Garvey |
| Title | Professor |
| Phone | 575-624-8153 |
| Email | garvey@nmmi.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Military Institute |
| Submitting Department | Business Administration |

### Chief Academic Officer

| | |
|---|---|
| Name | BG Douglas Murray, PhD |
| Email | DMurray@nmmi.edu |

### Registrar

| | |
|---|---|
| Name | MAJ Chris Wright |
| Email | Wright@nmmi.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2120 |
| Title | Microeconomics |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2120 |
| Name | Microeconomic Principles |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

**Institution-specific Student Learning Outcomes**

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

Utilize current technologies for research, individualized learning, and preparation of assignments;
Recognize the role of ethics, and social responsibility within the business community, society and government;
Demonstrate critical and reflective thinking, problem solving and analysis;
Utilize and demonstrate fundamental knowledge and skills associated with functional areas of business to make effective business decisions.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Throughout the semester, students convey information through a variety of different mediums, (oral, written, digital), depending upon the situation. For example, students orally discuss economic concepts during class discussions with their peers; provide written critiques through short essay questions on exams, then submit digitally via Canvas, our LMS.
Students demonstrate strategies for understanding and evaluating messages by reading various course material, such as the textbook and articles, and identify main points, arguments, and counterarguments, in an oral and written format. The materials challenge them to seek connections between what is discussed in class and real-world events, done through an economic lens that connects subjects such as economics, history and math. Through critical analyses and case studies, students evaluate sources, identify different types of claims, such as facts or opinions, and create their own arguments pertaining to the economy as a whole. Student's evaluation and production of arguments is assessed through in-class discussions and written work. For example, (Assessment Rubric attached) students are presented with a case study and assessed on their ability to analyze context and content, ability to synthesize evidence, and present a fair-minded conclusion that justifies assumptions and explains reasoning. Case studies do not provide a clear-cut answer, so student-led class discussions allow students to take responsibility for their own viewpoints and listen to others who may disagree. Formal written work, such as the case study, requires students to ethically cite information utilizing the MLA format.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Critical thinking is addressed during in-class activities throughout the semester as students participate in small groups where they are presented with various problems and questions pertaining to the economy. For example, students are presented with various scenarios where they identify the necessary information needed to complete the reaction of a real world event to an economic graph. They must decide what information is relevant in making their decision as well as what additional information might be necessary to arrive at their conclusion. They then create a solution and must be able to justify their rationale for the steps taken to arrive at their conclusion. In addition, through case studies, students identify the situation of a case, create initial questions they hope to have answered as they read the case, and create a hypothesis followed by evidence and an alternative hypothesis. This is all researched and developed before presenting in a student-led class discussion where they present their arguments, backed by facts, and engage in active conversation about the economic impact of the case. This leads them to a discussion of the relevance of certain facts, the biases that might emerge, and the relevance to the case. Students develop conclusions and/or possible solutions that are well reasoned and informed.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

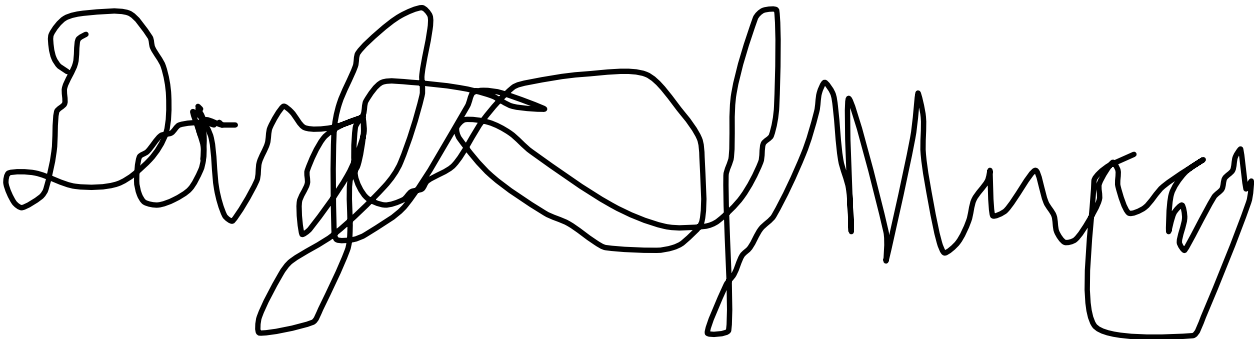
Throughout the semester, through in class activities, discussions, and written essays, students react to the issues of sustainability through the fundamental problem facing all societies, namely scarcity. For example, students interview individuals from different economic systems to learn about the political, social and economic environments present in different countries. After collecting the necessary interviews, they come together is small groups to determine what additional information is needed, prior to a student-led class discussion. Students present their findings to one another and ask questions which leads to a deeper understanding of the material. Students then realize that resources are scarce and each economy deals with scarcity in a different manner, which then helps them realize the unintended consequences of certain political, social or economic actions upon our resources. Students write about their experiences and questions they want to pursue further. The global significance of the problem and the role of teamwork in the pursuit of understanding the issue is addressed. Collaboration is essential in gathering information and forming decisions as what to present and how. For example, a Chinese student allowed a Mexican student to interview a Chinese instructor, then together they talked about the similarities and differences in their countries, they were then able to portray to the class.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

May 27 2019

### Upload Assessment

**Completed** - May 27 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

#### Microsoft Case Study Assessment Example

**Filename:** Microsoft_Case_Study_Assessment_Exampl_0p0ckec.pdf **Size:** 57.0 kB

### Upload Rubric

**Completed** - May 27 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

#### Case Study 2019

**Filename:** Case_Study_2019_YMnPSnn.pdf **Size:** 55.0 kB

## Application: 0000000600

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000600
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:54 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and

assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Anthropology |

## Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

## Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 201G |
| Title | Introduction to Anthropology |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1115 |
| Name | Introduction to Anthropology |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology.
2. Explain and analyze conceptual and ethical arguments in the four subfields of anthropology.
3. Effectively communicate content, perspectives, and ideas in four subfields of anthropology.
4. Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

ANTH 201G engages students in a variety of genres and media that include oral and written communication. In ANTH 201G, students learn the content, perspectives, and ideas of the four subfields of anthropology (biological, archaeology, cultural, and linguistic) as these developed over time. Through class discussion and group work, students learn to effectively communicate this material through oral communication and to critically assess the development of these ideas throughout history (strategies for understanding and evaluating messages). Through class projects (see student assignment Garbage Exercise), students learn how to analyze material and then how to present an argument for their interpretation of that analysis (evaluation and production of arguments). As an example, in the Garbage Exercise assignment, in the interpretation section, students are encouraged to interpret the significance of particular material items. That is, they are not to just identify and document what they find in the garbage, but to use the garbage to say something about the social status and lifeways of the person who dumped the garbage. This follows the process of anthropological analysis of material remains leading to cultural inference.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in ANTH 201G are required to engage in critical thinking throughout the semester. Examples are seen in the different content topics and in student assignments. Through the broad framework of anthropology, anthropologists try to understand human nature, human society, and human behavior as it has developed over the history of humankind and around the world. The topics covered (such as human evolution, the development of ancient civilizations, and the persistent diversity of modern cultures) encourage students to rethink and reflect on their own cultural assumptions (problem setting). Student assignments require students to collect and analyze evidence that further encourages them to think critically (evidence acquisition and evidence evaluation). As an example, in a project (see Pick-a-Culture Project), students compare kinship in our own culture (United States) with kinship in another culture. Anthropologists contend that kinship is culturally constructed, not biological. Through comparative analysis, students can evaluate the evidence that different cultures have different kinship structures (evidence evaluation). This exercise leads them to the reasoning and conclusion that kinship can vary across different cultures
(reasoning/conclusion). In another project (see Garbage Exercise), students analyze household trash, using the materials discarded (evidence) to analyze what they find in the garbage and to infer about the sample household from their trash (evidence evaluation and reasoning/conclusion).

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

By examining human cultures over time and across different cultures, students develop intercultural reasoning and intercultural competence. In examining human history, students acquire a deeper understanding of the different ways that ancient cultures have subsisted, supported themselves, and interacted with their respective natural environments. Through this comparative analysis (i.e., comparing how ancient and modern traditional cultures have lived in their environments vs. how industrial societies interact with their environments), students develop a more informed understanding of sustainability and the possibility of different kinds of livelihoods and different ways of interacting with the environment (sustainability and the natural and human worlds). By the semester's end, as the focus shifts to modernization and the impact of Western cultures on indigenous peoples, students begin to recognize the contribution of all cultures and different kinds of cultural lifeways (ethical reasoning). Through group work, collaborative projects, and class discussions, students move to engage in critical discussion and reflection of their own cultural values (collaboration skills, teamwork and value systems). ANTH 201 intends to teach students a deep respect and appreciation of the connections and commonalities that we as humans share across different cultural groups, from early human evolution, through the development of ancient civilizations, and into the modern globalized world. Recognizing these connections leads to more informed civic discourse and culturally sensitive engagement, at both the local and global levels.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ANTH 201G Sample Assessment

**Filename:** ANTH_201G_Sample_Assessment.pdf **Size:** 197.3 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000616

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

## Summary

**ID:** 0000000616
**Status:** Under Review
**Last submitted:** Aug 7 2019 04:28 PM (MDT)

## Application Form

**Completed** - Aug 7 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

## Contact Information

| | |
|---|---|
| Name | Jason Killian |
| Title | Instructor |
| Phone | 5054542551 |
| Email | jkillian@luna.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

## Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

## Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 1120 |
| Title | American National Governement |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 1120 |
| Name | American National Government |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the historical and political foundations of the government of the United States; 2. Explain the precursors to, and the development and adoption of the United States Constitution; 3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power; 4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy; 5. Explain the development and role of political parties and interest groups; 6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and7. Describe the role of demographics, public opinion and the media in American politics.

**Institution-specific Student Learning Outcomes**

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

NA

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This course is designed to engage students in the discussion of how the American National Government affects their lives through student discussion, forums and essays. Students are required to respond to prompts that present specific issues. Topic examples could include issues such as, what is our most important right or liberty and discussing if judges have too much power. Using these same prompts, students then defend a side and debate the issue. These debates are designed to encourage students to explore topics and form their arguments in a coherent way. This requires students to research their positions, identify reputable, research or policy- based information and develop arguments that are not based on opinion. Student perspectives may be challenged when presented with different viewpoints, creating in-depth discussions. Students will be assessed based on a rubric and on the quality of their sources and ability to present their research, both orally and in writing.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will be required to answer discussion prompts and be presented with various issues and discussion topics throughout the year. These discussions will require students to identify the main point of the topic, such as federalism, and develop arguments for or against the topic using appropriate, research based sources. Students will evaluate sources and use acceptable sources, such as research articles, to build their arguments.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

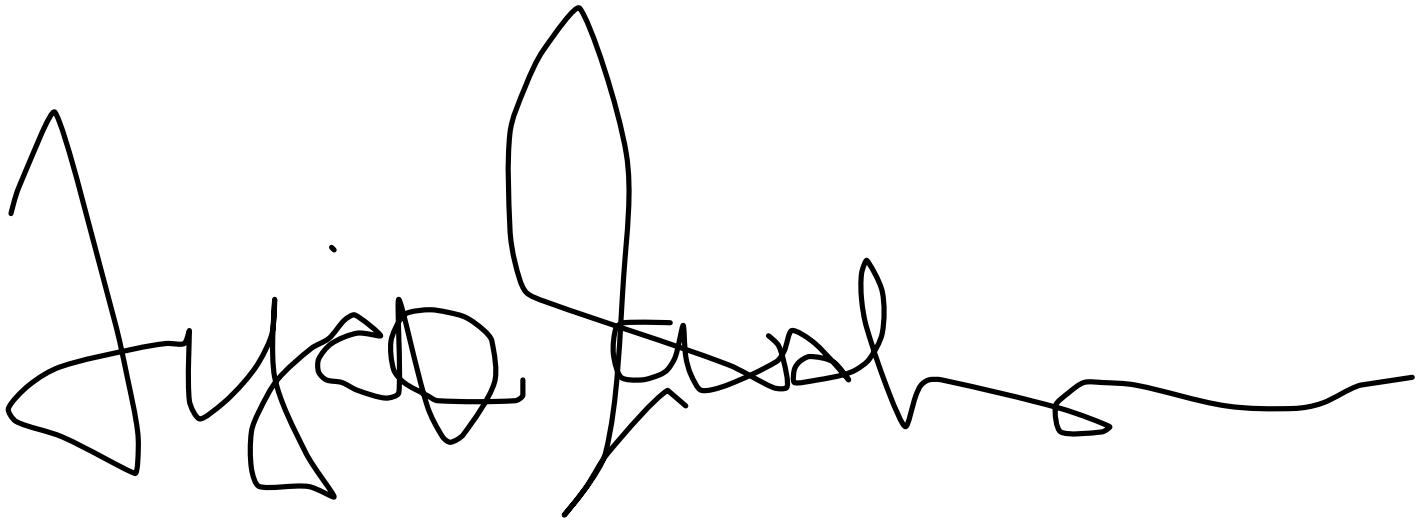
Students will discuss and debate various policies and laws in America, such as segregation, civil rights and the Constitution. Through these discussions, students will analyze the ethical impacts of laws and policies in the United States. Students, throughout the course, will engage with other students with different viewpoints in class discussions in a civil and respectable manner, allowing other students to express viewpoints that may differ from their own. Students will discuss through in-classroom activities and discussions how political parties impact their lives through donations and policy decisions, as well as how media exposure can shape their perspectives.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 7 2019

## Upload Assessment

**Completed** - Aug 7 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### American National Gov

**Filename:** American_National_Gov._Assignment_AAuV5BV.pdf **Size:** 218.5 kB

## Upload Rubric

**Completed** - Aug 7 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

### Rubric 5 Paragrapph essay

**Filename:** Rubric_5_Paragrapph_essay.pdf **Size:** 67.5 kB

# Application: 0000000667

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000667
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:01 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 130 |
| Title | Cultures of the World |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1141 |
| Name | Cultures of the World |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. examine a wide variety of people and cultures around the world to understand how they live and why
2. broaden attitudes of respect toward diverse peoples and cultures
3. analyze our own culture and its beliefs, values, and life-ways compared to other cultures
4. develop a greater understanding of the historic and contemporary relationships between cultures
5. sharpen critical thinking skills when confronted with unfamiliar lifestyles
6. experience a sense of personal growth and enhanced self-esteem based on the knowledge acquired.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32

-38 credit hours for the Associate of Science and Associate of Arts programs.

The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to others in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: As cultural knowledge is communicated and transmitted differently through all media within (and across) cultures, students become conversant with the ways that different modes of communication mediate the content and expression of said cultural knowledge. Students also learn to communicate cultural knowledge themselves through these various means, expressing this understanding through class presentations. Examples range from, but are not limited to, oral recitation, dramatic expression, written documentation, and so forth.
Evaluating and Understanding Messages: The multiple layers of meaning inherent in cultural products require close examination to distinguish and differentiate; students learn and practice this skill throughout the course, being introduced to cultural productions and also to customs, behaviors, and social expressions that themselves contain/convey message that can be identified and evaluated.
Evaluation and Production of Arguments: While multiple interpretations of cultural expressions often have value and yield insight, some are mutually exclusive and others vary in usefulness and applicability. Students practice, through discussion and work-groups, the analysis of various scholarly interpretations of cultural expressions, both their own (academic and cultural expressions) and those of others (primary and secondary sources).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: The multifaceted character of cultural anthropology lends itself to the discovery and construction of a wide variety of research questions and angles of interpretation through which the nature of culture and its expressions can be interrogated. Students practicing posing such questions themselves as they are introduced to many unfamiliar cultural expressions, behavior, and customs, with focus of these exercises being the methods by which good questions are developed.
Evidence Acquisition: Students learn the ways that anthropologists collect data about unfamiliar cultures as well as the way this data is recorded and stored for examination and interpretation by other scholars. Students then become familiar with how such research can be identified, located, retrieved, understood, and used in their own work and research.
Evidence Evaluation: Historically, cultural anthropology has produced research of widely varying quality and consistency. Students will evaluate the significance, worth, reliability, validity, and accuracy of secondary sources that present anthropological evidence and research results, learning to identify emic bias, ideological distortion, misconstrual (such as that caused by erroneous preconceptions) and so forth.
Reasoning/Conclusion: The previous stages of critical thinking about culture culminate in students forming and defending their own reasoned interpretation of the causes and consequences of the cultural expressions examined in the course.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: Cultural expressions and patterns are not studied only in isolation from each other as example research objects, but instead are examined in relation to each other. Students demonstrate understanding of intercultural influences and interactions through discussion, written work, and the ability to identify and generate examples of these processes. Sustainability and the Natural and Human Worlds: Cultural preservation and cultural continuity remain pervasive concerns given increased globalization, and the vast accessibility of information and the ease of its preservation may or may not address these challenges or permute them in novel ways. Students evaluate and discuss these concerns throughout the course, particularly when: examining cultures whose continuity may be endangered; analyzing cultures in phases of transition into urbanization, modernization, and openness to interaction with and possible influence by other societies; reflecting on the risks of anthropological investigation altering cultures subject to study. This component skill is also addressed when students investigate the ways cultures and cultural knowledge are transmitted and preserved but also how it can be changed, develop, or be lost through time. Finally, because cultures tend to develop in particular environments and be influenced by environmental changes and relocations while also transforming whatever environments they encounter, interactions between the human and natural worlds are also a cultural expression that students learn to identify and evaluate.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ANTH1141.assessment.pdf **Size:** 262.4 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000591

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

Summary

**ID:** 0000000591
**Status:** Under Review
**Last submitted:** Jul 23 2019 03:19 PM (MDT)

Application Form

**Completed** - Jul 23 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | sara vigil |
| Title | Faculty |
| Phone | 5054542592 |
| Email | savigil@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

### Chief Academic Officer

| | |
|---|---|
| Name | Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | ENG |
| Number | 204 |
| Title | American Literature from 1865 |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2620 |
| Name | American Literature II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

• Gain the ability to penetrate below the superficial surface of writing and find meaning through analysis of complex literary texts and application of college-level literary theory
• Gain a developed awareness of the social and political forces shaping American culture during different time periods
• Gain an ability to draw on historical and/or cultural perspectives to evaluate and/or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought
• Mastery of using textual evidence to support claims in oral and informal written discussion of assigned texts, without dismissing or oversimplifying views which differ from your own
• Ability to plan, draft, revise, and polish high-quality academic writing to defend a fresh, original claim

**Institution-specific Student Learning Outcomes**

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

NA

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

THE NARRATIVES FOR LCC'S ENGL2610 AND ENGL2620 ARE LARGELY THE SAME, SINCE THE COURSES ARE VERY SIMILAR IN METHODS, BUT DIFFER IN TIME PERIOD AND CONTENT.
Throughout this course, students will read a variety of texts from American authors including poetry, novels, short stories, memoirs, letters, etc. As the students read these texts, they will evaluate the meaning behind each reading by completing daily reading responses, which may pertain to various social issues including, identity, racism, classism, and genderism. To evaluate these texts, students will have to identify and evaluate the period, author, structure, characters, plot, and word usage. The reading responses will help prepare students to write an academic literary analysis essay. Students will write two literary analyses, where students will analyze a text from the course, create an analytical thesis statement, and defend that thesis throughout the essay using textual evidence, and secondary scholarly research gathered through scholarly databases such as EBSCO or ProQuest.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

A large portion of this course is class discussion. Using students' daily response papers, students will provide analytical feedback and interpretations to one another. Students will see that each reading has various interpretations and focuses, based on the varied feedback in the class. Literature discussed in this class covers an array of social issues. Through reading the texts and secondary readings, writing response papers and essays, and participating in class discussion students can analyze how certain social conventions at various times have affected a variety of people and influenced social and political movements. By students being provided historical context, through the use of author biographies, historical documentaries, and secondary readings for each reading, they can engage in the conversation of how far society has progressed, declined, or stayed stagnant in regard to certain social issues.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

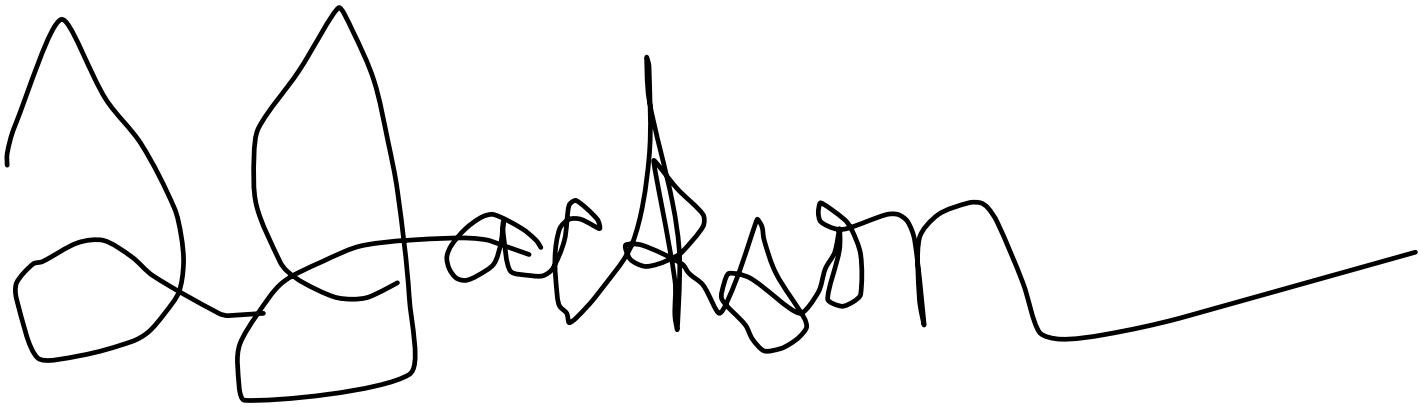
Throughout this course, students will have to write two literary analysis essays, which require that they use scholarly secondary sources to develop and defend their analysis. They will be required to use online databases, such as EBSCO and ProQuest, to research their topic, author, theory, or text. Students will evaluate the difference in materials gathered from a scholarly database compared to materials gathered from non-academic sites such as shmoop, sparknotes, or Wikipedia. All work submitted must follow MLA format, including in-text citations and bibliographic information. Students will complete their essays through the use of an electronic word processor such as Microsoft Word, or Google Docs, which will help them to gain digital literacy through the usage of a computer program.

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

Link to Institution's General Education Assessment Plan

na

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 23 2019

Upload Assessment

**Completed** - Jul 23 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SSchool of 19072314390

**Filename:** SSchool_of_19072314390.pdf **Size:** 321.9 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000642

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000642
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:23 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SPCH |
| Number | 130 |
| Title | Public Speaking |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | COMM |
| Number | 1130 |
| Name | Public Speaking |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate effective speech preparation.
2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
3. Analyze a potential audience and tailor a speech to that audience.
4. Evaluate presentations according to specific criteria.
5. Explain common propaganda techniques and logical fallacies and identify them in the speeches of others.
6. Recognize diversity and ethical considerations in public speaking.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Students prepare and deliver speeches as

both textual products and oral presentations. The textual transcripts are archived on the online learning platform and used as the basis for discussion, peer review, and peer response. Live presentations are also recorded both audially and visually so that students have the opportunity to review their own presentations and those of others. Students also create digitally recorded presentations that are shared in the classroom as well as online; they then reflect in writing and in discussion, comparing and contrasting the experiences of giving live presentations with creating and sharing recorded ones. The recording project/s also facilitates the simulation of diverse audience types, as students are assigned (or randomly select) specific audience types to whom to direct the presentation. In live presentations, students are variously asked to present to the instructor as audience, their peers as audience, and also the combination of both. Throughout the course, and in preparation for their own presentations, students review a wide variety of public speaking presentations and transcripts thereof.

Strategies for Understanding and Evaluating Messages: In reviewing transcripts and recordings, students practice identifying the main focus of the presentation, speaker intentions, and speaker effectiveness, as well as supporting references, logical arguments, techniques of persuasion, and so forth. They also practice attempting to identify the audience based on the content of the presentation alone. Students will also analyze the rhetorical context of persuasive speeches in various genre including but not limited to political, ideological, religious, academic, commercial, and so forth, recognizing and identifying how the techniques of the speaker are received and related to by the audience.

Evaluation and Production of Arguments: Students will similarly analyze the argument structure and content, as well as the supporting references used, in persuasive speeches in order to practice identifying and classifying claims and distinguishing fact from opinion. They will also use both logical argumentation and persuasive rhetorical techniques in their own speeches, rehearsed as well as extemporaneous. In the case of prepared speeches, they will also create texts on which these speeches are based, containing citations and references in APA style. Assertions of fact will require documentation, as will references to the positions and claims of others. Students will also be required to demonstrate understanding of claims and counter-claims by effectively responding to or, in the case of counter-arguments, refuting, opposing positions, rather than resorting to distortions of their opponents' positions, or committing various fallacies such as the infamous "straw man." (However, they will also practice creating and presenting such specious arguments in order to become more familiar with their use, avoid using them accidentally, and notice when others are using them.) Further, they will become conversant with recognizing and utilizing classic categories of persuasion including logos, ethos, and pathos.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: In preparing the content of persuasive speeches, students will initially articulate not only the claim that they intend to advance to the audience, but also predict possible obstacles to the audience acceptance of that claim. This exercise will be further developed into practice with predicting, conceptualizing, and articulating possible counter-arguments, with students returning to their initial claim to consider whether or not it needs to be revised, and then generating multiple methods of formulating the claim.

Evidence Acquisition: In all speeches requiring source material, students do their own research utilizing the library, online databases, websites, archives, journals, and diverse media in order to identify information necessary and useful to their presentation as well as reliable, credible sources for that information. This process will develop into further stages of research in which students distinguish sources that contain viable information for their own use, sources that are particularly useful for explicit citation in speech, and sources that might fall into both categories.

Evidence Evaluation: Further, in organizing their sources and research material, students will also assess their reliability and credibility in general as well as in the particular context in which they intend to reference them in speech. They will also do this with sources used in recorded speech presentations and transcripts that they review, practicing methods by which the same source can be referenced to support conflicting or even opposite positions. Students will practice critically analyzing historical and contemporary speeches, particularly those by influential figures, evaluating the effectiveness of the speeches in content and delivery, as well as themselves arguing (in structured debate and discussion) both in favor of and against the positions articulated in the speeches.

Reasoning/Conclusion: Whether persuasive, informative, or otherwise, students' speeches will always involve the rational synthesis of information from a variety of sources into a coherent, digestible, and generally brief presentation indicative of students' ability to form summary conclusions that are consistent with more complex and detailed source material.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Authority and Value of Information: In the context of oral presentations as well as media reportage, it is of particular significance that students practice distinguishing the apparent authority of the speaker/presenter from the authority of the information itself (if any). Students will be given examples of the same information and claims being presented by different sources with varying levels of socially constructed and/or recognized authority in order to analyze how the apparent authority of the speaker mediates the way in which the information is received by the audience. Similarly, course guidelines for self-presentation in speeches illustrate to the students, who then rehearse this knowledge through practical application and assessing the practical application of others, the psychological effects of such factors as attire, body-language, gesture, delivery, tone, vocabulary, and numerous other characteristics of presentation that can influence the perception of its credibility. They will also analyze the ways in which the introduction and recognition of speakers by others can influence their audience reception. In order to appreciate the extent to which cultural norms in general mediate these effects, they will also be presented with recorded material from different generations in order to compare and contrast them, in addition to being asked to compare and contrast the factors establishing credibility and authority cross-culturally with reference to the traditional expectations of their various Native American tribal backgrounds. In addressing controversial topics, they will also evaluate the contexts in which particular information, specific speech or styles of speech, or even particular speakers themselves are considered to be taboo or automatically lacking in credibility or authority, being asked to consider and discuss scenarios, both contemporary and historical, in which factors of personal background or identity (race, ethnicity, gender, sexual orientation, class, “criminal” background, professional or academic qualifications, cultural identity, perceived deviance, popularity) affected the credibility or permissibility of truth claims in formal and informal settings (sworn court testimony, news reports, gossip, attestations of religious conversion or knowledge, and various other speech acts).

Information Structures: The primary structural focus in this course is on the speeches themselves. Students will create and rehearse multiple structures for orally presenting information to audiences with and without extensive preparation, with and without visual and digital aids. Students will also be introduced to numerous mnemonic techniques (beginning with the classic “method of loci”) in order to facilitate memorization; they will also discuss the significance of oral tradition, transmission, reception, and oral memory in non-literate cultures and societies, including the presence and features of such traditions in their own cultures and the extent to which these may or may not survive into the present.
Research as Inquiry: In addition to experiencing an iterative research process by determining and revising claims and their articulation, establishment, and demonstration to audiences, students will also analyze

and produce examples of iterative inquiry proceeding through dialectic and debate, comparing and contrasting examples of formal discussion (academic, journalistic, political, commercial, strategic) with formal debate (adversarial legal system, political/academic/philosophical debate) and examining the ways in which these methods might or might not result in the generation of reasonable solutions to problems.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.COMM1130.Assessment.pdf **Size:** 334.0 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000661

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000661
**Status:** Under Review
**Last submitted:** Aug 19 2019 08:44 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

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## Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills

throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SPAN |
| Number | 101 |
| Title | Elementary Spanish |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SPAN |
| Number | 1110 |
| Name | Spanish I |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: During the trimester, students are required to take notes in the Spanish-only notebook in order to record information related to new words, particular structures (such as a complex sentence using vocabulary in context), listings of words they find challenging to use on a daily basis, the most interesting word (cognates and false cognates), the most challenging feature of the language, and so forth. Every other week, they also record questions that they have and problems that they experience with certain verb conjugations. For their “Mid Trimester Project,” beginning at the midterm, they select the most challenging lesson or class content as the focus of the project.

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

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

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

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

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

Collaboration skills, teamwork, and value systems: In order to prepare students for simple conversational interactions, students work together in pairs and groups to create everyday-style “dialogue exchanges” and “conversational templates” rehearsed as scripts and then performed before the class, which attempts to follow along in translation and then summarize in Spanish what they heard. The text of the conversational exchanges is submitted to the instructor and also shared with the class. Later in the course, these exchanges are redistributed to different students than their authors, by now in different arrangements of group. The exchanges are performed again along with the practice of attempting to summarize their meaning. Students reflect on their presumably increased understanding of the exchanges.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

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

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

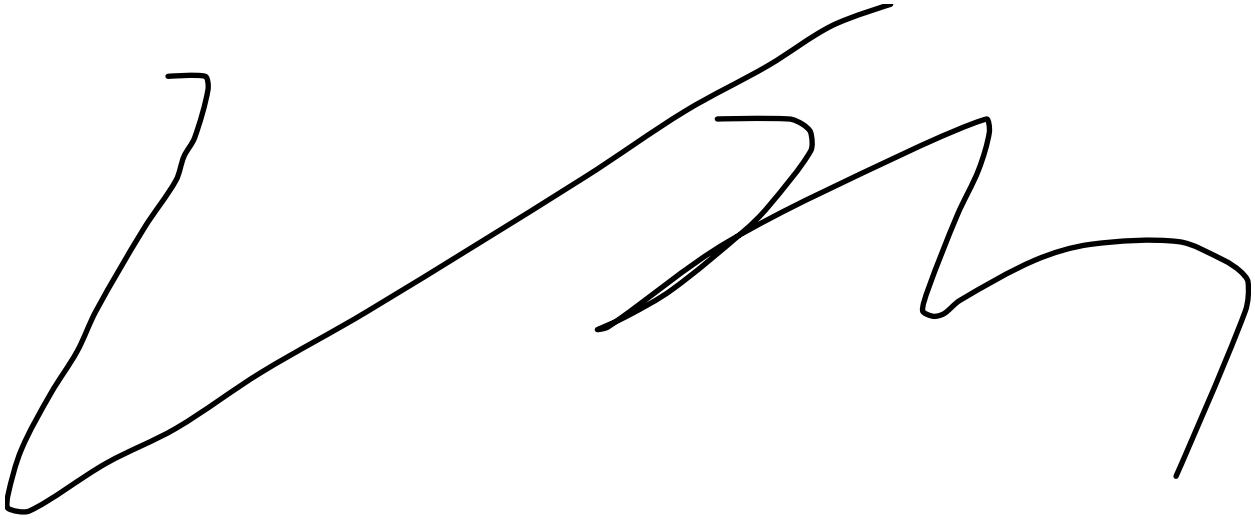
Research as Inquiry: Students include a “language research goal” in their Language Challenges Journal at the midterm. This goal is the one most important thing they would like to learn about the Spanish language in the remainder of the course. At the end of the course, they reflect on whether they met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

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.SPAN1110.Assessment.pdf **Size:** 337.9 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000651

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

## Summary

**ID:** 0000000651
**Status:** Under Review

**Last submitted:** Aug 19 2019 05:16 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Geno Castillo |
| Title | Instructor |
| Phone | 5054545304 |
| Email | gcastillo@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | STEM |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1320 |
| Title | Calculus Physics II |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1320 |
| Name | Calculus Physics II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate knowledge of the concepts and phenomena of oscillations, sound, and waves, and learn how to apply them to simple mechanical systems.
2. Demonstrate knowledge of the Laws of Thermodynamics and apply it to simple mechanical systems.
3. Demonstrate knowledge of the concepts and phenomena of heat, temperature, and kinetic theory and learn how to apply it to simple mechanical systems
4. Demonstrate knowledge of the concepts and phenomena of electricity (charge, circuits, current & fields), and learn how to apply it to simple mechanical systems.
5. Demonstrate knowledge of the concepts and phenomena of magnetism, and learn how to apply it to simple mechanical systems.
6. Demonstrate knowledge of the concepts and phenomena of wave nature of light and optical instruments, and apply them to simple mechanical systems.
7. Demonstrate knowledge of the concepts and phenomena of astrophysics and cosmology, and learn how to apply them to simple mechanical systems.
8. Demonstrate the ability to translate common language descriptions into the language of physics and into physical diagrams.
9. Demonstrate the ability to interpret physical diagrams in the language of physics.
10. Demonstrate the ability to collect, evaluate, interpret, and communicate scientific information in terms of fundamental mechanical concepts.
11. Demonstrate the ability to interpret and evaluate data in terms of fundamental mathematical and statistical concepts.
12. Demonstrate the ability to interpret and evaluate data in terms of differential and integral calculus concepts.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

To develop critical thinking skills, students in PHYS 1320 will be engaged through in-class, homework, and laboratory exercises. Students will practice the scientific method, and engage in assignments using observation, interpretation using mathematical concepts. Students will identify and gather the data/information to address the problem, explain how to answer a specified problem, and check the validity of the solution. Students will develop the ability to express quantitative information symbolically, graphically, and in written language. Students will apply reasoning by continued characterization, identify and answer the questions of which physics concepts are occurring. Students will participate in lab and demonstrate their critical thinking skills by determining basic physical principles that can be tested with the device. Furthermore, the students will perform and analyze the results of these experiments. Students will form conclusions at the end of each lab.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

To develop quantitative reasoning, PHYS 1320 students will solve problems related to physical world we live in. Students will be practicing the scientific method by using numerical datasets. Students will express quantitative information symbolically by using mathematical differential and integral calculus equations, graphically by drawing pictures to interpret and understand the problem, and by representing motion and vectors in two dimensional Cartesian plane. Students will apply their knowledge of physics to address and solves specific problems within physics. The communication/ representation of quantitative data will be done by tables, maps and written descriptions. Analysis of quantitative arguments will be done by evaluating the reasonability of the data collected. The application of quantitative models occurs when students use the numerical data to solve physical problems. In the canned heat: cooling down lab, students will make observations and compare the thermal radiation ability of two surfaces: silver and black. The students will do this by filling two cans with these surfaces with hot water, then allowing them to cool down. Students will measure the temperature of the water in both cans while they are cooling and see if there is a difference in the rate at which the temperature decrease and will calculate the temperature difference of both the silver and black cans.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

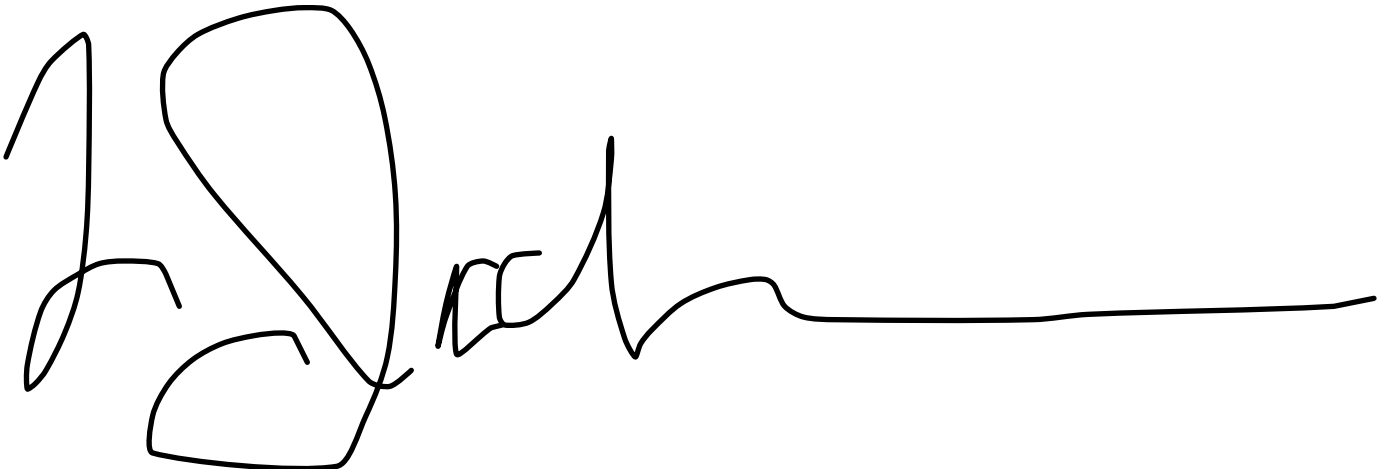
PHYS 1320 Students work in groups, which allows them to develop their personal and social responsibility. This enables students to develop skills such as teamwork, collaboration and communication, which are used in the real world. Most topics presented in PHYS 1320 will end with a discussion of human interactions with the environment. For example, using energy concepts to formulate reasons for the using and not using of renewable energy sources. Students engage in concepts of human interaction with climate change. Students identify some causes that are affecting climate change such as hydrocarbon emissions, and work as a team to suggest on how it can be minimized.

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

Link to Institution's General Education Assessment Plan

N/A

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Phys 1320_LCC_Sample_Assessment

**Filename:** Phys_1320_LCC_Sample_Assessment.pdf **Size:** 548.4 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000648

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000648
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:43 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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7. Other: 3 Essential Skills chosen by the institution

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## Deadline for Next Curriculum Committee Meeting

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**Applications approved at the April meeting will be archived on May 17, 2019.**

# Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | NATR |
| Number | 200/L |
| Title | General Ecology/Lab |
| Number of credits | 3/1 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | NATR |
| Number | 2110/L |
| Name | General Ecology/Lab |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

As a result of completing this course, the student will be able to:
1. Explain the principles of living organisms interacting with each other and their environment.
2. Connect energy flow and nutrient cycling to interactions and relationships of organisms in ecosystems.
3. Recognize a variety of ecosystems based upon landscape characteristics including vegetation types, topography, climate, and soils.
4. Understand cause and effect of multiple use management on ecological communities.
5. Understand the basic principles of population ecology, natural history and evolution as it pertains to species adaptations and ecosystem function.
6. Develop the ecological foundation to build upon as they continue their natural resource curriculum.

Laboratory learning outcomes:
As a result of completing this course, the student will be able to:
1. Successfully implement the scientific process and scientific thinking in research scenarios.
2. Use critical thinking skills in hypothesis testing.
3. Utilize basic field techniques for ecosystem studies (vegetation surveys, animal community structure).
4. Successfully implement field observational skills utilized in natural resource studies.
5. Recognize the importance of micro and macro habitats and species adaptations in ecosystem function.
6. Implement ecological research design on organismal level.
7. Utilize appropriate resources for primary source document review.
8. Appropriate utilize scientific and technical writing skills.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: This course's consistent focus on mutual influence and interdependence within webs of causation throughout the natural world lends itself well to students cultivating the ability to identify potential problems and articulate ways of testing causal hypotheses, particularly given the integration of lab activities directly with course material. These demonstrate ways of identifying potential questions and problems that are suitable for direct investigation. The ability to recognize situations that indicate ecological problems is also foundational, and will be taught and tested throughout the course as students encounter real and hypothetical examples of internal and external threats to the continuity, stability, and function of ecosystems, natural resources, interdependent organisms and populations, and the biosphere as a whole. Practicing the ability to conceptualize such problems, which the students will need to do from multiple perspectives throughout the course, also prepared students for recognizing, identifying, and ultimately, testing them.

Evidence Acquisition: The lab activities engage students with interactively acquiring evidence themselves, and range from testable experiments to natural observation. In addition to experiencing this process first-hand, students will formulate their own suggested ways that evidence could be collected or natural processes observed in order to better test various hypotheses generated by themselves and others. By connecting theory and thought-experiment with practical work, students develop the skills necessary to collect various types of evidence, and also practice recognizing the relative usefulness, weight, and merit of evidence

Evidence Evaluation: That recognition leads to more advanced work in evaluating the evidence collected by themselves and others. Careful of examination of contemporary scientific research, often featuring conflicting claims and interpretations of the same data if not direct attacks on the data itself, leads students to question scientific claims and to interrogate evidence themselves. Students also closely analyze the credibility and relevance of a variety of scientific claims, particularly those which are intended to apply to contested theories.

Reasoning/Conclusion: All of the foregoing enables students not only to make reasoned, logical evaluations concerning scientific (particularly, ecological claims) but also to propose possible solutions of their own, as well as proposing experimentation that could support them while also becoming sufficiently familiar with major figures and studies in this field to select, cite, and properly reference them in support of their own arguments

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: The majority of weekly lab reports in this course will require students to represent and communicate quantitative information through graphs and charts. Results and discussion of these results are presented in class along with these representations, requiring presenters to decide how to represent information in a way best suited to supporting an oral presentation that facilitates discussion of results and their significance. This is also true of other course work and presentations in which various symbolic representations of ecological relationships and phenomena are used by in students in order to effectively and clearly express their understanding of specific, quantifiable examples of these phenomena in order to ensure that students are able to directly apply their developing understanding of ecological principles and models to specific data, along with the ability to effectively explain, illustrate, and demonstrate this understanding in class and in the lab.
Analysis of Quantitative Arguments: Each significant concept presented is further illustrated through scientific literature that contains quantifiable experimental results and their interpretation. In discussion and in writing, students examine and evaluate these interpretations. This activity becomes a particular focus when concepts presented in the course are associated with scientific debate or multiple interpretations. In students' evaluations of the associated studies, their own responses will need to address interpretations of the data itself as well as how that interpretation is being applied; students will also practice recognizing instances wherein arguments are purportedly based on quantitative scientific data when, in fact, they are not.
Application of Quantitative Models: Increasingly throughout the course, when presented with real and hypothetical ecological problems requiring resolution – problems ranging from theoretical problems involving limitations to our current ecological models to practical problems in which ecological consequences are predicted but remaining unaddressed as well as situations in which ecological consequences cannot yet be effectively predicted – students are directed to frame their proposed solutions, experimental conceptions, and scientific arguments based on quantitative information that could be experimentally collected, rationally examined, and scientifically weighed and evaluated. As students develop their skill in applying scientific reasoning, hypothesis construction, and experimental design to ecological questions, they are reminded and ultimately required to ground responses, however theoretical or speculative, in methodologies inclusive of reliable quantitative data collection that could be used to falsify explanations and predictions. All information included in the course is ultimately tied to quantitative examples, whether presented for examination or generated by students themselves through

laboratory participation, and student presentations also require well-understood, accurately represented, and coherently expressed quantitative information.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Sustainability and the Natural and Human Worlds: While introducing ecology and examining complex interdependencies within the natural world, this course also encourages students to focus attention on the interdependency of these systems with the human world. Examining relationships and interactions between the human and natural worlds contributes another layer of complexity to the course and also ensures that students apprehend these issues as directly related to circumstances relevant to themselves, their communities, and their futures. Presenting approaches to sustainability that rely on cultivating abilities in systemic thinking and also on accurate understanding of dynamic change in complex ecological systems, the course regularly invites students to assess the impact and importance of the content to practical methods of establishing and maintaining sustainable relationships between human communities and the natural environment necessary for continued human flourishing. Because of SIPI's focus on engaging with and fostering a deep personal understanding of indigenous worldviews along with the ability to identify with and apply them, our engagement with sustainability is not limited to anthropocentric approaches. Rather, sustainability is also approached as an inherent property of natural ecologies themselves, and so the course also presents a variety of scientific models that account for and rely on this aspect of ecological expression, inviting students to compare and contrast such models with traditional indigenous understandings of such phenomena and engage with them in discussion and writing.
Ethical Reasoning: The application of the foregoing to actual and hypothetical situations in which human societies and their ecological setting can be affected by human (in)actions and (in)decisions requires students to examine and interrogate the ways in which personal choices, institutional and organization policies, and/or the lack of the same have multiple direct and indirect causal outcomes with ecological ramifications. Students assess the weight of ecological factors in how such decisions are made or should be made in numerous examples throughout the course. Nearly every aspect of ecology examined in the course has relevance to the approaches taken by human communities in engaging with the natural world, and in each instance, students will articulate how the information presented can be utilized in a

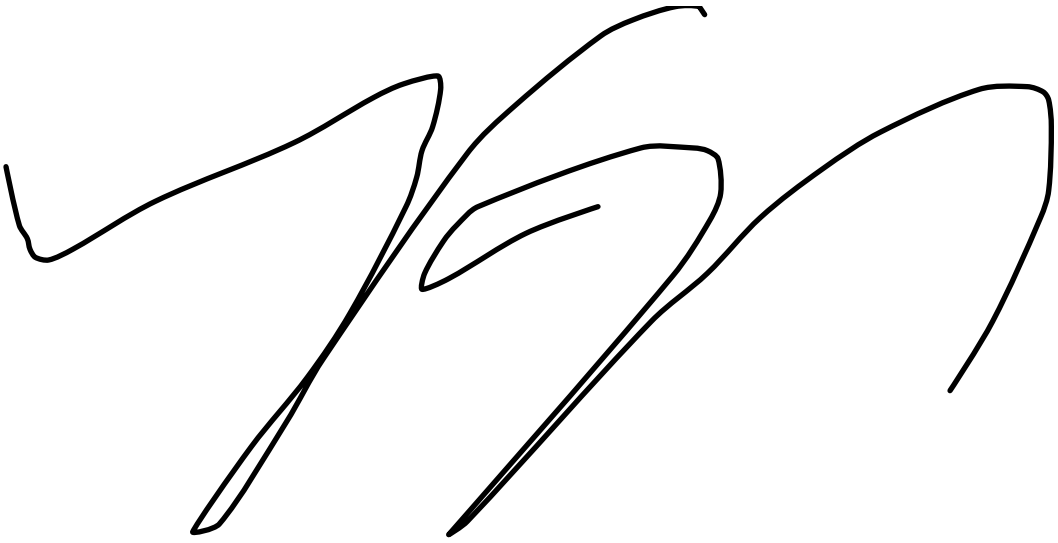
way that encourages themselves, their communities, and human communities in general to take effective and ethical approaches to decisions with ecological implications. Students also address how such approaches can be evaluated and are encouraged to examining the underpinnings of their own beliefs and assumptions about ecological impact. While the course material and instructor presentation avoids the endorsement of particular ethical systems and ideologies, environmental or otherwise, students are consistently reinforced in the unfolding conclusion that regardless of a worldview's explicit interests in ecological models, there is an inevitable interaction between the worldview of a community and its relationship with its environment, and scientific knowledge of these consequences inevitably benefits those who cultivate it.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.NATR2110C.AssessmentFinal.pdf **Size:** 1.2 MB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000644

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000644
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:27 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 101 |
| Title | Composition I |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 1110 |
| Name | Composition I |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students read and discuss academic texts and write short academic expository essays using APA format. These essays must make and support clear claims and incorporate information from the readings.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Assignments in this class require students to connect the readings to their own lives and cultures and to further connect what they read to what they write. They articulate these connections in the claims and topic sentences of each essay they write. They evaluate ideas presented in the readings against the cultural norms and traditional practices with which they are most familiar to develop conclusions that integrate academic reasoning and cultural awareness.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Students type and print papers, use online resources in preparing papers, and submit and receive returned papers through an online classroom platform as well as participating in online discussion groups.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ENGL1110.Assessment.pdf **Size:** 326.0 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000658

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000658
**Status:** Under Review
**Last submitted:** Aug 19 2019 08:22 PM (MDT)

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

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### Submitting Institution

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| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

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|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | LITR |
| Number | 211 |
| Title | Topics in Literature |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2560 |
| Name | Introduction to Native American Literature |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students formulate and articulate their own thesis on which to base critical analysis papers, the execution of which depends entirely on the student's combination of critical thinking skills with effective research.
Evidence Acquisition: Students will be responsible for locating their own primary and secondary sources, and they will be expected to use libraries, research databases, the internet, open-source material, published books and articles, interviews, journals, and all other viable secondary sources in order to accumulate evidence to support their positions.
Evidence Evaluation: While thoroughly inappropriate sources will have to be ruled out according to academic standards, student papers should also thoroughly investigate possible interpretive, theoretical, personal, political, and ideological biases in the secondary sources that they ultimately cite. Similarly, they should ensure that the sources' theoretical approach is relevant to the arguments that they want to make, and also that they are free from anachronism and other methodological distortions that would impair the accuracy and relevance of critical analysis conducted using those sources.
Reasoning/Conclusion: Critical analysis papers are expected to conclude with support or rejection of the proposed thesis based on rational argumentation and coherently presented reasoning supported by evidence. The same is true of student evaluations of, responses to, and uses of secondary sources, as well as being true of responses to critical analysis commentaries and discussions by and with their peers.

**Personal & Social Responsibility*. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills,***

***teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global***

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: At least one of the critical analysis papers will include the requirement that among the theoretical and critical models used are at least three models fitting the following criteria: 1) a model that explicitly addresses intercultural interactions and influences, such as models of cultural transmission and cultural legacy, models of cultural ethos and value transformation such as presented in civilizational philosophies of history, models addressing the social construction of value systems, etc. 2) an interpretive model explicitly related to indigeneity, such as a model of indigenous worldviews, traditionalist models of cultural formation, decolonization models, etc. 3) a model that investigates the presumptions of Western literary scholarship, such as models of intertextuality, post-modern criticism, etc. Each such model should be represented by at least one source presenting its methodology and application to literary texts. This requirement ensures that the critical analysis employs intercultural reasoning by requiring the student to engage interpretive models that already include a conception of intercultural influences, as well as a model that can be effectively applied to identifying elements in Native American literature that evidence indigenous characteristics, while also utilizing a model particularly suited to investigating the openness of Western literary traditions and conventions to revision, recontextualization, and globalization. The second requirement, addressing intercultural competence, will be that the critical analysis should identify elements in the text that have been influenced by the Native American background and/or identity of the author, as well as elements in the text that are indicative of the influence of non-Native-American cultural expressions. Finally, the analysis should identify at least one feature of the text that could only develop under conditions in which Native American influences interacted with those of at least one non-Native-American cultural form, whether linguistic, aesthetic, ideological, etc.
Civic discourse, civic knowledge and engagement – local and global: The conclusion of the specific critical analysis paper being described in this section of the narratives should contextualize both the literary work and its author within the local setting of its creation but also examine its impact and significance in any other local areas in which it has exerted influence. It should also evaluate the global relevance of the text, situating it in the context not only of cultural literature or English literature, but also of world literature and global culture. If the text exhibits no such influences or significance, the student should offer interpretations of why other comparable texts have been differently received, and analyze the particular reception of the text being considered in contrast to the recognition received by other similar works. Finally, the student should evaluate and respond to any literary criticism, media reception or

representation, adaptations, political/ideological reactions, or community responses to the work. If the work seems to have inspired no such reactions, the student should also consider its possible influence on other works of literature, or the cultural/community significance and/or legacy of its author.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

Authority and Value of Information: Critical analysis papers produced by the students will address the credibility and authority of secondary sources as well as issues of bias. They will clearly articulate their rationale for relying on particular sources to support specific points, and also examine the reasons for the source being regarded as authoritative to begin with. Other competing authorities, and challenges to the authority of the source, should be identified and acknowledged.
Information Structures: In addition to making their critical analysis text available to the course digital archive, students will also create an annotated bibliography throughout the course that includes all sources used in any critical analysis paper or other writing or activity. These annotated bibliographies will be stored online and updated live using tools that also allow other users to comment on the sources analyzed and evaluated. In this way, each class will develop an archive of collective and perpetually updated and revised knowledge and a persistent digital conversation. This will be of use to students when attempting to identify and evaluate sources, and these interlinked bibliographies are also information-organization projects of merit in their own right. They will also feature tracking of which sources cite which other sources, so that references referencing other references can be more easily navigated by students interested in following these lines of transmission in their discussions, research, or written work.
Research as Inquiry: In addition to articulating and supporting theses in critical analysis, and addressing questions posed for discussion in person and online, students will also contribute to a “research question pool” archived online and also discussed and further developed through in-person discussion and collaboration that can be used for smaller writing projects and also in the compilation of collective notes archiving factual information and also student evaluations, opinions, thoughts, and responses about the texts. This activity ensures that students experience in microcosm something like the research community that inevitably develops among scholars with similar interests, particularly given the facilitation of the digital world; similarly, it ensures that the experience of engaging with Native American literature emulates the iteration of questions, responses, and inquiries that coalesce into ever-present cultural transmissions perpetually updated and revivified, such expressions being in significant contrast

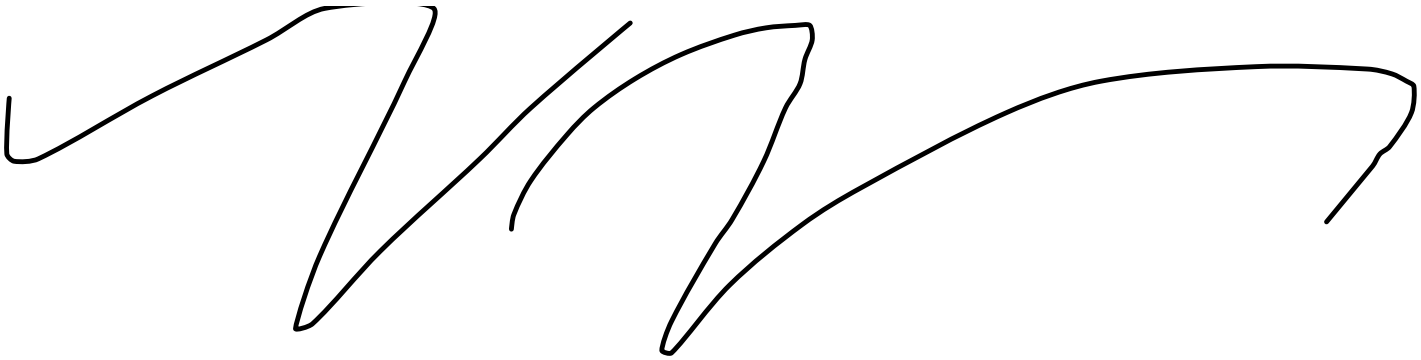
to the fixity of the published world and the formalization of received oral recitation. Students will be encouraged in discussions in person and online to engage in the “meta-discussion” in which the means and medium by which information, authority, and interpretation are conveyed are themselves examined and interrogated. Students consequently investigate in discussion and in writing the complex effects of intersecting oral, community, poetic, mythic, legendary, and literary traditions that coalesce into a “Native American” literature constructed and recognized in a post-colonial environment and yet categorized with an “English” course number.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ENGL2560.Assessment.pdf **Size:** 433.4 kB

Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000668

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000668
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:10 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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## Registrar

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|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 201 |
| Title | Microeconomics |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2120 |
| Name | Microeconomic Principles |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Students should be able to:
1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

**Institution-specific Student Learning Outcomes**

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while recognizing the cultures and traditions of others on a national and global level.
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Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

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

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: The main research project for this course is the Commerce Project. Students select a particular industry, product or type of product, category of business, or comparable object of microeconomic study. Identifying at least four specific examples, they thoroughly research the public presentation, business strategies, advertising, investments, and major investors in these examples and in the student's chosen topic in general. Specific data will be charted and graphed, including such examples as annual revenue over selected periods of time, production quantities, cost spent on advertising, total investments in the area, etc. At intervals throughout the course, students will present their research to the class with visual aids and also submit a written report that will be made available to their peers on the course Brightspace.
Strategies for Understanding and Evaluating Messages: Students are likely to encounter varying statistics provided by different sources for the same aspects of their area. In their presentations, they should highlight the most striking differences and explain why these differences exist, addressing the possible biases and agendas of the sources in question.
Evaluation and Production of Arguments: That analysis continues with the student making an assessment of which source for particular data is most likely to be reliable and trustworthy and why, isolating the factual content, addressing the validity of surrounding opinions, and explaining why it should be considered valid.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: The project continues with the student identifying the three most significant economic problems and/or challenges in the chosen area of study. The student then researches at least two competing proposals for the resolution of these problems/challenges and researches the main exponents of these proposals as follows.
Evidence Acquisition: Published papers and documentations, interviews, economic analysis, journalistic reports, and any other sources can be considered for evaluation. Extra credit can be acquired through the student personally interviewing in text, remote conversation, or direct personal interview a source that the student can advocate as being authoritative.
Evidence Evaluation: The student examines each possible source carefully not only for biases but also for thoroughness, accuracy, and plausible argumentation, ultimately selecting the best source to represent each competing solution to the problem.
Reasoning/Conclusion: The student concludes this section of the project by presenting in written and oral form an argument/counter-argument process between the two remaining sources, establishing whether or not one of them, after this adversarial analysis, seems clearly more convincing. If so, the student should explain why, and further elaborate on how that proposed solution could be applied to four specific instances of the problem being analyzed. If not, the student should attempt to articulate either a different solution, a combination of the two approaches, or pose further questions that would help to clarify the issue. After the presentation to the class is concluded, the student should also be sufficiently well-versed in the area researched to answer questions from peers and facilitate a discussion of the proposed solutions.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: In the initial survey of the chosen area of research, the student will also survey both in the written portion and in the associate presentation any cultural factors that influence economic processes in the selected area. The student should survey major regions in which the market in question is significant, and also any particular ethnic or cultural groups who heavily influence it, or who are influenced by it. At least three objective and reliable sources should be used to acquire this data. Students should also present details about how their own cultural identity and background relate, if at all, to the selected area, both historically and contemporarily. Reciprocally, the student should also analyze any ways in which the chosen economic area has cultural impact, examining in detail any examples that can be cited of cultural changes or developments being traceable to the economic factors involved. To clarify how this could apply to the project: an obvious (but hypothetical) example might be the construction of a major social media corporation's customer service facility onto an island community on the coast of a developing nation which is beginning to experience rapid technological and economic progression due to low labor costs and available labor, but which has been relatively culturally insular, and in this particular instance, the island in question has previously lacked an airstrip despite having limited telecommunications due to a single satellite array. What cultural changes might occur once the customer service center is established along with a new airstrip?
Civic discourse, civic knowledge and engagement, -- local and global: In addition to surveying cultural processes interacting with their area of economic research, students should also examine in detail how the chosen area is present in their own local community, identifying its impact and examining its influence. This information is presented at the very beginning of the presentation as an introduction to establish context and relevance, and also achieve more rhetorical accessibility to the audience of peers.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ECON2120.Assessment.pdf **Size:** 185.4 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000574

Conrad Harter - harter@nmmi.edu
NM General Education Curriculum

## Summary

**ID:** 0000000574
**Status:** Under Review
**Last submitted:** Aug 7 2019 12:44 PM (MDT)

Application Form

**Completed** - Jun 27 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Conrad Harter |
| Title | Dr. |
| Phone | 909-450-7388 |
| Email | harter@nmmi.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Military Institute |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Brigadier General Douglas Murray |
| Email | dmurray@nmmi.edu |

### Registrar

| | |
|---|---|
| Name | Chris Wright |
| Email | wright@nmmi.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1150 |
| Title | Development of Western Civilization I |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1150 |
| Name | Development of Western Civilization I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

**Choose 3 Skills**

## Responses Selected:

Communication

Critical Thinking

Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1.Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2.Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3.Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4.Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5.Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6.Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 12

**Institution-specific Student Learning Outcomes**

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

1. Students will analyze the historical context to assess change and continuity over time.
a. Rubric - Criterion
i. Critical Thinking - Analyze Context and Content
ii. Written Comm. - Structure
2. Students will demonstrate why particular historical, political, military, social, cultural, economic, interaction, geographic, and/or environmental events are meaningful.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Process and Reasoning
3. Students will discern how different points of view have shaped history, culture, and/or current events.
a. Rubric - Tier 2 Outcome
i. Critical Thinking - Understanding
4. Students will use specific evidence to make reasonable and plausible arguments.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Conceptualization and Creation
ii. Written Comm. – Structure
iii. Oral Comm. – Content Preparation
iv. Information Literacy – Effectively extracts and organizes relevant information for specific purpose

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

When examining historical societies and time periods through primary and secondary sources, students will read and discuss primary sources from many different types of media, including visual arts, epic poetry, historiography, and official documents. They will learn about what sorts of information one might glean from different types of sources, and how a single source can tell us many different things about a society or an author, including very often things an an author did not intend to say. Students will learn about the biases that one is likely to find in each of these types of sources, and what might be necessary to interpret these sources and use them to understand their authors and their authors' messages. They will also learn to evaluate the message and determine its usability for understanding the society. Primary sources are read and discussed most class periods, and each student has to select and present upon one primary source per semester, including writing discussion questions for their fellow students. In addition, students write a term paper utilizing sources they have found to compare two different societies with respect to a common theme. In the research and writing of this paper, which they turn in through various stages throughout a large amount of the semester, they practice evaluating what various sources say about their chosen societies, and how to use primary and secondary sources to support their own thesis.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

As a history class, much of our time in class is spent discussing and attempting to understand the historical context of peoples, places, and events. When reading sources, particularly primary sources, students will learn what sorts of information would be most useful in attempting to understand the perspective of the source author and their intended aims. In the course of researching the term paper, students turn in annotated bibliographies and preliminary notes. Through these steps and feedback, they learn to determine what sorts of questions one might actually be able to answer about the past, and which are impossible because of the dearth of sources. Because of the oftentimes sticky intellectual and political issues inherent in learning about many different historical societies, students have to learn about the various credibility levels of different sources of evidence. They learn which library and internet sources might be considered to be most objective, and even with such sources much time is spent on learning how to think about and recognize the various biases inherent in all sources, whether primary or secondary. Students will learn to be critical of all sources of evidence, including secondary sources, and to look for not just message but subtext and to realize that no source or human being can be truly objective. In writing the term paper using such gathered evidence, including in the outline and rough draft stage, students will be able to determine what evidence can be gleaned from all such imperfect sources, and what sorts of conclusions can be reached, and which cannot be, given our imperfect knowledge of the past.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

This is not an essential skill for this course.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

One of the main essential skills that is woven throughout the class is intercultural reasoning and competence. When trying to understand the motivations, reasoning, and aims of people from times and places very different than our own, students have to learn what sorts of cultural differences one must take into account. This ties in very closely with the associated skill of ethical reasoning. When discussing the motivations and actions of people from very different cultures and societies, the issue of ethics comes to the forefront. Issues of absolute versus relative morality permeate every discussion of primary sources, and how we should view the actions of past peoples without either being completely dismissive of their intents or also without completely excusing behavior that we might now find reprehensible. Most lectures and primary source discussions focus on how we can learn to appreciate and understand the perspectives of historical actors, what sorts of lessons we can learn from their experiences, and how we can apply these lessons to our contemporary world. The main means of assessing these skills is the term paper, in which students compare and contrast two different historical societies with respect to a theme such as religion, slavery, art and architecture, or the roles of women. Through this, students will learn which ethical lessons from the past are applicable to our present, and in shaping our future, with the goal of understanding that societies develop in multiple ways and that there is not one just right way.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

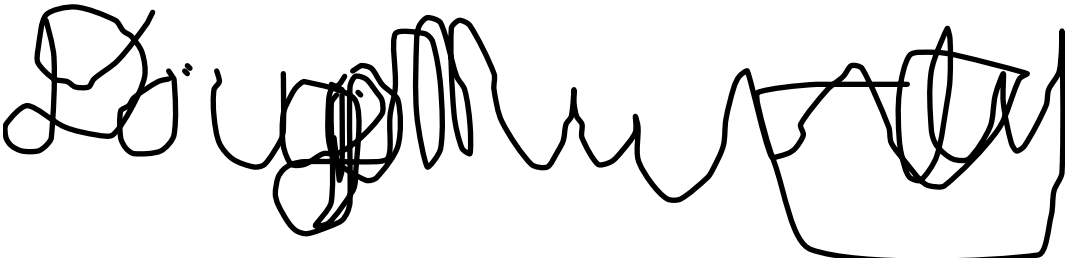
This is not an essential skill for this course.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 14 2019

## Upload Assessment

**Completed** - Jun 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### 2018 Fall HIS 1113 Term Paper Prompt

**Filename:** 2018_Fall_HIS_1113_Term_Paper_Prompt.pdf **Size:** 470.9 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000544

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000544
**Status:** Under Review
**Last submitted:** Jul 9 2019 03:06 PM (MDT)

## Application Form

**Completed** - Jun 6 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

## Contact Information

| | |
|---|---|
| Name | Ian Williamson |
| Title | AVPAA |
| Phone | 505-454-3342 |
| Email | iwilliamson@nmhu.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Highlands University |
| Submitting Department | History & Political Science |

## Chief Academic Officer

| | |
|---|---|
| Name | Roxanne Gonzales |
| Email | rmgonzales@nmhu.edu |

## Registrar

| | |
|---|---|
| Name | Inca Crespin |
| Email | imcrespin@nmhu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1165 |
| Title | The Western World |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1165 |
| Name | The Western World |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Students will demonstrate an understanding of the origins and main economic, cultural, social, and political developments of Western history between the beginnings of civilization and the present; this will be measured by successful completion of the course with a grade of C or higher. 2. Students will demonstrate an understanding of some of the concepts, methods, and skills of the historian. They will be able to see and understand the connections between a society's economic organization, social structure, political institutions, cultural and intellectual achievements, and the lives of ordinary people, and will be able to express that understanding in discussions and written assignments. They will be able to read and analyze primary source documents, and use those documents to gain an enhanced understanding of the societies and people being studied; this will be measured by successful completion— with a grade of C or higher—of exams and assignments, particularly the discussion assignments and other measures focused on primary sources. 3. Students will demonstrate a basic ability to navigate the world-wide web, and will make use of the course's Desire2Learn (D2L) website. Quizzes, assignments, reviews, and other exercises will require the students to make use of several of the website's features. Students will also master Iclicker classroom response technology; success will be measured by successful completion of online quizzes, and by receiving at least 70% of all available Iclicker points. 4. Students will demonstrate an understanding of the connections between the European past and the contemporary world. They will demonstrate this understanding in class discussions, assignments, and essays.

**Institution-specific Student Learning Outcomes**

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

NONE.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. This will be taught and tested in the following ways: in the early weeks of the semester, students will gain a general understanding about how historians go about their work through explicit examples of historical reasoning. During class lectures and discussions, students are encouraged to come to their own opinion on various topics, and to share those opinion with the professor and classmates. In Study Sessions before each exam, a discussion of examples of historical reasoning inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience; a course on Western Civilization necessarily addresses the issue of ethnocentrism and the ambivalent role played by the West in creating a global civilization. These issues will be covered in the following ways: in-class lectures, the professor will routinely connect the past with the present in with mentions of what is going on now in the news and noting the similarities with what happened in the past; also, in the class lectures and class discussions, the professor will address the issue of historical anachronism and the problems that attend making ethical judgments about the past (e.g., in a discussion of Roman gladiatorial games, the Spartan practice of infanticide, the persecution of Jews and lepers during the 14th century bubonic plague epidemic). Class discussions and out-of-class reviews will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

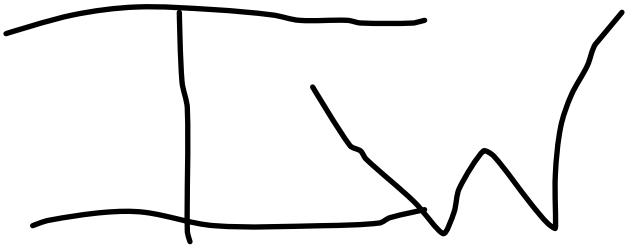
Information literacy is a basic skill for historians: sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lectures will present a kind of case study of "doing history": e.g., how a modern scholar would go about writing a biography of Alexander of Macedonia and coming to a judgment about his accomplishments. In the class, students are given assignments in which students are presented with a set of documentary materials and required to assess them on their own. Then, an in-class discussion sessions, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments. Depending on the professor, the students may be required to access the university's learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

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

Link to Institution's General Education Assessment Plan

http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 6 2019

## Upload Assessment

**Completed** - Jul 9 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 1165 THE WESTERN WORLD Sample Assessment

**Filename:** HIST_1165_THE_WESTERN_WORLD_Sample_Assessment.pdf **Size:** 597.4 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000657

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000657
**Status:** Under Review
**Last submitted:** Aug 19 2019 08:06 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | LITR |
| Number | 296 |
| Title | American Literature |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2610 |
| Name | American Literature I |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students will articulate their own thesis for critical analysis papers and/or a problem of literary theory or criticism for their essays, ensuring that the thesis/problem is manageable in the context of the assignment. This requires the students to practice the formulation of problems and questions for research in the context of literary analysis, and its also requires that they practice considering the scope of research and the complexity of content suitable to a specific paper and the requirements of its form.
Evidence Acquisition: Students will conduct their own research using libraries, databases, online archives, journals, print sources, and any other viable references in order to locate support for their argument.
Evidence Evaluation: Students will examine not only the sources they consider using, but the sources cited by the those sources, compiling an annotated bibliography that tracks how each source could be used, the basis of its authority, which sources it predominantly cites, which sources it contradicts, and any significant information about the biases and agendas of its author.
Reasoning/Conclusion: The conclusion of the student's critical essay must clearly support their claim based on rationally interpreted evidence from multiple sources.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: The multiple cultural contributions to the American literary canon are also a significant theme of this course. In addition to examining its genre identity, surrounding literary criticism, and reception of the chosen work, students will also identify and analyze the cultural traditions that contributed both to its formation and content and also to the author's life and work. These should definitely include the cultural background/s of the author and major influences on the author, prevailing cultural influences contemporary with the author and present in the author's location during the conception and writing of the work, cultural antecedents of the author and any significant antecedent works, and also cultures influenced by the author and the author's work. The tracing of these influences should continue as far into the contemporary period as evidence indicates. Finally, the cultural self-conception and explicit cultural identification of the author should also be considered, as well as any explicit statements made by the author concerning the intended audience of the work.
Civic discourse, civic knowledge and engagement – local and global: The last essential skills related requirement for this critical analysis paper will be an examination of any civic influence or impact exerted by the author and by this work in particular, both in its contemporary period and subsequently. This analysis should extend to an evaluation of the general reception of the work, subsequent adaptations, and other works that have been influenced by or which respond to the work. Further, should the work or references to the work have been utilized or deployed for any ideological or political purpose, or in endeavors of cultural engineering, this should also be examined by the student. This portion of the analysis must conclude with an evaluation of the work's contemporary significance and reception, if any, in the student's local community and on each scale (regional, national, ethnic, civilizational) culminating in an assessment of the global significance and impact of the work. If the work lacks influence in any of these levels, the student should address this and account for that, examining any comparable works that are influential. If no comparable work is influential, this fact itself might be significant to the analysis. Ultimately, the analysis should, while demonstrating the student's chosen thesis, also address the relevance and relationship of the work within literature as a whole and in the broad context of human experience.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

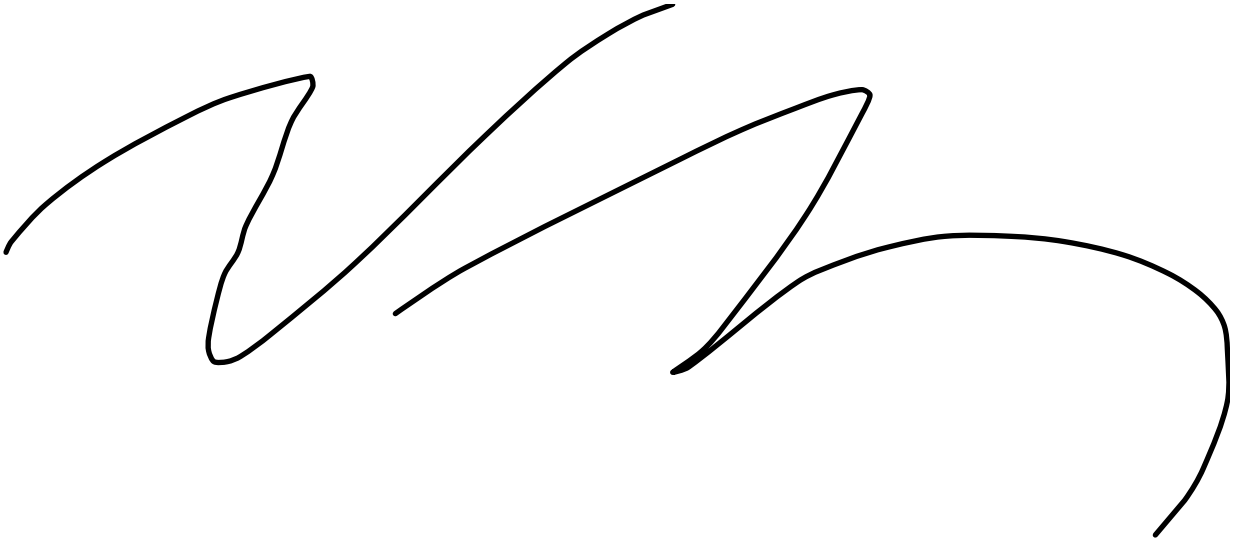
Authority and Value of Information: The formation and establishment of the canon of American literature is a significant theme in this course, as is the conceptualization and distinction of “literature” in contrast to other prose writing and other prose fiction in particular. In addition to examining the genre identity of the work focused on in their critical essay, students will also evaluate the extent to which the work has been considered literature (or not), the reasons for this designation, and the authority (or lack thereof) on which it is based.
Information Structures: Students will integrate their annotated bibliographies with their timelines of literary influence and share these such that by the end of the course, they form an interlinked network of references that can be utilized for research and for contextualizing and organizing new information.
Research as Inquiry: In order to facilitate new research ideas, good questions for smaller writing assignments and class projects, and help to navigate the variety of references in the course and in students’ own coursework, students will keep records of unfamiliar references, whether these are to names, concepts, events, cultural features, etc. These records will be updated and shared each week in order to facilitate communication, collaboration, and discussion toward cooperative learning as a contrast to the argument and debate frequently characterizing literary criticism.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ENGL2610.AssessmentFinal.pdf **Size:** 432.5 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000669

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000669

**Status:** Under Review
**Last submitted:** Aug 19 2019 11:16 PM (MDT)

Application Form
**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 101 |
| Title | Introduction to Art |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 1120 |
| Name | Introduction to Art |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Students will learn the terminology that we use to talk about art
2. Students will learn about the elements from which art is made including line, shape, mass, color, light, texture and pattern, space, time and motion
3. Students will learn about the principles of design including unity and variety, balance, emphasis and subordination, scale and proportion, rhythm
4. Students will become proficient in understanding and identifying a wide variety of techniques and materials that artists use to make art
5. Students will become proficient at seeing and analyzing individual works of art, evaluating criteria such as the artist's intention, the formal visual elements and media used
6. Students will learn to look at and think about art in new ways
7. Students will develop an understanding of the cultures and individuals that produced various artworks and art traditions
8. Students will acquire a basic understanding of a wide variety of artistic traditions including when and where they developed, and the basic style characteristics that identify those traditions
9. Students will develop a familiarity with controversies surrounding restoration, censorship, public art, and the removal and display of artworks from tombs
10. Students will improve their study, research, reading and writing skills
11. Students will view artworks with increased confidence and a broader understanding of what they see

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge

and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces
and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for
Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Students develop skills in communicating about art throughout the course, using multiple rhetorical styles and voices. These include essay, research paper, discussion, formal presentation, and digital journals, observation logs, and museum visit summaries. All of these are shared with peers throughout the course for interactive review and response.
Strategies for Understanding and Evaluating Messages: In required readings and in research materials referenced in their papers, students will identify arguments that support their own interpretations and critical analyses of works of art in their historical and socio-cultural contexts. Papers and essays will survey multiple and contrary scholarly interpretations as well as utilizing multiple interpretive models. Student research will include examination of the diverse uses and functions of art in various cultural arenas, such as religious expression, political propaganda, economic venture (including commercial art), and so forth, extended to analysis of artistic intention, audience reception, and artistic interpretation by scholars, critics, and the public through historical time, and often cross-culturally.
Evaluation and Production of Arguments: Multiple sources will be required to support student research theses, and students will also be expected to contextualize the sources themselves. Considering the wide variety of opinions and interpretations of works of art through centuries of transmission and multiple cultural perspectives, students will discern the character and function of the various sources that they will encounter in course readings and evaluate for citation in their own writing. For example, they will distinguish among artistic criticism, scholarly interpretation, religious and political censorship, legal disputation, professional/commercial review, and so forth.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: In addition to articulating theses to be supported in research, students practice formulating sound and relevant questions about works of art, extending to their history, provenance, circumstances of creation, patronage, influences, popular reception, and so forth.
Evidence Acquisition: Students' practice in acquiring evidence to support their own positions and conclusions about artworks and their significance will include not only the use of textual references, journals, and research databases, but also image and museum archives along with students' documentation of their own museum visits and/or art viewing. The student's recording of their own experiences of and reactions to works of art throughout their daily lives is used to reinforce their ability to recognize, identify, and categorize art when encountered academically.
Evidence Evaluation: Factors of bias and credibility both have significant relevance to student evaluation of sources for use in research. Students will encounter scholarly and journalistic references that exhibit biases despite their presumed credibility; this is particularly relevant to European encounters with non-European/non-Western art, which forms a significant contribution to the second half of the course narrative, navigating the potential problems of structural conflict between a geographically oriented "art of the world" approach and a "history of western art" approach by tracing the development of art in Europe into the Renaissance, and then roughly following the progress of European colonialism into the modern period. Students will examine, evaluate, and respond to Western scholarly sources that have historically exhibited Eurocentric, Orientalist, and colonial biases; this is particularly relevant to the institutional student population, which is entirely Native American. Consequently, students will discuss in detail the colonial European reception of Indigenous art in general and Native American art in particular, examining the way in which Euro-American scholarship, journalism, and media have understood and depicted Indigenous American art. Other encounters with bias will include art critics' reception of popular art, tension between aesthetic conservative and various progressive trends, evaluation of particular styles and works of art along with their creators as socially deviant, morally compromised, aesthetically illegitimate, politically subversive, socially corrosive, ethically corrupting, and so forth. This will include a consideration of institutional condemnation or repression of particular art or artists.
Reasoning/Conclusion: Students will articulate reasoned conclusions in a variety of formats including discussion, in which they will be encouraged to express their opinions and reactions in the language and style of artistic criticism and academic critical analysis in addition to personal reflection.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

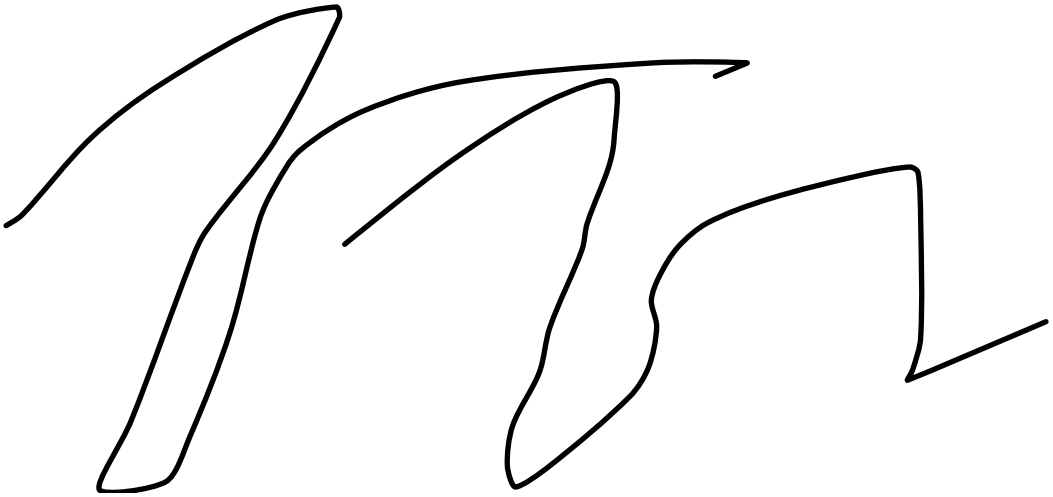
Intercultural reasoning and intercultural competence: Students identify the artistic products, styles, and conventions of a wide variety of cultures both historical and contemporary, engaging in detailed comparison and contrast as well as historical and socio-cultural contextual analysis. Becoming conversant with the language and terminology of artistic criticism, they will address in writing and in discussion the cultural significance of specific works of art and artistic styles to multiple cultures through time, identifying how and why the significance, interpretation, and impact of given works of art have developed and been transmitted cross-culturally.
Civic discourse, civic knowledge, and engagement – local and global: In their discussions, presentations, and written work, students will address the role of art in historical and contemporary society, including its popular reception and significance and its influence on various aspects of civic life. They will consider the relationship of artists to patrons and to the public and examine the changing roles of artists themselves in community life. They will research and respond to scenarios exemplifying the reciprocal interactions and influences of art within communities of various scale, examining the local significance and impact of artists, artistic styles, and works of art, and comparing and contrasting these examples to others selected from distinct time periods and/or locations, as well as to widespread artistic developments in previous eras and in the contemporary world. Students will identify specific examples of ways in which artists and works of art have contributed to, reflected, and interacted with civic, social, cultural, political, and religious change on local and global scales, within their own communities as well as those of others.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ARTH1120.Assessment.pdf **Size:** 262.2 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000601

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000601
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:55 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Anthropology |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 202G |
| Title | World Archeology |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1160 |
| Name | World Archeology |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

None Published

**Institution-specific Student Learning Outcomes**

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

1. Describe and explain major developments in human prehistory.
2. Identify and describe major archaeological cultures throughout the world
3. Employ critical thinking skills in the evaluation of competing theories about the past
4. Select and use relevant archaeological evidence to explain how prehistoric populations adapted to their natural and cultural environments
5. Demonstrate competency in written communication

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

ANTH 202G: World Archaeology engages students through the practice of developing oral and written communication. The course covers the major world areas and ancient civilizations (Australia, American Southwest, Mesopotamia, Asia, Mesoamerica, Andes, and Africa) through readings, lecture, film, and class discussions. Student assignments focus on analysis of films about different ancient civilizations (genre and medium awareness). (See attached Student Assignment: Film Journal Entry). Through this assignment, students are expected to link films to class material (application), in turn explaining how the case study presented documents human cultural change in general. In linking the film to archaeological concepts addressed in lectures, students use the case studies to understand and evaluate archaeological concepts (strategies for understanding and evaluating messages). In conclusion, they are asked to reflect on whether or not they support this interpretation and to explain why
(evaluation and production of argument).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In ANTH 202G, students develop critical thinking skills in the evaluation of competing theories about the past. In all cases of the development of ancient civilizations (cases examined include Australia, American Southwest, Mesopotamia, Asia, Mesoamerica, Andes, and Africa), archaeologists have disagreed over the causal factors that gave rise to complex civilizations and to those factors that led to the subsequent demise of these civilizations (problem setting). Through readings, lectures, and films, students develop a deeper understanding of the archaeological evidence from these different civilizations (evidence acquisition). Within the framework of comparative analysis, students are encouraged to critically evaluate the strength of the different archaeological concepts and explanations as evidenced in the archaeological record (evidence evaluation). Students should recognize the temporal nature of many archaeological concepts and theories. That is, as new and contradictory archaeological evidence is unearthed, often theories and concepts must be critically reevaluated, refined, and revised. This interplay between theory and archaeological evidence forms the basis for developing critical thinking and reasoning in archaeology (reasoning/conclusion).

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

By examining ancient cultures over time and around the world, students develop an appreciation for the cultural diversity by which ancient peoples have adapted their livelihoods and built civilizations. Recognizing the myriad of ways by which ancient peoples constructed different, yet viable and rich, cultures forms the basis of cross-cultural appreciation and cultural relativism (intercultural reasoning and intercultural competence). As well, by focusing on the major world areas, the class examines the complex relationship between the natural environment and the complex civilizations that developed. The comparative framework of anthropology enables to the student to recognize the different kinds of cultural and agricultural adaptation adopted by Mesopotamian civilizations in the desert as contrasted with Maya civilizations' subsistence and agricultural practices adapted to the tropical lowlands of Mesoamerica. Studying a wide range of ancient civilization enables students to develop knowledge, insights, and appreciation for the many ways that prehistoric populations adapted to their natural and cultural environments (sustainability and the natural and human worlds). This knowledge forms the basis for student assignments and class discussions that broaden the discussion to address environmental issues in the modern world (ethical reasoning). The more that students learn about how different ancient cultures have adapted to their environments around the world, the more that students recognize that there are other possible strategies and solutions to address the current environmental and social challenges that we face in the modern world (civic discourse, civic knowledge and engagement-local and global).

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ANTH 202G Sample Assessment

**Filename:** ANTH_202G_Sample_Assessment.pdf **Size:** 51.1 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000368

Conrad Harter - harter@nmmi.edu
NM General Education Curriculum

### Summary

**ID:** 0000000368
**Status:** Under Review
**Last submitted:** Aug 7 2019 12:43 PM (MDT)

Application Form

**Completed** - Jun 27 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Conrad Harter |
| Title | Dr. |
| Phone | 909-450-7388 |
| Email | harter@nmmi.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Military Institute |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Brigadier General Douglas Murray |
| Email | dmurray@nmmi.edu |

### Registrar

| | |
|---|---|
| Name | Chris Wright |
| Email | wright@nmmi.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1130 |
| Title | World History I |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1130 |
| Name | World History I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

**Choose 3 Skills**

## Responses Selected:

Communication

Critical Thinking

Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1.Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2.Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3.Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4.Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5.Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6.Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 12

**Institution-specific Student Learning Outcomes**

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

1. Students will analyze the historical context to assess change and continuity over time.
a. Rubric - Criterion
i. Critical Thinking - Analyze Context and Content
ii. Written Comm. - Structure
2. Students will demonstrate why particular historical, political, military, social, cultural, economic, interaction, geographic, and/or environmental events are meaningful.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Process and Reasoning
3. Students will discern how different points of view have shaped history, culture, and/or current events.
a. Rubric - Tier 2 Outcome
i. Critical Thinking - Understanding
4. Students will use specific evidence to make reasonable and plausible arguments.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Conceptualization and Creation
ii. Written Comm. – Structure
iii. Oral Comm. – Content Preparation
iv. Information Literacy – Effectively extracts and organizes relevant information for specific purpose

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

When examining historical societies and time periods through primary and secondary sources, students will read and discuss primary sources from many different types of media, including visual arts, epic poetry, historiography, and official documents. They will learn about what sorts of information one might glean from different types of sources, and how a single source can tell us many different things about a society or an author, including very often things an an author did not intend to say. Students will learn about the biases that one is likely to find in each of these types of sources, and what might be necessary to interpret these sources and use them to understand their authors and their authors' messages. They will also learn to evaluate the message and determine its usability for understanding the society. Primary sources are read and discussed most class periods, and each student has to select and present upon one primary source per semester, including writing discussion questions for their fellow students. In addition, students write a term paper utilizing sources they have found to compare two different societies with respect to a common theme. In the research and writing of this paper, which they turn in through various stages throughout a large amount of the semester, they practice evaluating what various sources say about their chosen societies, and how to use primary and secondary sources to support their own thesis.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

As a history class, much of our time in class is spent discussing and attempting to understand the historical context of peoples, places, and events. When reading sources, particularly primary sources, students will learn what sorts of information would be most useful in attempting to understand the perspective of the source author and their intended aims. In the course of researching the term paper, students turn in annotated bibliographies and preliminary notes. Through these steps and feedback, they learn to determine what sorts of questions one might actually be able to answer about the past, and which are impossible because of the dearth of sources. Because of the oftentimes sticky intellectual and political issues inherent in learning about many different historical societies, students have to learn about the various credibility levels of different sources of evidence. They learn which library and internet sources might be considered to be most objective, and even with such sources much time is spent on learning how to think about and recognize the various biases inherent in all sources, whether primary or secondary. Students will learn to be critical of all sources of evidence, including secondary sources, and to look for not just message but subtext and to realize that no source or human being can be truly objective. In writing the term paper using such gathered evidence, including in the outline and rough draft stage, students will be able to determine what evidence can be gleaned from all such imperfect sources, and what sorts of conclusions can be reached, and which cannot be, given our imperfect knowledge of the past.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

This is not one of the three essential skills.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

One of the main essential skills that is woven throughout the class is intercultural reasoning and competence. When trying to understand the motivations, reasoning, and aims of people from times and places very different than our own, students have to learn what sorts of cultural differences one must take into account. This ties in very closely with the associated skill of ethical reasoning. When discussing the motivations and actions of people from very different cultures and societies, the issue of ethics comes to the forefront. Issues of absolute versus relative morality permeate every discussion of primary sources, and how we should view the actions of past peoples without either being completely dismissive of their intents or also without completely excusing behavior that we might now find reprehensible. Most lectures and primary source discussions focus on how we can learn to appreciate and understand the perspectives of historical actors, what sorts of lessons we can learn from their experiences, and how we can apply these lessons to our contemporary world. The main means of assessing these skills is the term paper, in which students compare and contrast two different historical societies with respect to a theme such as religion, slavery, art and architecture, or the roles of women. Through this, students will learn which ethical lessons from the past are applicable to our present, and in shaping our future, with the goal of understanding that societies develop in multiple ways and that there is not one just right way.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

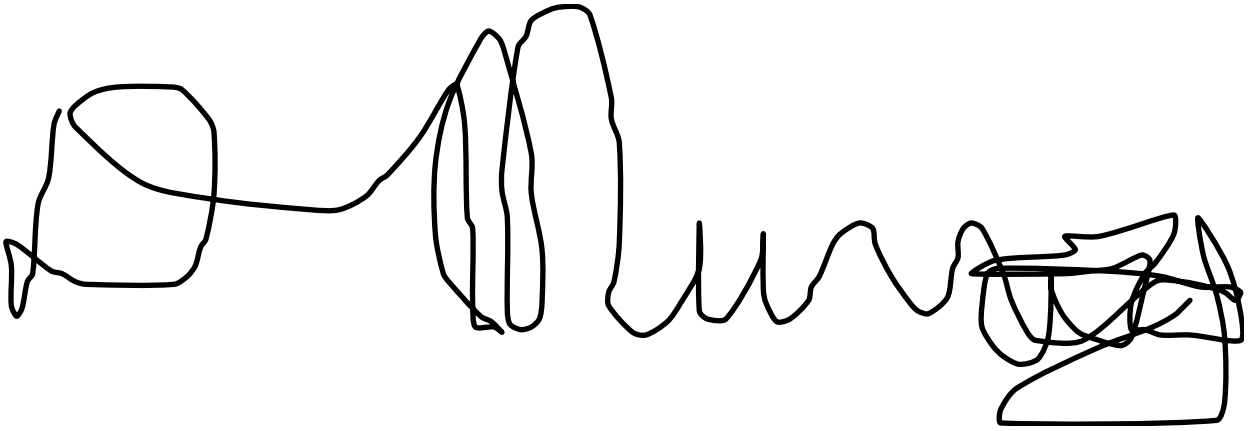
Not one of the three essential skills for this course.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 14 2019

## Upload Assessment

**Completed** - Jun 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### F18 HIST 1313 Term Paper Prompt

**Filename:** F18_HIST_1313_Term_Paper_Prompt.pdf **Size:** 471.3 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000602

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000602
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:57 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 102G |
| Title | Modern Europe |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1160 |
| Name | Western Civilization II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time. his box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will evaluate issues that have impacted systems in the natural and human environments over the time period covered in the course, in this case since about 1500. Students will complete various written and oral assignments, such as debates, that analyze one or more of these perspectives. Included in these assignments are critical assessments of the different factors that influence and determine local and global cultural, political, economic, and social developments. These assignments will include exercises such as historical debates, which will require students to collaborate with other students and will build teamwork among the class participants. Other assignments will include assignments such as written analyses of fundamental documents of modern communism and fascism, which had such important roles in the 20th century. These written assignments will be assessed on the students' critical analysis of the issues and values expressed in these documents, as well as how these movements responded to local and global issues.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

In various assignments, both oral and written, students will learn to recognize and analyze different types of historical sources. They will evaluate these sources for their authority and value for historical understanding. These assignments will include written analysis, role playing, and other group activities. Students will learn how to effectively write and communicate their ideas in various formats, including digital environments.
Students will select, analyze, and discuss primary and secondary source materials appropriate for the topics included in the course. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 102G Sample Assessment Revised

**Filename:** HIST_102G_Sample_Assessment_Revised.pdf **Size:** 134.1 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000670

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000670

**Status:** Under Review
**Last submitted:** Aug 19 2019 11:25 PM (MDT)

Application Form
**Completed** - Aug 19 2019

# Application Form

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Dr. |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 102 |
| Title | Art Foundations |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 1130 |
| Name | Art Foundations |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

After successfully completing this course the student should be able to:
1. Describe, analyze, and demonstrate techniques of drawing, including figure studies and still-life drawings.
2. Define and demonstrate the basic principles of working with

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32

-38 credit hours for the Associate of Science and Associate of Arts programs.

The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to others in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Students will become conversant with multiple genres and styles of drawing in a variety of media, including but not limited to graphite, charcoal, colored pencil, pastel, Conte crayon, and ink; they will study and practice the use of these media in still-life drawing, figure drawing, and landscape drawing. They will discuss, analyze, and critique their own works as well as those of others both orally and in writing; such interaction will occur both in person and over the course digital venue Brightspace. The final project involves the design of a simulated group exhibition, and this task includes consideration of audience context. Because this simulated exhibition will in part include their own work, students are led to consider the audience reception of their own artistic message.

Evaluating and Understanding Messages: Because their own work will be involved in the simulated exhibition and subject to class critique, students will experience and practice the evaluation of art (including their own work) in the context of artistic criticism, relationship to other works of art, and audience receptions and expectations.

Evaluation and Production of Arguments: In producing statements introducing other artists and their work for the simulated exhibition, as well as in producing statements about their own work and evaluating the work of others, students will develop an understanding and appreciation for the distinction between artistic criticism/critical analysis and personal opinion/reaction. They will also examine and observe the interaction of the processes of artistic criticism and personal reaction in the production of their own responses/reviews and their reflection on those of others.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: In determining the theme and focus of their exhibition, students design a challenge which the exhibition will accomplish.
Evidence Acquisition: In addition to selecting from their own works, students will need to survey and examine a variety of works of art that will fulfill the course criteria for the final project and also fit their own self-determined theme and focus.
Evidence Evaluation: In order to construct the exhibition, the students must exercise their abilities to evaluate, analyze, compare, contrast, and otherwise judge the appropriateness and relevance of artwork that they consider including in the project.
Reasoning/Conclusion: In addition to the foregoing, students will use a variety of reasoning approaches in order to consider and address the many features of an art exhibition, all of which require critical thinking skills, particularly as applied to the Communication skills likewise practiced; this combination of skills can be summarized as practical application of aesthetics in addition to a broader base of skills relevant to rhetoric, such that students are practicing aesthetic rhetoric and rhetorical aesthetics in the design and also in the description and classroom execution of their exhibition. Examples beyond the selection, arrangement, contextualization, and display of the works themselves include: deciding what information about the artists to include or not include, determining how to describe or not to describe each piece, considering how the exhibit will be titled and determining the theme of the exhibit, descriptions of the exhibit described in promotional material, and so forth.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

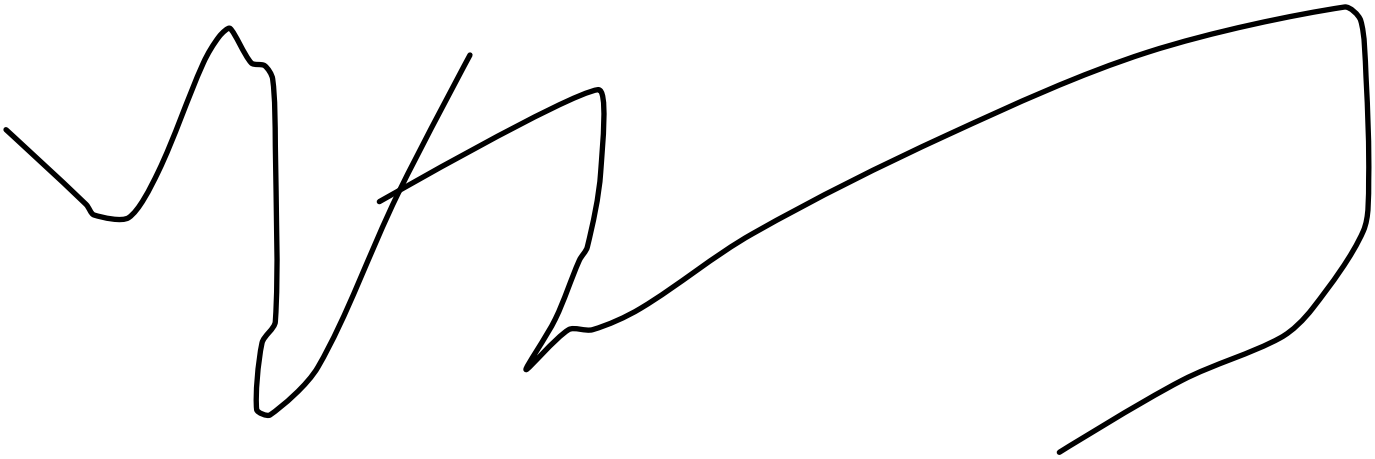
Intercultural Reasoning and Intercultural Competence : Because the exhibition will include works related to or representing Native American art and also necessarily include works by Native American artists (automatically including the students themselves, given that our student population is composed exclusively of Native American students), students will consider the significance and context of displaying and representing such works to an intercultural audience whose membership varies in familiarity and experience with Native American works, and who may or may not be aware of the extensive cultural variation between and among Native American tribal groups. Further, in fulfilling the assignment criteria, students will have to consider how ethnic, cultural, and ethno-cultural categories apply, do not apply, and perhaps should or should not apply to artistic works.
Collaboration, Teamwork, and Value Systems: Given that group art exhibits must involve collaborative efforts and elements due to their nature, it is appropriate (as well as practical for the course) for the final project (the simulated exhibition) to be conducted by groups of three to four students. Members of the group will by necessity collaborate in order to determine an exhibit name and theme, select content, stage the exhibit, and produce all materials required for the project.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ARTH1130.Assessment.pdf **Size:** 204.7 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000621

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000621
**Status:** Under Review
**Last submitted:** Aug 19 2019 03:03 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Physics |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 110G |
| Title | The Great Ideas of Physics |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1115C |
| Name | Survey of Physics with Lab |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
Upon completion of this course, the student will be able to:
1. Apply concepts of classical mechanics (such as velocity, acceleration, force, inertia, momentum, torque, work, energy) to simple static and dynamic systems.
2. Apply concepts of thermodynamics (such as heat, temperature, internal energy, entropy) to simple processes.
3. Apply concepts of electricity and magnetism (such as fields, potential, charge conservation, static and dynamic induction) to simple circuits, motors, and other simple contrivances.
4. Apply simple geometric and wave optics in simple situations.
5. Test ideas using modern laboratory equipment.
6. Estimate experimental uncertainties.
7. Use computers to analyze and report laboratory results.
8. Draw appropriate conclusions from quantitative scientific observations.
9. Accurately and clearly communicate the results of scientific experiments.
Optional Student Learning Outcomes
1. Apply quantum theory in simple situations such as the Bohr model of the atom, dual nature of light, atomic spectra.
2. Apply simple concepts of relativity.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

To develop critical thinking skills in this course, students will:
1. be able to describe the problem or the lab purpose in the introduction section of the lab reports. (Problem Setting)
2. show the evidence acquisition by recording all the data in the data tables of data and results section of the lab reports. (Evidence Acquisition)
3. for each lab report, be able to assess the reliability of the data by looking for abnormality of the data and determine the percent error and standard deviation of the results, as well as tell the possible error sources, such as the human response time error. (Evidence Evaluation)
4. perform algebra and trigonometry calculations and derive certain observational quantities from the experimentally measured quantities, as well as conclude whether the experiments bring about the correct answer and if not, what is the error source and the defects in the experiment design. (Reasoning and Conclusions)

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

To develop quantitative reasoning skills in this course, students will:
1. be able to tabulate the measured quantities (time, distance, etc.) clearly in the data and the results section of the lab report. (Communication/Representation of Quantitative Information)
2. during the lab team work, be able to determine whether the lab partner correctly follow the guidance and the data acquired by the partner is reliable. (Analysis of Quantitative Arguments)
3. apply equations to solve for the experimentally measured quantities based upon the data collected during the experiments. (Application of Quantitative Models)

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

To develop personal and social responsibility skills in this course, students will:
1. Read a book or an article of their own choosing about applications of science to evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research. The book/article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific claims from this book/article and assess it for credibility, probable truth, and relevance to scientific researchThis will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students. (Ethical Reasoning)
2. The students will work on assignments as part of a team in both the lecture and laboratory portion of the class. The teams will be assigned or randomized to create interaction with other students that are not a part of their current cultural and social network. (Collaborative Skills, Teamwork and Value Systems)

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 14 2019

Upload Assessment

**Completed** - Aug 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

PHYS 110G Sample Assessment Revised

**Filename:** PHYS_110G_Sample_Assessment_Revised.pdf **Size:** 63.0 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000603

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000603
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:57 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 211G |
| Title | East Asia to 1600 |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 2250 |
| Name | East Asia to 1600 |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. Students will learn the analytic skills of interpreting historical changes and continuity.
2. They will assess and use historical documents, and learn how to evaluate varying historical interpretations.
3. Students will understand the chronological and geographic context of important historical events, and will understand the social, technological, economic, cultural and political components of the society under study in this course.
4. Students will understand how people shape their culture and its beliefs, and the way in which prevailing cultures and beliefs shape them.
5. They will understand the historical origins of present-day societies, to learn about their own historical roots.
6. They will learn about the development of structures of power, the production of and distribution of goods, and the relationship between science and technology and human values and behavior.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities concerning East Asia up to about 1600. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas, for example, using selections from the primary source “The Secret History of the Mongols”. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For example, for “The Secret History of the Mongols,” students will closely read the selections and analyze how the selection relate to each other and how the perspective changes. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time. The students’ papers will be assessed using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will evaluate issues that have impacted systems in the natural and human environments in East Asia up to about 1600. Students will complete various written and oral assignments that analyze one or more of these perspectives, such as the impact of the rise of Buddhism on different areas of East Asia. Included in these assignments are critical assessments of the different factors that influence and determine local and global cultural, political, economic, and social developments. For example, the students will analyze how Buddhism was adapted to local conditions as it spread throughout Asia. These assignments will include exercises such as historical debates, which will require students to collaborate with other students and will build teamwork among the class participants. The students' written assignments will be assessed using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

In various assignments, both oral and written, students will learn to recognize and analyze different types of historical sources concerning East Asia up to about 1600. Students will evaluate these sources for their authority and value for historical understanding. These assignments will include written analysis, role playing, and other group activities. Students will learn how to effectively write and communicate their ideas in various formats, including digital environments.

Students will select, analyze, and discuss primary and secondary source materials appropriate for the topics included in the course. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis. The assignments will be assessed by the criteria included in the attached grading rubric.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 211G Sample Assessment Revised

**Filename:** HIST_211G_Sample_Assessment_Revised.pdf **Size:** 100.4 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000575

Conrad Harter - harter@nmmi.edu
NM General Education Curriculum

### Summary

**ID:** 0000000575

**Status:** Under Review
**Last submitted:** Aug 7 2019 12:44 PM (MDT)

Application Form
**Completed** - Jun 27 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Conrad Harter |
| Title | Dr. |
| Phone | 909-450-7388 |
| Email | harter@nmmi.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Military Institute |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Brigadier General Douglas Murray |
| Email | dmurray@nmmi.edu |

### Registrar

| | |
|---|---|
| Name | Chris Wright |
| Email | wright@nmmi.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1160 |
| Title | Development of Western Civilization II |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1160 |
| Name | Development of Western Civilization II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1.Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for global history from ancient times to the 16th century. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2.Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3.Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4.Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5.Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6.Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 12

**Institution-specific Student Learning Outcomes**

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

1. Students will analyze the historical context to assess change and continuity over time.
a. Rubric - Criterion
i. Critical Thinking - Analyze Context and Content
ii. Written Comm. - Structure
2. Students will demonstrate why particular historical, political, military, social, cultural, economic, interaction, geographic, and/or environmental events are meaningful.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Process and Reasoning
3. Students will discern how different points of view have shaped history, culture, and/or current events.
a. Rubric - Tier 2 Outcome
i. Critical Thinking - Understanding
4. Students will use specific evidence to make reasonable and plausible arguments.
a. Rubric - Tier 2 Outcome
i. Critical Thinking – Conceptualization and Creation
ii. Written Comm. – Structure
iii. Oral Comm. – Content Preparation
iv. Information Literacy – Effectively extracts and organizes relevant information for specific purpose

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

When examining historical societies and time periods through primary and secondary sources, students will read and discuss primary sources from many different types of media, including visual arts, epic poetry, historiography, and official documents. They will learn about what sorts of information one might glean from different types of sources, and how a single source can tell us many different things about a society or an author, including very often things an an author did not intend to say. Students will learn about the biases that one is likely to find in each of these types of sources, and what might be necessary to interpret these sources and use them to understand their authors and their authors' messages. They will also learn to evaluate the message and determine its usability for understanding the society. Primary sources are read and discussed most class periods, and each student has to select and present upon one primary source per semester, including writing discussion questions for their fellow students. In addition, students write a term paper utilizing sources they have found to compare two different societies with respect to a common theme. In the research and writing of this paper, which they turn in through various stages throughout a large amount of the semester, they practice evaluating what various sources say about their chosen societies, and how to use primary and secondary sources to support their own thesis.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

As a history class, much of our time in class is spent discussing and attempting to understand the historical context of peoples, places, and events. When reading sources, particularly primary sources, students will learn what sorts of information would be most useful in attempting to understand the perspective of the source author and their intended aims. In the course of researching the term paper, students turn in annotated bibliographies and preliminary notes. Through these steps and feedback, they learn to determine what sorts of questions one might actually be able to answer about the past, and which are impossible because of the dearth of sources. Because of the oftentimes sticky intellectual and political issues inherent in learning about many different historical societies, students have to learn about the various credibility levels of different sources of evidence. They learn which library and internet sources might be considered to be most objective, and even with such sources much time is spent on learning how to think about and recognize the various biases inherent in all sources, whether primary or secondary. Students will learn to be critical of all sources of evidence, including secondary sources, and to look for not just message but subtext and to realize that no source or human being can be truly objective. In writing the term paper using such gathered evidence, including in the outline and rough draft stage, students will be able to determine what evidence can be gleaned from all such imperfect sources, and what sorts of conclusions can be reached, and which cannot be, given our imperfect knowledge of the past.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

One of the main essential skills that is woven throughout the class is intercultural reasoning and competence. When trying to understand the motivations, reasoning, and aims of people from times and places very different than our own, students have to learn what sorts of cultural differences one must take into account. This ties in very closely with the associated skill of ethical reasoning. When discussing the motivations and actions of people from very different cultures and societies, the issue of ethics comes to the forefront. Issues of absolute versus relative morality permeate every discussion of primary sources, and how we should view the actions of past peoples without either being completely dismissive of their intents or also without completely excusing behavior that we might now find reprehensible. Most lectures and primary source discussions focus on how we can learn to appreciate and understand the perspectives of historical actors, what sorts of lessons we can learn from their experiences, and how we can apply these lessons to our contemporary world. The main means of assessing these skills is the term paper, in which students compare and contrast two different historical thinkers and trace an intellectual or ethical lineage. Through this, students will learn which ethical lessons from the past are applicable to our present, and in shaping our future, with the goal of understanding that societies develop in multiple ways and that there is not one just right way.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Jun 14 2019

Upload Assessment

**Completed** - Jun 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SP19 1160 Western Civ II Term Paper Prompt

**Filename:** SP19_1160_Western_Civ_II_Term_Paper_Prompt.pdf **Size:** 30.6 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000671

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000671
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:36 PM (MDT)

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 111/L |
| Title | Elements of Chemistry |
| Number of credits | 3/1 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 1120/L |
| Name | Introduction to Chemistry/Lab |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Use the different systems of measurements and perform conversions within the same system of measurement and between different systems of measurements
2. Identify elements from their name or symbol, use the periodic table to describe reactivity patterns of elements and to predict compound formation.
3. Describe the basic structure of an atom using subatomic particles, and apply these concepts to nuclear reactions.
4. Describe ion formation and the difference between covalent and ionic compounds. Name and write formulas for ionic and simple molecular compounds.
5. Write and balance chemical reactions. Use balanced reactions in stoichiometric calculations.
6. Describe the differences between the solid, liquid and gas phases. Use the gas laws in calculations, and apply these laws to everyday situations.
7. Explain different types of energy, and how energy is released or absorbed in a reaction
8. Describe acid and base behavior and the nature of buffer solutions.

LAB OUTCOMES

1. Practice concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.
2. Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures in numerical value, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.
3. Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).
4. Record quantitatively measured values to the correct number of significant figures and assign the correct units.
5. Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration.
6. Draw appropriate conclusions based on data and analyses.
7. Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required.

8. Determine chemical formulas and classify different types of reactions.
9. Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:
•
Communication:
Students will be able to effectively communicate ideas to other

s in correct ways.

•

Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.

•

Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.

•

Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting:
Student develop the ability to recognize, identify, and formulate problems suitable for scientific inquiry in the context of chemical processes, articulating commonplace examples in scientific language and terminology. Examples include: substance identification and classification; measurement conversion; dimensional analysis; heat capacity; theoretical reaction yields; concentration of solutions; chemical quantities; identification, structure, and analysis of compounds. Students will generate examples of these processes at work in daily life and also investigate other daily processes in order to discern through research, inquiry, and experimentation, the chemical operations and transformations that are inherent to them.
Evidence Acquisition:
Students collect information through lab experimentation and research, which can include outside-of-class observations that relate to lab experiments as well as writing about chemistry accessible to a beginner’s level.
Evidence Evaluation:
Students compare experimental results in the laboratory with each other’s results, with expected results, and with observation of phenomena outside the lab.
Reasoning and Conclusion: Students synthesize evidence collected in the lab with information presented in the text and in class to write comprehensive summaries of the chemical processes observed. They also identify other instances of what appear to be similar processes and then independently research these instances in order to determine if the process are, in fact, similar or equivalent.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Students utilize visual representations of chemical and mathematical information such as the Periodic Table to become conversant with their use. Students also practice explaining chemical processes in layperson's terms in writing and orally. This requires effective presentation of their lab results accompanied by visual aids.
Analysis of Quantitative Arguments:
Students evaluate the quantitative arguments and claims made in descriptions of experiments which they can then verify for themselves through lab experiment. In the case of reading and research that can't be directly tied to lab exercises, students use quantitative problem solving skills and the theoretical models learned in the course in order to examine and verify the accuracy of the research.
Application of Quantitative Models:
In addition to utilizing models to organize and describe lab results, students also use quantitative models for critical tasks such as balancing equations and analyzing chemical bonds. The use of quantitative models is a consistent feature of every course and lab session.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

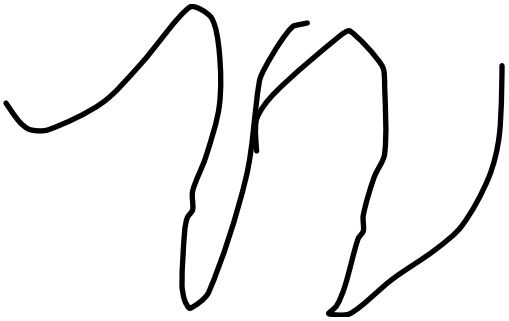
Sustainability and the Natural and Human Worlds: Readings and discussion of lab activities engage the students in discussion of chemistry as fundamental to energy generation and use; students will identify the chemical processes at work in the use of fuels, batteries, and power. Students will also examine in structured discussion the chemistry underlying contentious issues such as product testing, the use of synthetic substances in a wide variety of products ranging from cosmetics to cleaners to food items. The chemical composition of these fuels and products will be compared to that of alternatives marketed as natural, green, environmental, etc., and also compared to the chemical processes occurring in various traditional/folk preparations, including some characteristic of indigenous Americans.
Ethical Reasoning: The above discussions address the ethical implications of the use and testing of chemical products, and other discussions will address the public safety implications of a variety of hazardous materials along with analysis of their storage, handling, and disposal. One session will feature a formal discussion and debate concerning the effects of chemical weapons and examine the rationale for their widespread condemnation and rejection. Another focus of ethical reasoning in this course is a continued emphasis on laboratory safety and proper laboratory procedures, which are memorized by the students, along with their rationale, and practiced in each and every lab session, with safety measures and precautions being strictly enforced, and infractions stringently penalized.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.CHEM1120.Assessment.pdf **Size:** 200.8 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000610

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000610
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:01 PM (MDT)

## Application Form

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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# Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 191G |
| Title | Calculus and Analytic Geometry I |
| Number of credits | 4 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1511 |
| Name | Calculus and Analytic Geometry I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

The goals are to present the concepts of calculus, stressing techniques, applications, and problem solving, and emphasizing numerical aspects such as approximations and order of magnitude. Overall, the goals are to illustrate the power of calculus as a tool for modeling situations arising in physics, science, engineering and other fields. In fulfillment of these goals, this and later courses will stress topics such as polynomial approximation, setting up integrals, as well as the use of appropriate technology

**Institution-specific Student Learning Outcomes**

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

1. Limits
a. Use limit notation.
b. Compute limits or determine when a limit does not exist.
c. Use limits to decide if a function is continuous.
d. Use limits to decide if a function is differentiable.
e. Use limits to determine asymptotes.

2. Derivatives
a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
c. Describe the meaning of the derivative as a rate of change in a variety of contexts.
d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes.
e. Compute local linear approximation.

3. Applications of calculus
a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation.
c. Be able to apply theorems of calculus such as the Intermediate Value Theorem, the Mean Value Theorem, and the Extreme Value Theorem.

## 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. Exp;lain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Mathematics itself is a language, and students work throughout the course to expand their vocabulary to include terminology related to the limit and the derivative. A mathematical object is presented in a particular genre: a graph, a mathematical expression, or a description of a physical system, and students develop strategies for evaluating and understanding its nature and/or translating between genres. For example, the first derivative of a function determines the intervals on which the function increases or decreases, and the second derivative of a function determines the intervals on which the function is concave up (like a cup) or concave down (like a cap). Students are given an algebraic description of a function from which they extract information by computing the first and second derivatives and then connecting those computations with the graphical nature of the function in order to produce its graph. Problem 1 provides an instance of a related lab problem. Note that calculators are not allowed and so students must provide details to support their work.
For applied problems, students must understand the problems statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. Problems 2 and 3 provide examples.
Students are given many opportunities throughout the course to develop and practice these skills --- lectures examples, homework and weekly lab. In labs, students work in groups, and so have an opportunity to communicate there problem-solving strategies, evaluate the input of their peers, and produce written solutions using proper mathematical notation. These skills will be assessed throughout the course as the students' mathematical vocabulary is expanded, on labs, homework, the exams, etc. In all such work, students are required to provide complete written solutions using proper mathematical notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

For applied problems, students use critical thinking skills to acquire information from the description of the problem to produce a pictorial or mathematical representation. This can be quite complicated at times, as in the case of Problem 2. Students will have to assign variables, determine a relationship between those variables, extract information from the problem in order to assign quantities appropriately, and identify the information to be determined (evidence evaluation). Once a solution is obtained, they must then reinterpret their solution in the context of the original problem, checking the feasibility of the solution in the process.
Once students understand the connection between the graphs of a function and its first derivative, this knowledge is used to hone critical thinking skills. Problem 4 provides an instance of a related test problem. Students are given the graph of a function and five potential graphs of its derivative. They must acquire evidence regarding the behavior of the derivative of the function from its graph and then evaluate each derivative graph to determine a suitable match.
Students are given many opportunities to develop their critical thinking skills: lecture examples, online and written homework, weekly labs. In labs students work in groups, and so have an opportunity to evaluate the input of their group members at all points in the discussion of a complicated problem. These skills are assessed throughout the course using quizzes, midterms, and the exams. In all such work students are required to provide complete written solutions that justify their reasoning.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

The tools provided by differential calculus naturally expand the types of application problems that a student can tackle and so further challenge their quantitative reasoning skills. In the context of an applied problem, students are given quantitative information and must use this information to find an optimal solution. Here they must interpret the information provided, find a relationship between the problem variables that will allow them to represent the information mathematically, and then use what they know about derivatives to find an optimal solution. The feasibility of the argument is analyzed when students state the solution the context of the original problem. Problem 3 provides an example of such a problem.

Quantitative reasoning skills are also developed when students represent graphically a function described algebraically (and vice versa). While students have developed a sense of the behavior of polynomial, rational, logarithmic, and exponential equations alone, Calculus provides the tools required to quantitatively analyze combinations (products, quotients, etc.) of these functions. Using limits, they determine horizontal asymptotes; derivatives yield information concerning intervals of increase and decrease, concavity, and extreme values. Students then communicate/represent the information as a graph, understanding the where there are inconsistencies, their data is likely flawed.

Students are given many opportunities to develop their quantitative reasoning skills: lecture examples, online and written homework, and weekly labs. In labs students work in groups, and so have an opportunity to formulate and defend their own quantitative arguments as well as analyze those of their group members. These skills will be assessed throughout the course on quizzes, midterms, and the exam. In all such work students are required to provide complete written solutions that justify their reasoning.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

MATH 191G Sample Assessment

**Filename:** MATH_191G_Sample_Assessment_ZPeMKsG.pdf **Size:** 443.4 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000655

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000655
**Status:** Under Review
**Last submitted:** Aug 19 2019 07:26 PM (MDT)

## Application Form

## Application Form

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | POSC |
| Number | 200 |
| Title | American Politics |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 1130 |
| Name | Issues in American Politics |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the basic themes and concepts of political science and their application to contemporary issues.
2. Explain the major forces, interests, and institutions of American democratic politics.
3. Describe and define how beliefs, assumptions, and values are influences by factors such as politics, geography, economics, culture, biology, history, and social institutions.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Comparison, contrast, and comprehension of communications across multiple media is foundational to this course. In every assignment and in every activity, students identify the audience to whom the message is directed and analyze the rhetoric being used. This includes the academic readings from the textbooks, accompanied by discussion about how the construction of intellectual authority is itself a political issue and a political technique. Students practice their political communication skills in every class session with discussion and many class sessions with debate, both structured and unstructured, formal and informal. Each week, students select five contemporary issues in American politics and pair each issue with a particular form of media which they will track, identifying at least one media narrative and at least one counter-narrative of the issue. Almost any conceivable source can constitute an example of a form or category of media, but general examples include: news media; social media; various forms of internet news; the pronouncements of celebrities; the statements (official or otherwise) of politicians; interviews; political protests; advertising campaigns; memes; academic, scholarly, or journalistic publications, analyses, and lectures; the literature of charitable foundations and nonprofits; whitepapers; propaganda, government or otherwise; entertainment media; interactive games; live performance art including manufactured scandal; etc. Students first provide the examples for the class on the online platform so that they remain as updated and current as possible; then they comment online on at least three other contributions, and reply to two such comments. Subsequently, they bring to class discussion their own responses and reflections to one of their own original selections and also the selection (and resulting online thread) of another student. In this way, the same conversation is conducted and continued across multiple media, about multiple media.

Strategies for Understanding and Evaluating Messages: Not only in explicitly persuasive or scholarly literature, but in every “text” analyzed in the course (including the above) students are asked to identify the arguments, the rhetorical techniques, and any counter-arguments anticipated. When no counter-argument is anticipated in a text, students are asked to generate their own and refute it. They do this in class discussions that are directed toward analyzing a particular text, but they also keep “Rhetoric Records,” journals in which they record at least one argument and counter-argument from each reading, and also propose and refute one counter-argument of their own. They do this for all readings, and this journal is uploaded to the course page for instructor and peer review, such that the arguments and counter-arguments recorded can be used as the basis for formalized online debate activities involving proposing arguments and refuting them. In all such activities, each student is always required to articulate both sides of any argument presented at some point in the activity. However, in unstructured “issue discussions” that either parallel or follow these debates, students are allowed to identify their own perspective and defend it as they wish. Familiarizing students with structured rhetorical practice and civil political discourse simultaneously is a significant feature of the course, such that students practice articulating perspectives that are not necessarily their own while also practicing expressing their own views in a civil and respectful, although not compulsorily “tolerant,” manner. The intention is that students habituate to direct intellectual engagement with political ideas distinct from their “carriers” and “hosts” but not entirely divorced from the conventions of human interaction in its various forms in American political discourse.

Evaluation and Production of Arguments: Students’ “Rhetoric Records” also track supported and unsupported claims in the sources that they encounter. They also execute a major assignment, the Issue Paper (in APA style), in which a specific issue in American politics is thoroughly analyzed along with multiple exponents of each major position and a few selected minor ones. The techniques of critical analysis practiced in the Rhetoric Record and throughout the course are utilized to analyze each source in an annotated bibliography that follows the APA Reference List.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Identification of an “issue” in American politics for the Issue Paper also requires that the student articulate why this is an issue and why it has been selected for analysis, summarizing any significant problems surrounding this issue (or questions as to its scope and definition) in the introduction to the paper.
Evidence Acquisition: Students will identify at least FIVE sources for the Issue Paper: two sets of two sources, of which each set represents one position on the issue – and each of the two examples in each set represents an opposed perspective on that position. (A simple example, chosen here arbitrarily based on the most prominent media issue when this narrative was composed: two “sets” would be pro- and anti- increased firearms restrictions. Two opposed “pro” positions might be Second Amendment supporters who advocate assault weapons bans as a means of preserving the integrity of the Amendment from its opponents, and full opponents of the Second Amendment itself. Two opposed “anti” positions might be Second Amendment supporters who reject all increases in firearms regulation and Second Amendment supporters who advocate reducing current firearms restrictions.) The fifth source should be a source that questions the underlying premises of the argument or that has a position that cannot be easily categorized. In this example, such a source might advocate that the possession of firearms and training in their use be required of all citizens.
Evidence Evaluation: All sources are evaluated within the paper for their relevance and reliability, and biases analyzed. The annotate bibliography goes deeper, identifying ideological influences and other sources that the sources cite that might be biased or ideologically oriented.
Reasoning/Conclusion: The conclusion of the paper calls on the student to propose a position on the issue, defending it rationally, refuting well-known opposed positions, anticipating and refuting two mutually opposed counter-arguments, and persuasively articulating a practical plan for the implementation of the solution advocated.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

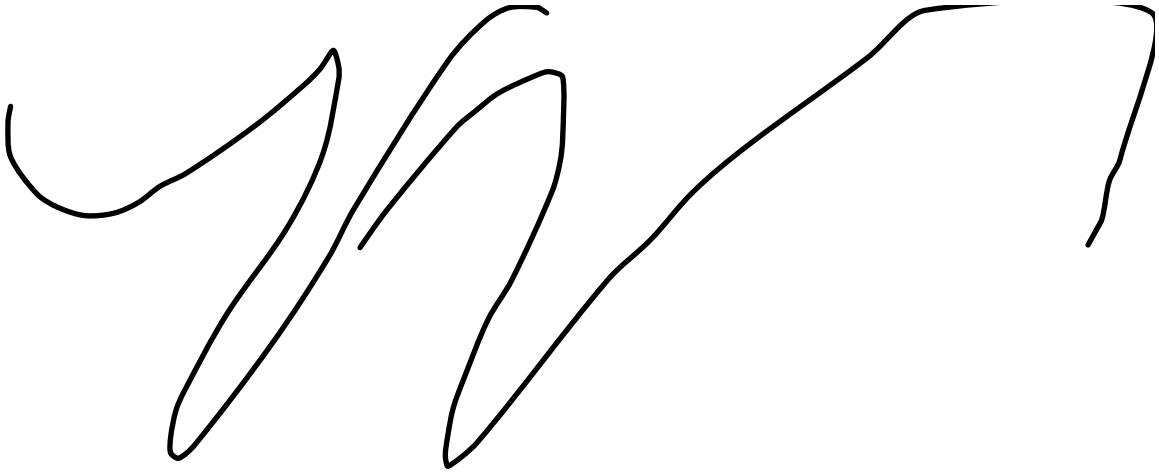
Intercultural Reasoning and Intercultural Competence: Due to the continued debate concerning the cultural identity of the United States of America, as well as the unique identity of our student population, composed entirely of students who are at least partially Native American in heritage, a second component is required in the paper's conclusion. The paper must address the probable impact of the proposed solution in the following specific cultural contexts: the student's own tribal culture/s; the student's local culture of origin as well as local culture in Albuquerque, New Mexico; Native Americans in the United States in general; mainstream American culture (of which the student must articulate their own definition) and two other cultural OR sub-cultural groups within the United States.
Civic discourse, civil knowledge and engagement – local and global: The Issue Paper comes with three follow-up assignments concerning which the students write subsequent reflection papers. These follow-up assignments address local, national, and global civic knowledge and engagement. The local portion requires that the student EITHER deliver the paper as an on-campus address to which at least two other course sections, or the entirety of the student body, is invited, depending on the focus and scope of the paper and the preferences of the student and the instructor, OR deliver the paper at some off-campus venue selected by the student, with extra credit being awarded to those who record the event. It is a requirement that such an event include questions, responses, and discussions subsequently. Almost any public or semi-public venue is acceptable, including but not limited to: tribal or inter-tribal events; social gatherings; clubs and meet-ups; fundraisers; protests; political meetings; etc. Family gathers are strictly forbidden as a selected venue.
The national portion requires that the student locate an online venue or social media portal to which the paper can be posted in such a way that unmoderated comments are permitted.
The global portion requires that the student find an international online venue or forum to which to post the paper in such a way that unmoderated comments are permitted.
The student may or may not choose to interact with resulting comments, but they should be recorded and tracked so that the student can respond to them in the three subsequent short reflection papers.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.POLS1130.Assessment.pdf **Size:** 569.3 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000604

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000604
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:57 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

**Applications approved at the April meeting will be archived on May 17, 2019.**

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | History |

## Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

## Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 212G |
| Title | East Asia Since 1600 |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 2251 |
| Name | East Asia since 1600 |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. Students will learn the analytical skills of interpreting historical changes and continuity.
2. They will assess and use historical documents, and learn how to evaluate varying historical interpretations.
3. Students will understand the chronological and geographic context of important historical events, and will understand the social, technological, economic, cultural and political components of the society under study in this course.
4. Students will understand how people shape their culture and its beliefs, and the way in which prevailing cultures and beliefs shape them.
5. They will understand the historical origins of present-day societies, to learn about their own historical roots.
6. They will learn about the development of structures of power, the production of and distribution of goods, and the relationship between science and technology and human values and behavior.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities concerning East Asia since 1600. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. For example, in one assignment, students will analyze the response of a Chinese Emperor to demands from foreign powers for access to markets and trade. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will evaluate issues that have impacted systems in the natural and human environments for East Asia since 1600. Students will complete various written and oral assignments that analyze one or more of these perspectives. For example, students will read and analyze documents concerning the Opium Wars in the 19th c., evaluating the different perspectives of the authors. Included in these assignments are critical assessments of the different factors that influence and determine local and global cultural, political, economic, and social developments. These assignments will include exercises such as historical debates, which will require students to collaborate with other students and will build teamwork among the class participants. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

In various assignments, both oral and written, students will learn to recognize and analyze different types of historical sources for East Asia since 1600. They will evaluate these sources for their authority and value for historical understanding. These assignments will include written analysis, role playing, and other group activities. Assignments will include assessing how China impacted the development of other East Asian countries during these years. Students will learn how to effectively write and communicate their ideas in various formats, including digital environments.

Students will select, analyze, and discuss primary and secondary source materials appropriate for the topics included in the course. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis. The written assignments will be evaluated using the attached rubric.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

### Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 212G Sample Assessment Revised

**Filename:** HIST_212G_Sample_Assessment_Revised.pdf **Size:** 102.9 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000662

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000662
**Status:** Under Review
**Last submitted:** Aug 19 2019 08:48 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SPAN |
| Number | 102 |
| Title | Elementary Spanish II |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SPAN |
| Number | 1120 |
| Name | Spanish II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

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

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

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

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

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

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

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

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

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

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

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

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### Comprehensive Assessment

**Filename:** Comprehensive_Assessment.pdf **Size:** 314.9 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000593

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

### Summary

**ID:** 0000000593
**Status:** Under Review

**Last submitted:** Jul 23 2019 02:39 PM (MDT)

Application Form

**Completed** - Jul 23 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Sierra V. Fernandez |
| Title | Psychology Instructor |
| Phone | 505-454-2526 |
| Email | sfernandez@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Allied Health Department |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | Psych |
| Number | 242 |
| Title | Developmental Lifespan |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

No

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | PSYC |
| Number | 2120 |
| Name | Developmental Psychology |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain theories, methods and research findings of lifespan developmental psychology. 2. Describe the interaction between physical, cognitive, and psycho-social development across the lifespan. 3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology. 4. Identify factors that influence psychological development across the lifespan. 5. Apply basic principles of developmental psychology to one's own life experiences. 6. Analyze historical and cultural factors that influence development across the lifespan.

**Institution-specific Student Learning Outcomes**

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

NA

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

To promote the development of communication skills, students are required to participate with the instructor and one another in conversations focused on course content during class sessions with embedded prompts, demonstrations of concepts, and other examples in daily lectures. Both attendance and verbal participation in classroom discussion/communication is graded. A Research paper is assigned in which students are instructed to review and proficiently communicate scholarly information on a chosen topic across the lifespan. Students are graded on their ability to deliver the information in a manner that illustrates their own comprehension and analysis of the topic. Peer reviewing is incorporated in this assignment and students discuss strengths and weaknesses found within each other's papers and communicate ways in which they may be improved. Both positive and constructive feedback is given to students and time is allowed to discuss recommendations with the instructor and/or tutor in conferences. During conferences, students work with the instructor and/or tutor to incorporate all feedback in a finalized paper. Additionally, students submit journal entries for each chapter regarding their own development across the lifespan. They are given weekly prompts in order to facilitate their written responses, which are geared toward better understanding their own lives as they relate to developmental psychology concepts and theories. Students create a comprehensive journal regarding past, present, and future experiences. Once each journal entry is submitted, the instructor writes comments and asks questions to facilitate further individualized communication.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Critical thinking is fostered through in-class discussions related to lectures, content exams, weekly journals, weekly quizzes, and a research paper. All exams include open-ended essay questions and students are required to support their answers with evidence gained through presented and assigned course content, psychological theories, and/or their own experiences as they relate to the field. Scholarly research is presented to students throughout this course. When completing weekly quizzes, students are assessed on their ability to comprehend, analyze, and explain current research in responses to questions regarding factors that influence an individual's physical, cognitive, personality, and social development across the lifespan. During the process of the research paper assignment, students are taught to compile their own research with relevant evidence on a chosen topic, students must make thoughtful conclusions regarding what they have discovered. The emphasis of the paper is on evidence-based research, and in the conclusion, students discuss their own reasoning related to the topic and evaluations of the possible discrepancies discovered within their research. Students are assessed on their reasoning and ability to discuss and elaborate on why or why not they may agree or disagree with a statement/theory/method within the field and to further discuss implications for human development.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

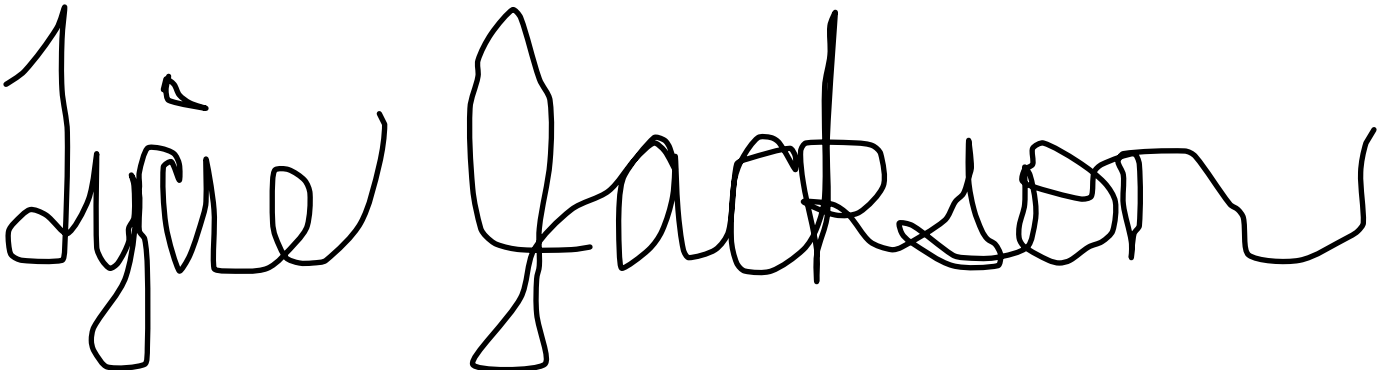
Personal and Social Responsibility is addressed in this course through in-class discussions related to lectures, content exams, weekly journals, weekly quizzes, and a research paper. Discussion allows for a diversity of viewpoints to be evaluated and cultivated. Within class discussions, students are asked to examine the relationship between the content being taught and their connections to local groups and cultures, institutional systems in which they may be affiliated with, and organizations that extend globally. When gaps in knowledge present, research articles are presented to supplement learning. Exam questions are designed to gauge a student's understanding and assess personal growth and development in their own values as they relate to and impact human development in our society at large. Students respond to questions related to consequences, both locally and globally, originating from both an individual's chosen behavior and actions of various social constructs. They are asked to explain how certain factors will impact human growth, both their own and individuals at different ages across the lifespan. For weekly assigned quizzes, students are required to read research articles pertinent to specific sections of the lifespan, social issues, policies and their reciprocal relations. They are assessed by the accuracy of responses to applicable questions and inclusion of scholarly research, but also their personal experience and how they may apply what they are learning in their daily lives as they interact with the outside world. This allows their acquired classroom knowledge to extend outside of the classroom in a practical manner.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 22 2019

Upload Assessment

**Completed** - Jul 23 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SEarly Chil15101420280

**Filename:** SEarly_Chil15101420280.pdf **Size:** 378.8 kB

Upload Rubric

**Completed** - Jul 23 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

SEarly Chil15101420290

**Filename:** SEarly_Chil15101420290.pdf **Size:** 392.4 kB

## Application: 0000000605

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000605
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:58 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 221G |
| Title | Islamic Civilizations to 1800 |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 2245 |
| Name | Islamic Civilizations to 1800 |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. By the conclusion of the course, the student will be able to demonstrate a knowledge of the history of cultural encounters, exchanges, and conflicts between the Islamic world and the West from the seventh to the sixteenth century;
2. Be able to evaluate the major themes of cultural contact, conflict, and interchange between the Islamic world and the West;
3. Critically read and evaluate historical evidence with the goal of forming an argument about historical evidence
4. Communicate a historical argument logically, clearly, and effectively in writing.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop their critical thinking skills by means of various assignments, class discussions, presentations, and other activities concerning Islamic Civilization to 1800. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. For example, one assignment will deal with an analysis of selections from the Qur'an, with the goal of better understanding the major text of Islam. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will evaluate issues that have impacted systems in the natural and human environments concerning Islamic Civilizations up to 1800. Students will complete various written and oral assignments that analyze one or more of these perspectives. An important part of the course will be to develop students' understanding of Islam and how it developed during these years, including its split into two main branches. Included in these assignments are critical assessments of the different factors that influence and determine local and global cultural, political, economic, and social developments. These assignments will include exercises such as historical debates, which will require students to collaborate with other students and will build teamwork among the class participants. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

In various assignments, both oral and written, students will learn to recognize and analyze different types of historical sources pertaining to Islamic Civilizations up to 1800. Students will evaluate these sources for their authority and value for historical understanding. For example, one written assignment will concern the rise of Islam in Central Asia, highlighting the important differences in religious beliefs in varying geographical areas. These assignments will include written analysis, role playing, and other group activities. Students will learn how to effectively write and communicate their ideas in various formats, including digital environments.

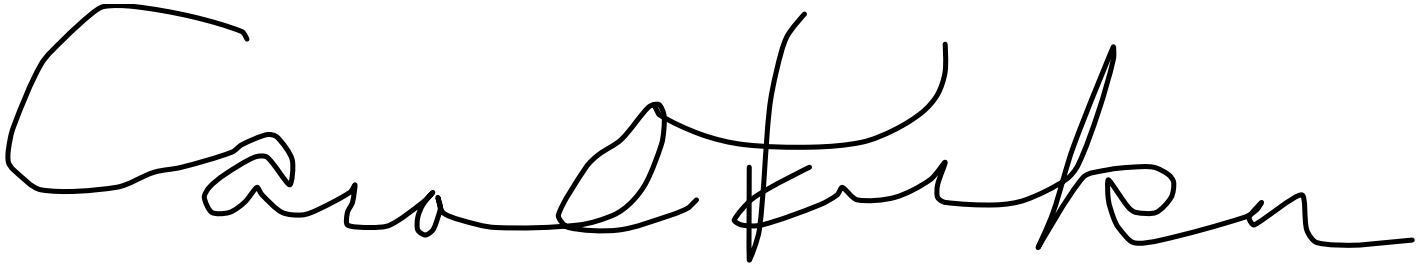
Students will select, analyze, and discuss primary and secondary source materials appropriate for the topics included in the course. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis. The written assignments will be evaluated using the attached rubric.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### HIST 221G Sample Assessment Revised

**Filename:** HIST_221G_Sample_Assessment_Revised.pdf **Size:** 114.1 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000630

Robin Kuykendall - robin.kuykendall@clovis.edu
NM General Education Curriculum

### Summary

**ID:** 0000000630
**Status:** Under Review
**Last submitted:** Aug 18 2019 01:37 PM (MDT)

## Application Form

**Completed** - Aug 18 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on

essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Monica Sanchez |
| Title | Division Chair |
| Phone | 575.769.4948 |
| Email | monica.sanchez@clovis.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Economics |

## Chief Academic Officer

| | |
|---|---|
| Name | Robin Jones |
| Email | robin.jones@clovis.edu |

## Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | stephensonM@clovis.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 222 |
| Title | Principles of Microeconomics |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Title (if applicable) | N/A |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2120 |
| Name | Microeconomics Principles |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Objective 1: Explain the concepts of opportunity cost.
Objective 2: Demonstrate knowledge of the laws of supply and demand and equilibrium.
Objective 3: Use supply and demand curves to analyze responses to markets to external events.
Objective 4: Use supply and demand analysis to examine the impact of governmental intervention.
Objective 5: Explain and calculate price elasticity of demand and other elasticities.
Objective 6: Demonstrate an understanding of producer choice, including cost and break-even analysis.
Objective 7: Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Throughout the semester, students demonstrate the component skills of communication through a variety of assignments, but primarily through mini papers and online discussions. Firstly, students are asked to communicate effectively in several mediums (written, oral, and digital), demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regard to appropriateness to the rhetorical situation (GENRE/MEDIUM AWARENESS). Students demonstrate that they have taken into consideration their audience when addressing online discussions and face-to-face group discussions by using economic concepts and how they apply to real world scenarios. Secondly, students also evaluate the effectiveness of strategies by seeking key arguments not only in their own work, but in the work of others. Students are asked at times to read and/or respond with a specific stakeholder lens in order to demonstrate an understanding of various economic vantage points (UNDERSTANDING/EVALUATING MESSAGES). Lastly, students evaluate the authority of sources in their own arguments (EVALUATION/PRODUCTION OF ARGUMENTS). Students learn that economics is all around them and that they must evaluate current articles and online news sources to determine the credibility of the source before using it as evidence to support an economic claim they are making. Communication components skills are assessed throughout the semester using mini papers, discussions, quizzes, module assessments, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Throughout the semester, students demonstrate the component skills of critical thinking through a variety of assignments including mini papers, online discussions, and assignments. Firstly, students are given a variety of real-world scenarios and/or case studies in which they must delineate the economic problem (PROBLEM SETTING), gather an appropriate scope and depth of information necessary to address the economic problem (EVIDENCE ACQUISITION), determine the credibility and relevance of the evidence (EVIDENCE EVALUATION), and based on the evidence and reasoning, develop conclusions and outcomes that reflect and understanding of the economic concerns presented (REASONING/CONCLUSION). For example, students are given a list of three goods: gasoline, brand name sodas and snacks, and recreational airfare. Students must identify the elasticity of each good by focusing on the determinants of elasticity. They are then given a scenario of either a price increase or decrease for each, with specific economic evidence to evaluate. From this students demonstrate their critical thinking ability through their identification of the economic problem associated with the increase/decrease in price, acquisition and evaluation of the evidence of the problem, determination of the local and/or global impact of the economic problem, and finally identification of a reasonable solution to overcome the problem within individual markets or market structures. Critical thinking components skills are assessed throughout the semester using mini papers, discussions, quizzes, module assessments, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

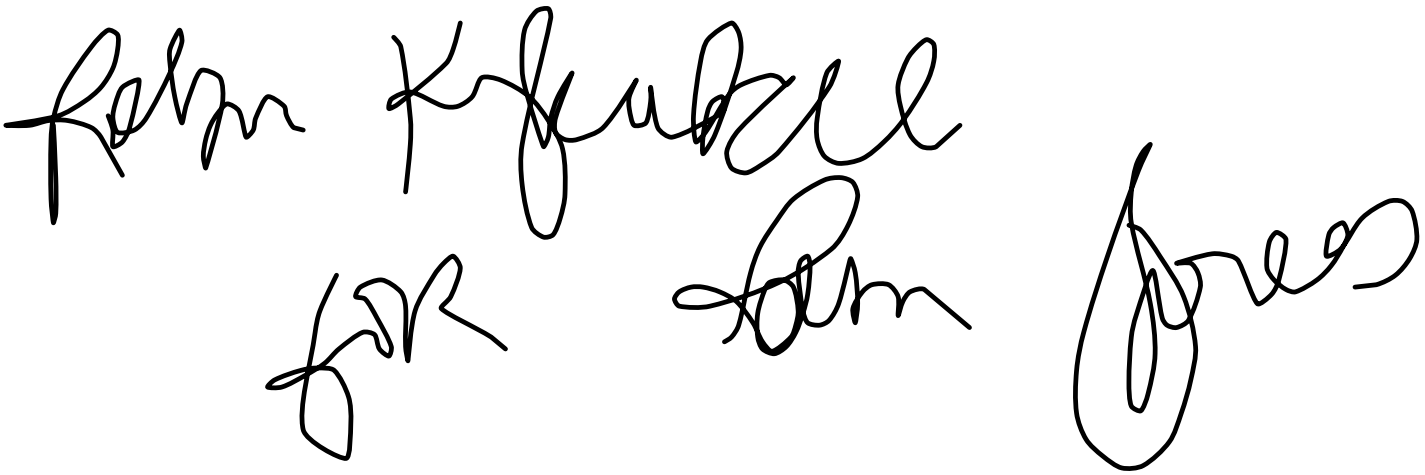
Throughout the semester, students demonstrate personal and social responsibility skills as they relate to economics. This is accomplished through a variety of assignments but primarily through mini papers and online discussions. Firstly, using real world scenarios and case studies, students analyze local and/or global issues and specifically apply the economic concepts they have learned and develop strategies for creating just, sustainable systems in the natural and human world (SUSTAINABILITY and CIVIC DISCOURSE). For example, students are given scenarios of products and must identify how businesses use determinants of elasticity to determine the purchasing patterns of consumers. In addition, they must identify how the elasticity of these goods impacts production and seller decisions, and how those in turn affect both the local and global economies. Secondly, using real world scenarios and case studies, students identify the economic ethics involved in the scenario, analyze a range of ethical perspectives, and propose an ethical solution based on those ethical perspectives. For example, students must analyze the economic and ethical implications of raising the price of a perfectly inelastic good such as insulin and how this might impact not only production decisions, but also under the table sales, etc, which can lead to other ethical perspectives. In addition, students must identify how each perspective will impact the local and global economics (ETHICAL REASONING and SUSTAINABILITY). Lastly, students engage in intercultural reasoning and competence by evaluating other student's views on the above topics and either arguing in favor of or against that particular view by providing clear economic backup in order to demonstrate the ability to evaluate personal and social justice issues and compare and contrast multiple solutions across social and cultural relationships (INTERCULTURAL REASONING/COMPETENCE). Personal and social responsibility components skills are assessed throughout the semester using mini papers, discussions, quizzes, module assessments, and exams.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 16 2019

Upload Assessment

**Completed** - Aug 16 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Sample Micro Assessment

**Filename:** Sample_Micro_Assessment.pdf **Size:** 1.4 MB

Upload Rubric

**Completed** - Aug 18 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 2120 Online Syllabus-Fall 2019

**Filename:** ECON_2120_Online_Syllabus-Fall_2019.pdf **Size:** 711.8 kB

## Application: 0000000606

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000606

**Status:** Under Review
**Last submitted:** Aug 19 2019 01:59 PM (MDT)

Application Form
**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | History |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 222G |
| Title | Islamic Civilizations since 1800 |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 2246 |
| Name | Islamic Civilizations since 1800 |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. By the conclusion of the course, the student will be able to demonstrate a knowledge of the history of cultural encounters, exchanges, and conflicts between the Islamic world and the West from the sixteenth century;
2. Be able to evaluate the major themes of cultural contact, conflict, and interchange between the Islamic world and the West;
3. Critically read and evaluate historical evidence with the goal of forming an argument about historical evidence
4. Communicate a historical argument logically, clearly, and effectively in writing.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will develop their critical thinking skills over the span of the course by means of various assignments, class discussions, presentations, and other activities concerning Islamic Civilizations since 1800. For some assignments, students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. The students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. For example, students will evaluate and analyze documents relating to how different Islamic states coped with the pressure of competition from an expanding Europe. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will evaluate issues that have impacted systems in the natural and human environments for Islamic Civilizations since 1800. Students will complete various written and oral assignments that analyze one or more of these perspectives. Included in these assignments are critical assessments of the different factors that influence and determine local and global cultural, political, economic, and social developments. An important aspect considered in this course will be the response of Islamic states to the challenges posed by expanding western (European) states. These assignments will include exercises such as historical debates, which will require students to collaborate with other students and will build teamwork among the class participants. The written assignments will be evaluated using the attached rubric.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

In various assignments, both oral and written, students will learn to recognize and analyze different types of historical sources concerning Islamic Civilizations since 1800. Students will evaluate these sources for their authority and value for historical understanding. These assignments will include written analysis, role playing, and other group activities. Students will learn how to effectively write and communicate their ideas in various formats, including digital environments.

Students will select, analyze, and discuss primary and secondary source materials appropriate for the topics included in the course. For example, considerable attention will be given to the Arab-Israeli conflict. These exercises will allow students to demonstrate how they have learned to critically address historical documents and other materials by formulating historical arguments and supporting them with relevant information and analysis. The written assignments will be evaluated using the attached rubric.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### HIST 222G Sample Assessment Revised

**Filename:** HIST_222G_Sample_Assessment_Revised.pdf **Size:** 105.6 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000622

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000622
**Status:** Under Review
**Last submitted:** Aug 19 2019 03:04 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on

essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Physics |

## Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

## Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 120G |
| Title | Introduction to Acoustics |
| Number of credits | 4 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | PHYS |
| Number | 1125 |
| Name | The Physics of Music |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
Upon completion of this course, the student will be able to:
1. Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.
2. Apply basic classical mechanics to static and dynamic fluids, including Archimedes's principle and Bernoulli's principle.
3. Apply the general properties of waves to simple models of musical instruments.
4. Demonstrate knowledge of basic operating principles of wind, string, and percussion instruments.
5. Demonstrate knowledge of how objectively measurable properties of sound waves correspond to the perceptions of pitch, loudness, and timbre.
6. Demonstrate understanding of the description of vibrations and waves in terms of Fourier's Theorem and normal modes.
7. Demonstrate understanding of vocalization in terms of physical principles such as resonance and fluid dynamics.
8. Demonstrate understanding of how the ear works.
Optional Topics:
1. basics of music theory, modes, temperaments, consonance and dissonance
2. building acoustics
3. connections to other physical topics such as but not limited to: cosmology, microwave background radiation, quantum theory, Bohr model, entropy, electromagnetic waves and special relativity, string theory...

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Note: Although Physics 110G and 120G differ from one another in their content, 120G is a second semester follow-up for 110G. Thus, some aspects of this application may overlap for both semesters.

To develop critical thinking skills in this course, students will:
1. be able to describe the problem or the lab purpose in the introduction section of the lab reports. (Problem Setting)
2. show the evidence acquisition by recording all the data in the data tables of data and results section of the lab reports. (Evidence Acquisition)
3. for each lab report, be able to assess the reliability of the data by looking for abnormality of the data and determine the percent error and standard deviation of the results, as well as tell the possible error sources, such as the human response time error. (Evidence Evaluation)
4. perform algebra and trigonometry calculations and derive certain observational quantities from the experimentally measured quantities, as well as conclude whether the experiments bring about the correct answer and if not, what is the error source and the defects in the experiment design. (Reasoning and Conclusions)

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

To develop quantitative reasoning skills in this course, students will:
1. be able to tabulate the measured quantities clearly in the data and the results section of the lab report. (Communication/Representation of Quantitative Information)
2. during the lab team work, be able to determine whether the lab partner correctly follow the guidance and the data acquired by the partner is reliable. (Analysis of Quantitative Arguments)
3. apply equations to solve for the experimentally measured quantities based upon the data collected during the experiments. (Application of Quantitative Models)

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

To develop personal and social responsibility skills in this course, students will:
1. Read a book or an article of their own choosing about military applications of science to evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research. The book/article will then be the subject of team discussion between students followed by an instructor-led discussion in the lectures and/or laboratory portion of the class. An essay will then be assigned for the individual students to complete and assessment done using a grading rubric. The essay will ask the students to give specific claims from this book/article and assess it for credibility, probable truth, and relevance to scientific research. The rubric will measure the specificity and relevance of their work. This will assess the ability of the students to recognize and mitigate unethical behavior in their own work and others. The assessment will help guide the instructors to new ways of discussing ethics in science and aid them in explaining ethical behavior to the students.(Ethical Reasoning)
2. The students, as part of a team, will work on a project that involves selecting an acoustical principle Germaine to your field of study (e.g. formants in human speech, harmonic coupling, storage/reproduction of sound, etc.) followed by the construction of a device (instrument or portion of an instrument that focuses on the principle is typical) that will explore and demonstrate the acoustical principle. (Collaborative Skills, Teamwork and Value Systems)

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 14 2019

### Upload Assessment

**Completed** - Aug 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

PHYS 120G Sample Assessment Revised

**Filename:** PHYS_120G_Sample_Assessment_Revised.pdf **Size:** 59.9 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000585

Sara Vigil - savigil@luna.edu
NM General Education Curriculum

### Summary

**ID:** 0000000585
**Status:** Under Review
**Last submitted:** Jul 23 2019 03:26 PM (MDT)

### Application Form

**Completed** - Jul 23 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

## Contact Information

| | |
|---|---|
| Name | sara vigil |
| Title | Faculty |
| Phone | 5054542592 |
| Email | savigil@luna.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

## Chief Academic Officer

| | |
|---|---|
| Name | Rolando Rael |
| Email | rrael@luna.edu |

## Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ENG |
| Number | 203 |
| Title | American Literature to 1865 |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | NA |
| Number | NA |
| Title (if applicable) | NA |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2610 |
| Name | American Literature I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

• Analyze and evaluate oral and written communication in terms of situation, audience, purpose aesthetics, and diverse points of view.
• Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
• Use effective rhetorical strategies to persuade, inform, and engage.
• Employ writing and/or speaking processes such as planning, collaborating, organizing, composing revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
• Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
• Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

**Institution-specific Student Learning Outcomes**

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

NA

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

THE NARRATIVES FOR LCC'S ENGL2610 AND ENGL2620 ARE LARGELY THE SAME, SINCE THE COURSES ARE VERY SIMILAR IN METHODS, BUT DIFFER IN TIME PERIOD AND CONTENT.
Throughout this course, students will read a variety of texts from American authors including poetry, novels, short stories, memoirs, letters, etc. As the students read these texts, they will evaluate the meaning behind each reading by completing daily reading responses, which may pertain to various social issues including, identity, racism, classism, and genderism. To evaluate these texts, students will have to identify and evaluate the period, author, structure, characters, plot, and word usage. The reading responses will help prepare students to write an academic literary analysis essay. Students will write two literary analyses, where students will analyze a text from the course, create an analytical thesis statement, and defend that thesis throughout the essay using textual evidence, and secondary scholarly research gathered through scholarly databases such as EBSCO or ProQuest.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

A large portion of this course is class discussion. Using students' daily response papers, students will provide analytical feedback and interpretations to one another. Students will see that each reading has various interpretations and focuses, based on the varied feedback in the class. Literature discussed in this class covers an array of social issues. Through reading the texts and secondary readings, writing response papers and essays, and participating in class discussion students can analyze how certain social conventions at various times have affected a variety of people and influenced social and political movements. By students being provided historical context, through the use of author biographies, historical documentaries, and secondary readings for each reading, they can engage in the conversation of how far society has progressed, declined, or stayed stagnant in regard to certain social issues.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

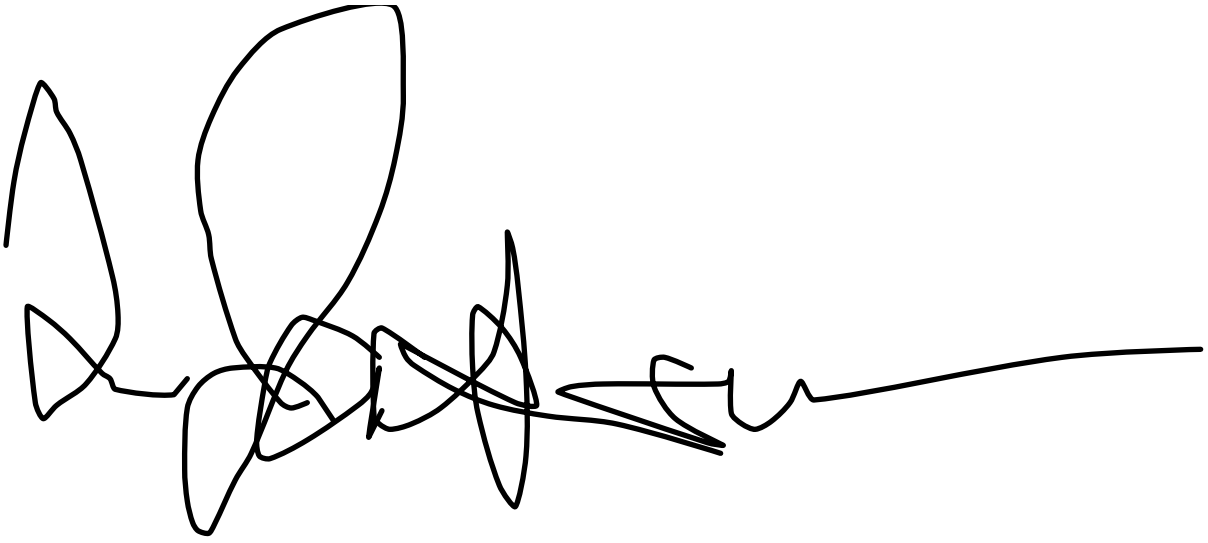
Throughout this course, students will have to write two literary analysis essays, which require that they use scholarly secondary sources to develop and defend their analysis. They will be required to use online databases, such as EBSCO and ProQuest, to research their topic, author, theory, or text. Students will evaluate the difference in materials gathered from a scholarly database compared to materials gathered from non-academic sites such as shmoop, sparknotes, or Wikipedia. All work submitted must follow MLA format, including in-text citations and bibliographic information. Students will complete their essays through the use of an electronic word processor such as Microsoft Word, or Google Docs, which will help them to gain digital literacy through the usage of a computer program.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 23 2019

### Upload Assessment

**Completed** - Jul 23 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SSchool of 19072314400

**Filename:** SSchool_of_19072314400.pdf **Size:** 321.0 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000672

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000672
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:43 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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essential skills. Three essential skills are associated with each of six content areas:

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 121/L |
| Title | General Chemistry I |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 1215/L |
| Name | General Chemistry I for STEM Majors |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science.
2. Explain the structure of atoms, isotopes and ions in terms of subatomic particles.
3. Understand the differences between physical and chemical changes to matter, and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation.
4. Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reactions in solution, gases and thermochemistry.
5. Apply the gas laws and kinetic molecular theory to relate atomic level behavior to macroscopic

properties.
6. Describe the energy conversions that occur in chemical reactions and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction.
7. Use different bonding models to describe formation of compounds (ionic and covalent), and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity.
8. Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configurations of atoms.

LAB OUTCOMES:

1. Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.
2. Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.
3. Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).
4. Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.
5. Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid),determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation, filtration, and titration.
6. Demonstrate mastery in experimental techniques, such as pressure measurements, calorimetric measurements, and spectrophotometric measurements
7. Draw conclusions based on data and analyses from laboratory experiments.
8. Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes as required.
9. Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course.
10. Design experimental procedures to study chemical phenomena.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:

Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.

•

Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Throughout the lab portion of the course, students articulate scientific hypotheses suitable for experimental testing, designing and developing these based on the focus of each lab session in order to perform experiments that will illustrate fundamental principles of chemistry that have been theoretically analyzed in the classroom. In research outside of class, students identify a problem or concern relating to energy production, usage, or some other aspect of contemporary energy issues to be used as a basis for the selection of scientific articles to be critically analyzed as part of an ongoing project.
Evidence Acquisition: In each lab session, students perform experiments and carefully record all resulting data according to established scientific procedures. Accurately identifying how to recognize and record this data is itself a component of the lab exercises, which require reasoning and critical thinking in order to execute. In the ongoing outside research project, students will identify scientific articles elaborating on the chosen energy issue, analyzing its causes and providing potential solutions. One requirement is that these articles be sufficiently technical that they include experimental data and information relating to chemical processes that students can further analyze and compare to other resources.

Evidence Evaluation: In the lab, students examine the information that they have gained through experimentation and isolate the information relevant to the initial question or problems posed. In the research project, their efforts parallel this process in that they need to select articles and studies that address their problem directly and contain sufficient detail that their data can be analyzed, compared, and contrasted. Students will also evaluate possible research material for bias, reliability, and potential conflicts of interest, an issue of particular relevance where energy issues are concerned.
Reasoning/Conclusion: Students compile lab reports that organize evidence acquired in a manner that clearly does or does not falsify their hypothesis. These lab reports are shared and presented in concise formats with the class. The same is true of the research projects: after compiling and evaluating evidence and analyzing the research and data it contains, the student presentation to the class summarizes the problem and the scientific research that has so far been performed to address it, examines proposed solutions which have been evaluated in comparison to one another and from the perspective of the student's own rational judgment, and then either: advocates one of these solutions, explaining using scientific data why it is superior; rejects them all, critiquing the scientific research in each; proposes a hypothesis that could lead to a different or more developed solution, along with possible experiments that could be done in order to falsify this hypothesis.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Every lab report will contain visual, symbolic, and written explanations of the data acquired, along with its relevance. The presentation of outside research will also require the use of visual aids allowing for easy audience processing of the technical content.
Analysis of Quantitative Arguments: This is the central feature distinguishing the research project from a mere survey of scientific literature; the scientific data presented and compared needs to be analyzed based on theories and models explored in the course, and their relevance to the material clearly explained. Similarly, students should be able to articulate the theories and models relevant to their lab experiments, being able to describe how and why observed phenomena occurred.
Application of Quantitative Models: This is an immense and nearly all-encompassing feature of this course; students continually utilize mathematical models and operations in the course of their work, and their ability to do this is thoroughly assessed by examinations as well as observed in their lab reports and presentations. Further, the research project requires the student to apply the quantitative models used to evaluate the data being analyzed in order to develop a conclusion and propose subsequent research.
.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

Sustainability and the Natural and Human Worlds: As a second research project, students select one or more chemicals being regularly produced and evaluate their purpose, worth, economic/social/environmental cost, risks and hazards, safety concerns, possible dangers and side effects for organisms (including humans) and natural resources, and make a judgment as to the sustainability and desirability of their continued utilization. This project is presented with quantitative data, visual aids, and persuasive argumentation in a formal class session. A third research project is done collectively by the class, combining their knowledge of research techniques and quantitative analysis to

calculate the total amount of carbon being produced as well as its environmental and health effects. In a formal discussion, students then individually propose responses, solutions, and alternatives after independent research; these mini-presentations are also expected to reference unbiased and reliable scientific sources containing quantifiable data.

Collaboration skills, teamwork, and value systems: The third project mentioned above is fully collaborative, and individual success in engaging with the topic is significantly enhanced by coordinated effort in research and calculation. Teamwork is also a significant feature of the laboratory sessions: students work with partners or occasionally in groups, and the necessity of students determining the procedures to be followed and the data to be collected based on their classroom instruction in theory makes collaborative effort particularly valuable given time constraints and the challenging content. Further, some experiments are not only facilitated but enabled by having multiple experimenters perform multiple operations simultaneously; this required coordinated and organized effort. Also, while the pre-requisite focused on laboratory ethics, this course necessitates the more advanced embrace of laboratory courtesy and also engages students in articulating their own value systems concerning the experimental process and also scientific research generally. The outside projects require student choice and consideration of multiple factors involving the use of chemicals, energy sources, and their impact, without necessarily framing these considerations in a single value system, and the concept of sustainability is presented as neutrally as possible, such that students are free to determine their own degree of anthropocentrism. Student confrontation of these problems and questions as individuals as well as members of smaller working groups and the class as a whole is particularly suitable for our classroom environments, which combine manageably small size and shared student identity as “Native American” along with immense tribal diversity and multi-ethnicity (considering varying tribal requirements for membership), due to our being a federal institution that serves Native students from everywhere in the Union. By ensuring that quantitative scientific research into chemicals and energy is presented and explored in a value-neutral context, students necessarily must impose their own value systems in order to make any meaningful statements or proposals addressing their use, regulation, sustainability, and so forth. By formally exchanging ideas and proposals, and evaluating scientific literature focused on this issue, students necessarily must determine the extent to which they will articulate and advocate the value-systems of the society that has produced these issues, and the extent to which they will endeavor to apply alternative value-systems to argumentation supported by quantitative scientific data.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.CHEM1215.Assessment.pdf **Size:** 213.9 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000615

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

Summary

**ID:** 0000000615
**Status:** Under Review
**Last submitted:** Aug 7 2019 03:19 PM (MDT)

Application Form

**Completed** - Aug 7 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Kimberly Baca |
| Title | Instructor |
| Phone | 505-454-2557 |
| Email | Kbaca@luna.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

### Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SOCI |
| Number | 1110 |
| Title | Introduction to Sociology |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Title (if applicable) | N/A |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SOCI |
| Number | 1110 |
| Name | Introduction to Sociology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

The intention of this class is to provide opportunities for students to build, or improve, various skills. The skills that are focused on include listening, comprehension, note-taking and critical assessment. In other words, students should not simply regurgitate information. In fact, it is emphasized that students should feel comfortable challenging what they hear and read, no matter the source. Those challenges must, of course, include the ability to process and critique materials, utilizing resources that have been deemed acceptable by the college. Assignments are created with the intention to compel students to use "acceptable" resources in these ways. For example, the Introduction to Sociology courses, do not only require students to take notes, utilizing the technology available, but also require assignments whereby students have to isolate a research topic, locate valid, academic sources, and then use those sources to create a presentation. This assignment is ultimately designed to provide an opportunity for students to "teach" their fellow students about a sub-field of sociology not discussed at length in class.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Theoretical and conceptual understandings of sociology, as well as an understanding of social stratification, are critical components of teaching. It is important to embrace an approach that allows students to understand their place in the world, encouraging them to see the "big picture." However, it is also essential for them to comprehend notions of race, class and gender in relation to the "big picture." Understanding how one's social biography shapes the individual, as well as comprehending the impact of larger social forces, are essential pieces of dispensing sociological knowledge. Students are presented with approved scholarly material that is widely discussed in class then given critical thinking questions. The critical thinking questions have been designed to help students make a compelling correlation between the reading materials to everyday life. Social experiments are also conducted in this class and give the students hands on activities that help students to gain a better understanding of the sociological perspective. How are social norms and gender roles constructed and reconstructed? Examples attached.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

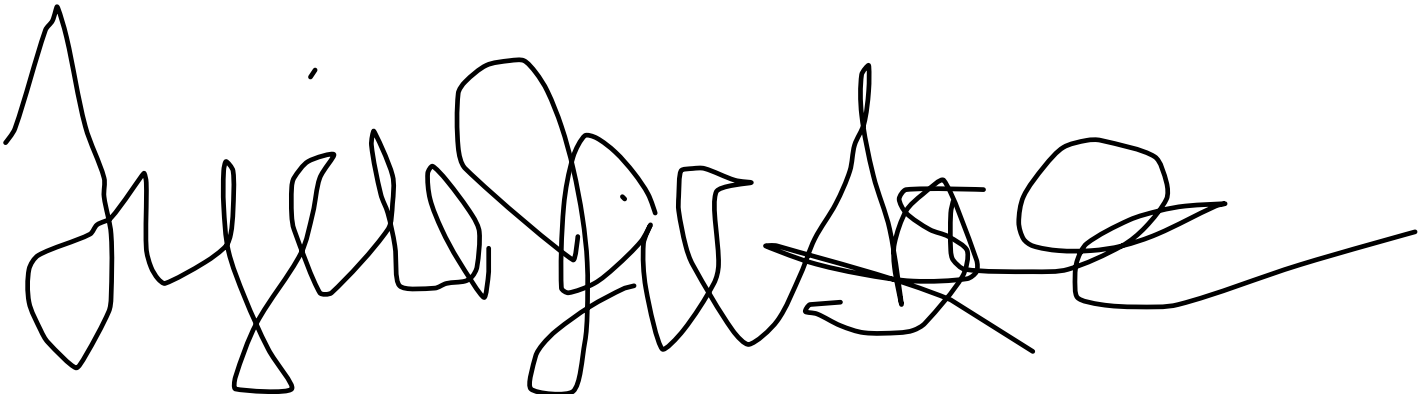
Open dialogue is actively encouraged in the classroom which fosters respect for, and understanding of, difference. Introduction to Sociology will carefully include notions of social difference such as, race, gender, and sexual orientation. The following topics will be presented using readings from institutionally approved books, through lecture, educational documentaries, and in class discussion. Instructor will be careful to create a "safe space," where any student, no matter their background, can feel comfortable expressing their ideas. This is important considering the discomfort topics like race, gender, and sexual orientation generate, but the classroom ultimately remains a safe place to have healthy and educational discussions about a variety of topics such as race, class, and gender.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 7 2019

### Upload Assessment

**Completed** - Aug 7 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SOC101 Assessment

**Filename:** SOC101_Assessment.pdf **Size:** 657.3 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000673

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000673
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:49 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 122/L |
| Title | General Chemistry II |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | CHEM |
| Number | 1225/L |
| Name | General Chemistry II for STEM Majors / Lab |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

STUDENT LEARNING OUTCOMES (OBJECTIVES)

1. Explain the intermolecular attractive forces that determine physical properties and phase transitions, and apply this knowledge to qualitatively evaluate these forces from structure and to predict the physical properties that result.
2. Calculate solution concentrations in various units, explain the effects of temperature, pressure and structure on solubility, and describe the colligative properties of solutions, and determine solution concentrations using colligative property values and vice versa.
3. Explain rates of reaction, rate laws, and half-life, determine the rate, rate law and rate constant of a

reaction and calculate concentration as a function of time and vice versa, as well as explain the collision model of reaction dynamics and derive a rate law from a reaction mechanism, evaluating the consistency of a mechanism of a given rate law.
4. Describe the dynamic nature of chemical equilibrium and its relation to reaction rates, and apply Le Chatelier’s Principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures as well as describe the equilibrium constant and use it to determine whether equilibrium has been established, and calculate equilibrium constants from equilibrium concentrations and vice versa.
5. Describe the different models of acids and base behavior and the molecular basis for acid strength, as well as apply equilibrium principles to aqueous solutions, including acid base and solubility reactions, and calculate pH and species concentrations in buffered and unbuffered solutions.
6. Explain titration curves and speciation diagrams, as well as calculate concentrations of reactants from the former and determine dominant species as a function of pH from the latter.
7. Explain and calculate the thermodynamic functions, enthalpy, entropy and Gibbs free energy, for a chemical system, and relate these functions to equilibrium constants and reaction spontaneity; balance redox equations, express them as two half reactions and evaluate the potential, free energy and equilibrium K for the reaction, as well as predict the spontaneous direction.
8. Construct a model of a galvanic or electrolytic cell; or describe organic reactions.
9. Describe bonding theories, such as valence and molecular orbital theory.

LAB OUTCOMES:

1. Demonstrate and apply concepts associated with laboratory safety, including the possible consequences of not adhering to appropriate safety guidelines.
2. Demonstrate the computational skills needed to perform appropriate laboratory related calculations to include, but not be limited to determining the number of significant figures in numerical value with the correct units, solving problems using values represented in exponential notation, solving dimensional analysis problems, and manipulating mathematical formulas as needed to determine the value of a variable.
3. Perform laboratory observations (both qualitative and quantitative) using sensory experience and appropriate measurement instrumentation (both analog and digital).
4. Prepare solutions with an acceptable accuracy to a known concentration using appropriate glassware.
5. Perform basic laboratory operations related to, but not limited to, gas behavior, colligative properties of solutions, calorimetry, chemical kinetics, chemical equilibria, acid/base titrations, electrochemistry, metal reactivity, and qualitative analyses of ions.

6. Draw conclusions based on data and analyses from laboratory experiments.
7. Present experimental results in laboratory reports of appropriate length, style and depth, or through other modes, as required.
8. Relate laboratory experimental observations, operations, calculations, and findings to theoretical concepts presented in the complementary lecture course.
9. Design experimental procedures to study chemical phenomena

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces
and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:
•
Communication:

Students will be able to effectively communicate ideas to other
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•

Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
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others professionally on a community and global level.

•

Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.

•

Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
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In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Each lab session required a laboratory working group to formulate a falsifiable hypothesis for testing with one or more experiments that they design based on theories studied in the course. Three example topic areas are: comparison and contrast of organic molecules with inorganic molecules; the effects of amino acids on various proteins; the process of polymer production. Students are also assigned an individual research project, paper, and presentation for which they design their own

hypothesis, perform their own background research and individual experiments if necessary, the sole topic criteria being that the project must in some way involve amino acids.
Evidence Acquisition: The laboratory groups determine how to generate, record, and organize experimental data. What data, how it will be produced and used, and how it will be related to the hypothesis is determined through discussion and critical thinking, so the ability to articulate a position and logically compare and contrast it with other practical suggestions is essential for success in this course. In their solo research projects, students will be entirely individually responsible for gathering examples, research articles, data, scientific information, and any other useful materials in order to explore and test their hypothesis relating to amino acids.
Evidence Evaluation: Laboratory groups must also determine the value of their evidence. When it is presented in class lab reports, it will also be subject to inquiry and evaluation by other groups, as each group is required to question each other group, and also to have prepared general questions for discussion pertaining to each lab topic. Students will need to determine the relevance and viability of any data used, as well as its significance to their own hypothesis and the hypotheses of others. This is also the case for the solo research project, because students are individually responsible for determining what research and information are useful, what sources are reliably unbiased and trustworthy, how their data could be used in a research paper and project, and how to digest and present this data at the end of the project.
Reasoning/Conclusion: All lab reports must address the application of the data generated to the original hypothesis, and groups will also write summaries and evaluations of other groups lab reports, which combine all Critical Thinking component skills, because such summary evaluations conclude with suggestions for further hypotheses and possible experiments. The presentation of the solo research project also combines all of these skills, because in addition to being open to questions and answers after a ten minute presentation including summaries and visual representations of all data involved and reports of any experiments personally undertaken, the presenting student will not only propose further hypotheses and experiment, but will lead a discussion focused on how that hypothesis testing would be undertaken. For extra credit, any student may organize a class lab session involving a) demonstration or b) group experimentation relevant to the hypotheses suggested in the conclusion of the project.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: All lab reports and presentations involve oral communication, written documentation, symbolic visual communication, and specific charts and graphs suitable to the particular data being addressed. These are evaluated based on clarity and appeal as well as accuracy. Further, no hypothesis should be presented that cannot be quantitatively tested, and scientific statements made in class discussions and presentations are required to be amenable to a quantitative approach, facilitating a consistent development of scientific and experimental perspective throughout the course, not only the lab activities.
Analysis of Quantitative Arguments: Because group lab reports and presentations are evaluated by other groups, their quantitative arguments must be explicitly presented clearly and thus made subject to classroom peer review, demonstrating to students something of the process of scientific peer review. Further, not only should all quantitative arguments relevant in the solo research project or cited there be analyzed in the written text of the project, with such analysis being at least summarized in the oral presentation, but all quantitative arguments presented in cited and consulted sources should be analyzed in an appendix to the project even if they are not being themselves used in support of the student's argument. This gives practice in quantitative analysis, but it also increases opportunities to evaluate the credibility and reliability of source material.
Application of Quantitative Models: Not only are quantitative operations performed throughout the course, and students continually evaluated on their competency and accuracy in executing these operations, but also students are required to use quantitative models that they have learned to address and solve the various problems and questions that they pose in the lab as well as evaluate the data in sources that they analyze for research. Further, mathematical models are utilized in descriptive assignments throughout the course, including but not limited to, descriptive analysis of phase changes and examination of the effects of intermolecular forces on biological entities. Student will also use quantitative methods involving molarity and molality in a variety of contexts.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Sustainability and the Natural and Human Worlds: The sustainability focus of this course is on the merits and flaws of the plastic industry. Throughout the course, students prepare for participation in a structured debate in which the plastic industry as a whole, as well as specific claims concerning its merits and flaws, are argued using formal argumentation, research data, quantitative models, and rationally articulated perspectives addressing the natural and human worlds as distinct ecologies – although the premises of those perspectives are also subject to challenge and debate. Further, given our institutional interest in examining and elaborating indigenous (and, particularly, Native American) worldviews, portions of the debate will involve articulating arguments based on the premises of various such worldviews, although all argumentation will remain reliant on scientific data. This process demonstrates the distinction of the scientific method from the value systems in which it is often embedded, but also may highlight the extent to which it tends to align with or promote particular value systems. Students will also be required to argue from multiple perspectives, switching positions from pro to con, or from affirming or negative various value propositions concerning the plastic industry. The style and content of the debate may vary from class to class based on size, background, specialized student interests, recent research, instructor expertise, and so forth, but this activity will always require extensive critical thinking, rational argumentation, engagement with quantitative data and research sources, and the examination of worldviews and value systems a the bases for argumentation.
Ethical Reasoning: While scientific (and other) ethics and ethical systems are likely to be a feature of the structured debate just described, there is also a personal project to be performed throughout the trimester that employs reasoning and decision evaluation from scientific, quantitative perspectives. Students are assigned to keep a record of chemicals that they ingest, including the amount, intended effect, and resulting effect. After a sufficient period of record keeping determined by the instructor, they will select three of these that could be considered to be “drugs” in the broad sense of affecting their subjective psychosomatic experience (that is, this need not be limited to ubiquitous caffeine use, but could extend to chocolate, sucrose, glucose, etc; controlled substances consumed without prescription are necessarily excluded from this project.) Students sufficiently abstinent from all such substances could instead select specific nutrients or chemical elements. They will research factors governing the rate at which these substances are absorbed and metabolized, their effects and their duration, side-effects of long-term use, research evaluating health benefits and detriments, and so forth. Deliberate modification of habits or self-experimentation is not a requirement of this research project, but can be voluntarily undertaking as an experimental component. The ultimate purpose of the project is that after thoroughly surveying available research and scientific literature, evaluating the quantitative analysis it contains, and discerning the inevitable biases and conflicts of interest that frequently corrupt such research, along with

legitimate debates, each student will make a five to ten minute presentation summarizing the chemical effects of the substance on human biology, any traditional indigenous perspectives on its use or significance, concluding with the student's considered position as to the most beneficial uses of the substance, or rejecting all uses of the substance. This position will have to be supported with statistics, other research, quantitative data, and so forth, but it may also include analysis of personal experience with the effects of consuming or abstaining from the substance. The presentation should conclude with a brief review of any uses of the substance other than human consumption, ending with the suggestion of a hypothesis for further research.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.CHEM1225.Assessment.pdf **Size:** 219.5 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000640

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000640
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:13 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SOSC |
| Number | 210 |
| Title | Contemporary Indian Issues |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SOCI |
| Number | 2320 |
| Name | Contemporary Social Issues in Native American Societies |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Deepen understanding of contemporary topics in Native American studies pertaining to health, education, poverty, traditional lifestyles in transition, and other areas, such as tribal sovereignty, political activism, and current century policies along with their effects.
2. Recognize how cultural differences in worldviews constructed as Native and non-Native are influencing changes in contemporary Native society.
3. Analyze the concepts presented through coursework to examine how structures and changes in Native society connect to the lives of both Native and non-Native peoples.
4. Communicate understanding of one's own views and the views of others regarding contemporary Native American issues through class discussions, written assignments, and other methods as necessary.
5. Understand the use of Nation building lenses and indigenous research practices in examining contemporary Native American issues.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Throughout the course, students will articulate problems and challenges in contemporary Native American circumstances through a variety of media, both individually and in combination. Oral presentation, multi-media representation, and written papers in APA style will be combined with discussion, debate, and dialectic examination and analysis of a wide spectrum of problems facing contemporary Native American societies and communities.
Strategies for Understanding and Evaluating Messages: After being introduced to major theories and their applications, along with explanatory models and their demonstrations, students examine research studies along with their practical application in modern and contemporary situations. This requires developing the skills necessary to identify and successfully utilize primary and secondary sources in academic research and in persuasive communication related to selected issues.
Evaluation and Production of Arguments: Students will be presented with techniques to recognize specious, unsupported, and biased claims, and also practice recognizing instances in which valid findings and data are deployed for the purposes of various agendas relating to the problems and issues addressed in the course. Learning diverse strategies for analysis, students evaluate and judge arguments and counterarguments that support proposed solutions, and ultimately propose and support their own proposed solutions in a rhetorically persuasive manner.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students practice recognizing and defining problems facing contemporary Native American communities and societies.
Evidence Acquisition: Surveying a wide spectrum of available sources, students identify useful and applicable information in these sources and distinguish it from misinformation and valid but useless information. Navigating the sometimes fluid boundaries between primary and secondary sources in the context of contemporary topics fraught with personal and political agendas leads to:
Evidence Evaluation: in which students establish the extent of the sources' credibility, identifying and recognizing bias and agenda. Evaluating sources as viable and legitimate for academic and persuasive use, they apply social-scientific concepts of reliability and validity, particularly in the context of research studies.
Reasoning/Conclusion: Based on the foregoing, students propose conclusion that address, on the level of practical application, the problems and challenges facing contemporary Native American communities and other communities that interact with them. As a particular example, students examine and utilize the concepts, terminologies,l and praxis of critical race theory as a means of practicing these skills and sustaining engaged application with course material, assessing the effects of embedding pragmatic socio-political discourse into academic and scholarly work.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

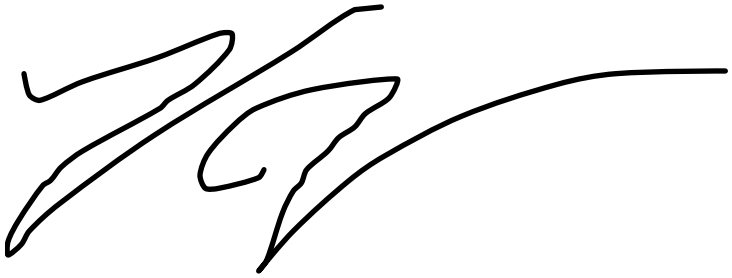
Intercultural Reasoning and Intercultural Competence: All of the historical and contemporary issues addressed in the course have their roots in inter-cultural interactions from the late Renaissance through the modern period into contemporary circumstance. In order to analyze, understand, and address them, students will become conversant with the skills necessary to disentangle complex webs of inter-cultural interaction and causation. Similarly, they will develop competency in understanding various Native American cultural perspectives and, in many cases, their interactions with each other as well as with various expressions of European, Western, and perhaps "global" cultural worldviews. Further, when learning and applying conceptions of the base patterns of Native American cultures as indigenous worldviews, students will also be learning the comparative meta-thinking that characterizes the inter-disciplinary study of cultures that has become not only possible but necessary within contemporary social science. By applying the perspectives examined in this course, whether indigenous, academic, or otherwise, to contemporary issues that they may personally encounter or experience, students will enhance their abilities to self-reflect on how their own perspectives and worldviews have necessarily been influenced and even shaped by inter-cultural interactions.
Ethical Reasoning: In their application of the course praxis to proposing viable solutions to contemporary Native American problems and issues, students will inevitably consider, and be encouraged to confront, the ethical implications of any such proposals, and articulate not only what can be done, but also learn how to support their contentions concerning what should and perhaps should not be done. This will also require them to evaluate multi-generational consequences of proposed actions and consider that such solutions might also contain potential new problems within them, and so students will also ultimately reflect on not only how problems can be identified and solved, but why they are considered to be problems and why such problems should (or should not) be solved at all.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.SOCI2320.Assessment.pdf **Size:** 437.9 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000629

Robin Kuykendall - robin.kuykendall@clovis.edu
NM General Education Curriculum

Summary

**ID:** 0000000629
**Status:** Under Review
**Last submitted:** Aug 18 2019 01:37 PM (MDT)

Application Form

**Completed** - Aug 18 2019

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Monica Sanchez |
| Title | Division Chair |
| Phone | 575.769.4948 |
| Email | monica.sanchez@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Economics |

### Chief Academic Officer

| | |
|---|---|
| Name | Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | stephensonM@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 221 |
| Title | Principles of Macroeconomics |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Title (if applicable) | N/A |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ECON |
| Number | 2110 |
| Name | Macroeconomic Principles |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Objective 1: Explain the concepts of opportunity cost, comparative advantage, and exchange.
Objective 2: Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
Objective 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.
Objective 4: Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
Objective 5: Describe the determinants of the demand for money, the supply of money, and interest rates and the role of financial institutions in the economy.
Objective 6: Define fiscal policy and monetary policy and how these affect the economy.
Objective 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Throughout the semester, students demonstrate the component skills of communication through a variety of assignments, but primarily through mini papers and online discussions. Firstly, students are asked to communicate effectively in several mediums (written, oral, and digital), demonstrate awareness of limitations and strengths of each, and evaluate the effectiveness of their communications with regard to appropriateness to the rhetorical situation (GENRE/MEDIUM AWARENESS). Students demonstrate that they have taken into consideration their audience when addressing online discussions and face-to-face group discussions. Secondly, students also evaluate the effectiveness of strategies by seeking key arguments not only in their own work, but in the work of others. Students are asked at times to read and/or respond with a specific stakeholder lens in order to demonstrate an understanding of various economic vantage points (UNDERSTANDING/EVALUATING MESSAGES). Lastly, students evaluate the authority of sources in their own arguments (EVALUATION/PRODUCTION OF ARGUMENTS). Students learn that economics is all around them and that they must evaluate current articles and online news sources to determine the credibility of the source before using it as evidence to support an economic claim they are making. Communication component skills are assessed using mini papers, discussions, quizzes, module assessments, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Throughout the semester, students demonstrate the component skills of critical thinking through a variety of assignments including mini papers, online discussions, and assignments. Firstly, students are given a variety of real-world scenarios and/or case studies in which they must delineate the economic problem (PROBLEM SETTING), gather an appropriate scope and depth of information necessary to address the economic problem (EVIDENCE ACQUISITION), determine the credibility and relevance of the evidence (EVIDENCE EVALUATION), and based on the evidence and reasoning, develop conclusions and outcomes that reflect and understanding of the economic concerns presented (REASONING/CONCLUSION). For example, students are given a topic such as: A local newspaper article reads as follows: "Housing prices have fallen over the past six months, and economists are concerned that this might lead to less overall demand in the economy." In addition, they are given specific evidence they must evaluate. From this students, identify the economic problem (possible change in aggregate demand), acquire and evaluate the credibility of the evidence (factors that cause consumption to change, housing sales, etc), and develop conclusions on the effects of this on the overall economy (changes in GDP, inflation, unemployment, etc). Critical thinking component skills are assessed using mini papers, discussions, quizzes, module assessments, and exams.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Throughout the semester, students demonstrate personal and social responsibility skills as they relate to economics. This is accomplished through a variety of assignments but primarily through mini papers and online discussions. Firstly, using real world scenarios and case studies, students analyze local and/or global issues and specifically apply the economic concepts they have learned and develop strategies for creating just, sustainable systems in the natural and human world (SUSTAINABILITY and CIVIC DISCOURSE). For example, students are given scenarios of high unemployment and high inflation and they must employ policy (fiscal or monetary policy) to overcome the economic states. In addition, they must identify how these economic states impact both the local and global economies. Secondly, using real world scenarios and case studies, students identify the economic ethics involved in the scenario, analyze a range of ethical perspectives, and propose an ethical solution based on those ethical perspectives. For example, students must analyze the economic and ethical implications of a person who is in kidney failure in a market that is experiencing a shortage. Student identify the ethics involved in the illegal sale/purchase of kidneys due to the lack of a free kidney market (price ceilings) and the implications if the there was a free kidney market. In addition, students must identify how each perspective will impact the local and global economics (ETHICAL REASONING and SUSTAINABILITY). Lastly, students engage in intercultural reasoning and competence by evaluating other student's views on the above topics and either arguing in favor of or against that particular view by providing clear economic backup in order to demonstrate the ability to evaluate personal and social justice issues and compare and contrast multiple solutions across social and cultural relationships (INTERCULTURAL REASONING/COMPETENCE). Personal and social responsibility component skills are assessed using mini papers, discussions, quizzes, module assessments, and exams.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 16 2019

Upload Assessment

**Completed** - Aug 16 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Sample Macro Assessments

**Filename:** Sample_Macro_Assessments.pdf **Size:** 1.2 MB

Upload Rubric

**Completed** - Aug 18 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 2110 Online Syllabus-Fall 2019

**Filename:** ECON_2110_Online_Syllabus-Fall_2019.pdf **Size:** 712.9 kB

## Application: 0000000653

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000653
**Status:** Under Review
**Last submitted:** Aug 19 2019 07:06 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | PSYC |
| Number | 105 |
| Title | Introduction to Psychology |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | PSYC |
| Number | 1110 |
| Name | Introduction to Psychology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Upon completion of the course students should be able to:
1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Class discussions, in-class presentations, online discussion posts, and APA style academic paper develop skills necessary to communicate about psychological concepts coherently and productively. These all require students to adapt their message to the appropriate medium and appropriate audience.
Strategies for Understanding and Evaluating Messages: Students formulate and support scientific thesis statements summarizing current knowledge as well as competing theories and models in the field. They review scientific literature (particularly research surveys and literature reviews) that require familiarity with standards of evidence in scientific psychology and also ability to analyze scientific evidence. When introduced to current debates and controversies in the field of psychology, students identify major competing models and theoretical interpretations of research as well as practice. They also identify academically appropriate sources for scientific psychological research and distinguish these from misleading journalistic and popular sources while also distinguishing arguments presented as fact from those presented as opinion (and questioning both). While encountering common misconceptions and misunderstandings concerning psychological theories and practices, students' evaluation of claims about the field will extend to special focus on the deployment of (purported) psychological findings for persuasive and rhetorical purposes in contexts including popular media, legal argumentation (eg. the "insanity" defense, diminished capacity, scales of culpability), and political endeavor ("Goldwater rule" debate, Soviet diagnosis of dissenters as mentally ill, etc.)
Evaluation and Production of Arguments: Students' final paper requires students to identify well-supported arguments and interpretations of previous research findings, assemble them into support for their own well-constructed thesis, and use these materials, in addition to their own reasoned conclusions, to establish their own claim while refuting possible counterarguments.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Being introduced to concepts and methodologies that established psychology as a scientific field, students identify foundational and fundamental questions of psychological research, and practice methods by which good research questions are identified, posed, designed, and investigated.
Evidence Acquisition: Students recognize the methodologies by which data and evidence are, and have been, collected by scientific psychologists (introspection, naturalistic observation, controlled experiment) and contrast these with unscientific predecessors (suggestion/autosuggestion, dream interpretation) and unscientific competitors (recovered memories, pop psychological “techniques” of lie detection). They apply such recognition skills to sources that they consider for inclusion in their formal papers. Students will be introduced to the concepts and methodologies that established psychology as a scientific field and that provide foundations for its research, development, and application. This includes the various ways that good research questions are identified, posed, designed, and investigated. Students will also identify the best research methodologies for gathering different types of information from various subjects, under differing conditions.
This work introduces students to considerations of experimental design, practiced through proposing hypothetical experimental approaches to various problems posed by students and by the instructor.
Evidence Evaluation: Becoming familiar with methods used to evaluate research, statistics, and measures for validity, reliability, power, etc., students interrogate the quality of studies and statistical claims, weighing them against others and against their own logical faculties.
Reasoning/Conclusion: Students examine multiple interpretations of the same statistics and data and pose their own interpretations in class activities in person and through online discussion, and also present their own reasoned conclusions concerning conflicting sources of contemporary research in live presentation and in their final paper.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

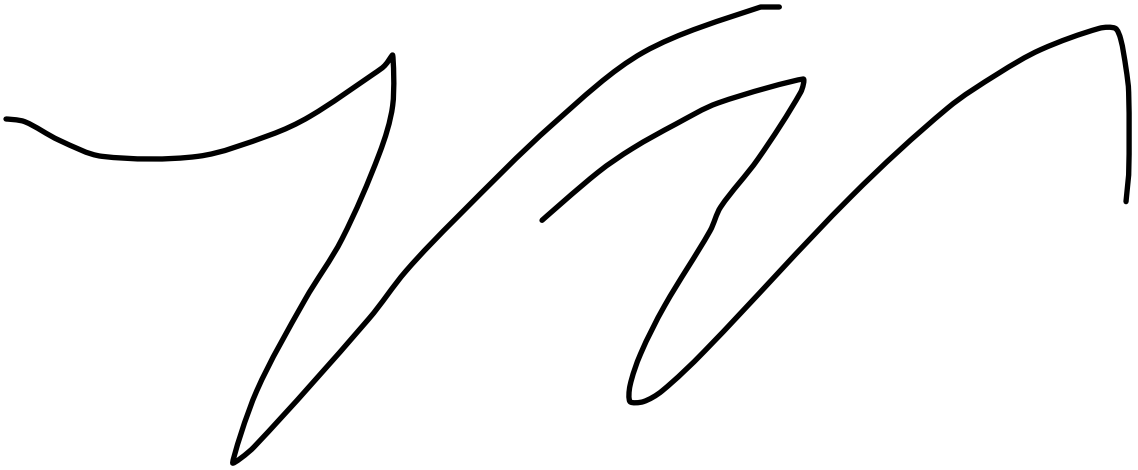
Intercultural Reasoning and Intercultural Competence: Among the various sub-fields of scientific psychology to which students will be introduced are cross-cultural psychology and indigenous psychology. Students will practice applying their models to a variety of example and hypothetical situations in which cultural differences and/or cultural circumstances could mediate the interpretation of data or mediate the expression of psychological phenomena (such as culturally specific mental disorders or culturally variant symptomology and etiology) as well as debates concerning whether or not cultural circumstances play a role (or should play a role) in the identification and categorization of mental disorders. Other areas to which students will practice applying cross-cultural and indigenous models include developmental psychology, claiming concerning variant cognition styles of intelligence specialization between groups (and associated debates), recent research involving claims concerning intergenerational and cultural trauma, cultural mediation of substance use, and various cultural factors that affect the delivery of psychotherapy to diverse populations. Class discussion will always be a feature of class sessions addressing these topics in order to ensure that students articulate their own perspectives and responses while encountering and considering others.
Ethical Reasoning: In addition to being asked to consider and comment on the APA Ethics Code and APA guidelines considering research methodology and therapeutic practice, students will evaluate various historical and hypothetical examples of both according to these guidelines and according to their own ethical perspectives, articulating the reasons for their conclusions and engaging in occasional debates in-class or through the online discussion forum. Students will also examine historical and cultural differences in ethics concerning psychological research and treatment, as well as its intersection with political agenda. Particularly notable examples subject to debate may include the Zimbardo prison experiment, “cult” deprogramming, the conception and deployment of conceptions of “codependency”, the use of nonscientific and/or theologically based therapies in substance use disorder treatment, therapies purporting to facilitate the change and/or eradication of sexual orientation, behaviors, or preferences, and the changing history of the APA Diagnostic and Statistical Manual (including, but not limited to, its gradual depathologization of non-normative sexual orientations). Students will be introduced to variant, minority, contradictory, and/or contentious models, therapies, and approaches, some of them still subject to scientific evaluation, and asked to speculate about their ethical implications. They are also expected to address any potential ethical ramifications attendant on hypothetical research examples presented and discussed in the course, as well as research components in their own written work.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.PSYC1110.Assessment.pdf **Size:** 459.4 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000628

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

Summary

**ID:** 0000000628
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:26 AM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Janett Johnson |
| Title | Div.Chair and Instructor |
| Phone | 5757694753 |
| Email | janett.johnson@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Languages, History, and Theater |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | Marlee.Stephenson@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ENG |
| Number | 221 |
| Title | Survey of English Literature |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Title (if applicable) | N/A |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2630 |
| Name | British Literature I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

**Institution-specific Student Learning Outcomes**

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

1. Read, interpret and recognize the conventions of British writing.
2. Identify historical events that influenced the time period and its influential writers.
3. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions.
4. Apply the concepts of literary criticism to works to evaluate their influence during and beyond the time period.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Across the semester, during class discussions, research and essay writing, students will learn to reflect, analyze, compare and contrast, and analyze the political, social and economic influences of the British Literature time period. This will be achieved by providing students with a variety of resources (historical background, readings of the time period, characteristics of specific genres, author bibliographies, author influences, etc.) to gain a greater understanding and appreciation for the works of the time. This will be assessed across the semesters using multiple assessment tools: discussion board posts, in-class discussions and exams. In addition, students will use their acquired knowledge of the time period to compare its historical and literary influence to similar political, social and economic influences, issues and obstacles that exist in present society. This will be achieved through two research based essays in which students will integrate their learned knowledge from a variety of areas (literature readings, historical knowledge and research) in order to substantiate their arguments. Through a variety of course activities and assessments students will recognize the influence and value of the literature of the time and literature’s overall ability to impact, influence and even change a variety of political and social constructs that exist in our world.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Through readings and in-class discussions students will be exposed to a variety of issues as addressed in the literature of the time period across the semesters. Students will understand more fully the political, economic and social challenges of the time and how they compare and contrast to those that exist today. For example, in William Shakespeare's The Taming of the Shrew, students will be asked to evaluate (writing a research based essay) the concept of marriage, social roles or individual happiness as it relates to the characters in the play, the time period and how the perceptions and social expectations reflect or differ from those that exist today. In addition,across the semesters students will gain a greater appreciation and understanding for differing perspectives and lifestyles that exist in different areas of the world across the semesters. Students will be assessed on their knowledge of the time period through class discussions, CANVAS discussion posts and written exams. Across the semester, students will be evaluated on their ability to recognize differing perspectives as they exist across multiple cultures and time periods through two written essays, CANVAS discussion posts, in-class group discussions and personal written reflections in response to literature.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

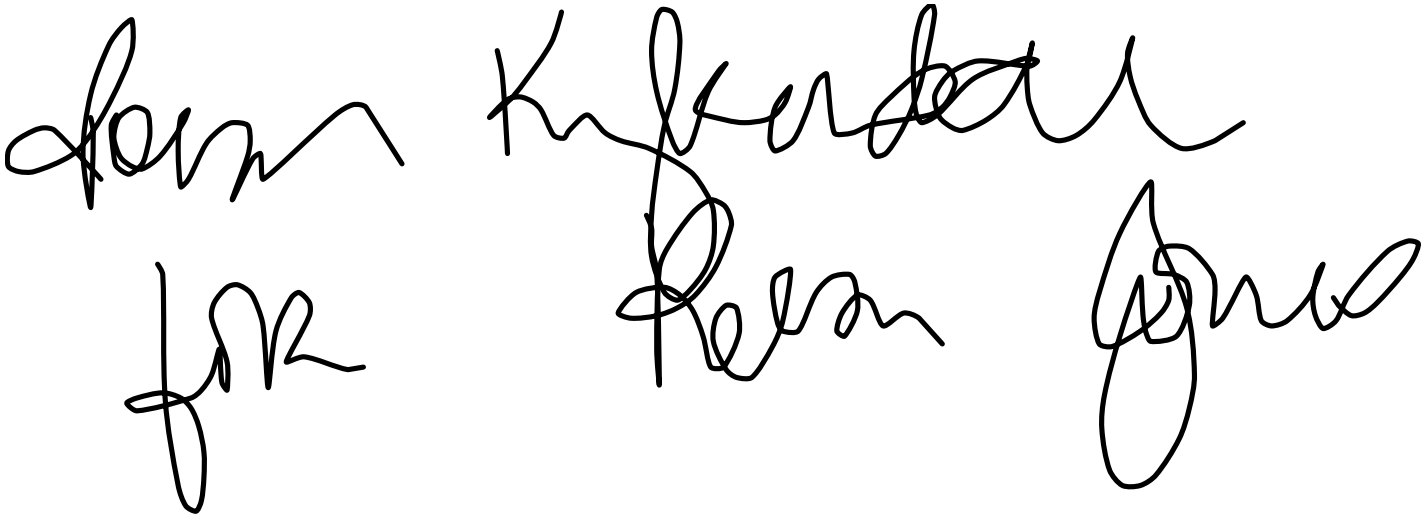
Students will be encouraged to utilize campus resources to conduct research in order to substantiate their arguments across the semesters. For both essays students will be required to access the library's digital resources including e-Books, electronic articles, and electronic reference works. Furthermore, across the semesters, students will be instructed on how to utilize their literary knowledge within an academic setting in order to produce fact-based support of their observations, claims, and thesis through academic research. Students will be required to utilize CANVAS to both initiate and participate in several course discussions via discussion board posts. The specific discussion board post requirements, as outlined in the syllabus, will allow students to refine their communication skills within the digital arena including how to appropriately communicate and respond within an online conversation across the semesters. Students will also be provided with several resources that will encourage them to utilize online support for both reading and writing via the institutions available online tutoring services as well as a wealth of online tutorials and services available to assist students (Youtube videos, tutorials, Purdue Owl, etc.)

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 16 2019

Upload Assessment

**Completed** - Aug 17 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 221- ENGL 2630 Syllabus AND Weekly Schedule

**Filename:** ENG_221-_ENGL_2630_Syllabus_AND_Weekly_BHHy75r.pdf **Size:** 97.9 kB

Upload Rubric

**Completed** - Aug 16 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 221-ENGL 2630 Essay Grade Rubric

**Filename:** ENG_221-ENGL_2630_Essay_Grade_Rubric.pdf **Size:** 395.4 kB

## Application: 0000000674

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000674
**Status:** Under Review
**Last submitted:** Aug 19 2019 11:54 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | ASTR |
| Number | 101/L |
| Title | Introduction to Astronomy |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ASTR |
| Number | 1115/L |
| Name | Introduction to Astronomy / Lab |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
4. Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
5. Students will describe the formation scenarios and properties of solar system objects.
6. Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
7. Students will describe methods by which planets are discovered around other stars and current results.
8. Students will describe the structure, energy generation, and activity of the sun.
9. Students will compare our sun to other stars and outline the evolution of stars of different masses and its end products, including black holes.
10. Students will describe the structure of the Milky Way and other galaxies and galaxy clusters.
11. Students will describe the origin, evolution, and expansion of the universe based on the Big Bang Theory and recent Astronomical observations.
12. Students will describe conditions for life, its origins, and possible locations in the universe.

LAB OUTCOMES:

1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
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12. Students will describe conditions for life, its origins, and possible locations in the universe.

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

General Education Core Competencies
SIPI has identified four general
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core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C
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committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:
•

Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.

•

Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.

•

Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions
while recognizing the cultures and traditions of others on a national and global level.

•

Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Lab exercises in the course require students to conceptualize and define their intended observations based on their understanding of astronomical theories, models, and findings presented in the course. For example, students select a constellation for repeated long-term observation, record results, and relate these to concepts and approaches addressed in the lectures.

Evidence Acquisition: Students collect evidence in multiple ways throughout the course as they are presented with observational and computational tasks to accomplish. The previous example requires the recording of direct observation of stars with both the naked eye and the telescope; another activity requires detailed comparative observation of the lunar surface while discovering through personal experimentation the best telescope settings and magnification for this purpose. Students also record observational and measurement data on graphs, charts, tables, and other devices for organizing experimental evidence.

Evidence Evaluation: Because the evidence collected in the course varies in its means of acquisition (direct observation, use of magnification, use of other instruments, etc.), students practice distinguishing for themselves which type of evidence and data is useful for which purpose, and to answer what types of question. They also find some evidence, and some means of collecting evidence, to be more useful for calculation and quantification, while other more qualitative evidence can be more useful for comparison, contrast, and detailed description of phenomena. These distinctions also result in students' analysis of data's reliability and credibility; they learn to evaluate the extent to which their instruments, their own perceptions, their own records of their perceptions, and their own (and others') use of instruments can be relied upon. They experience how (in)consistent personal observation can be from one observational event to another, but they also discover for themselves how evidence can be completely distorted by errors in the handling and use of equipment. Visiting and discussing the planetarium also occasions analysis of the extent to which representation and simulation of naturalistic observation either aids or distorts thinking about evidence, and the extent to which evidence from measurement and subsequently derived from calculation can be conceptualized, along with ways in which subjective visualizing can either distort data or lead to insights in its evaluation. The concept of a "black hole" and its relationship to the proposition of a singularity are good examples of this effect, due to the impossibility but compelling appeal of attempts to subjectively describe and represent a "black hole."

Reasoning/Conclusion: While the foregoing indicates discussions and assignments that involve reflecting on and reasoning about data subjectively, the majority of the lab activities and assignments require students' success in effectively reasoning about and drawing conclusions from their data collected and then applied to specific practical tasks, including (but not limited to): the observation, recording, and prediction of lunar cycles; establishing observational proof of the earth's orbital and rotational motion, forming accurate conclusions concerning the reasons for these phenomena; accurately observing, recording, analyzing, and explaining planetary motion, particularly apparent "retrograde" motion. They also draw general conclusions from specific observational experiences, such as forming a general understanding of the significance of light pollution to astronomical observation.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/representation of quantitative information: In addition to visually and graphically representing measurements and other evidence gained through observation in formal lab reports, students write descriptively about their laboratory experiences and evidence, sharing and discussing these with other laboratory groups and with the class as a whole. Marking astronomical positions on a sky-map and with software ensures that students are versed in symbolic astronomical representation in addition to the organization and expression of data more abstractly on charts and graphs.
Analysis of Quantitative Arguments: Students discuss and debate contentious issues in contemporary astronomy concerning which experts have advocated for multiple and contradictory positions after analyzing the quantitative claims and data interpretations on which the competing theories and models are based. Examples include: the possibility of singularities; the proposed expansion of the universe; the "Big Bang" (with and without a "Big Crunch"); the Drake Equation attempting to proportionally quantify factors suggested as influential on the probability of extraterrestrial life; the prevalence of "dark" matter and energy; wormholes; the light-speed barrier; the probability of catastrophic celestial impacts; the viability of travel across interstellar distances; the conception of areas of space lacking in a density of galaxies functioning as repellers in contrast to immense gravitational attractors; claims about "dark flow".
Application of Quantitative Models: Laboratory exercises involving observation of celestial bodies and their movements also involve students demonstration of reliably predicting them. This requires accurate application of models for the use of data in mathematical calculations, and work of this nature is evaluated on exams in the course.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

Intercultural Reasoning and Intercultural Competence: The historical background of astronomy with particular emphasis on the achievements of Native North-American and Mesoamerican peoples in

observation of the sky, prediction of astronomical motion, and calendrical accuracy assume significant focus in the introduction of the course; this is immediately relevant to the background of the students, all of whom have Native American tribal ancestry. Discussion of this material directly stimulates intercultural reasoning and intercultural competence in leading students to evaluate and understand relative advancement in differing cultural, civilizational, and technological developments in historical time, and also to compare and contrast the role of astronomical knowledge in cosmology within different cultures and times. They will also consider the extent to which differing cultural conceptions and receptions of astronomical (and related cosmological) knowledge have influenced intercultural interactions and transmissions, ranging from claims concerning interpretations of the symbolic significance of the calendrical date of Spanish arrival in Mexico to the recent revival of interest, and consequent anticlimax concerning, the Mayan calendar's purported relevance to the year 2012 CE.

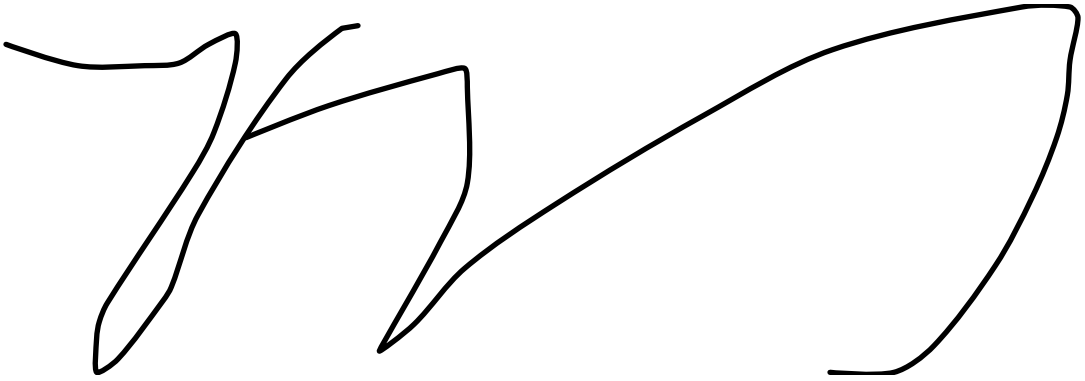
Collaboration Skills, Teamwork, and Value Systems: Because all lab work in this course is conducted in a group format, and because lab reports are submitted by the group, coordination of data collection and recording, the organizing of evidence derived from direct observation, and decisions about which data, evidence, and observations to use (and how best to represent them) all must be determined through group interaction. Aside from being a general essential skill, and being particularly significant to increasingly collaborative and complex procedures becoming conventional in advanced scientific inquiry, such group endeavor is significant in astronomy. Students discuss and reflect that although direct observation maintains its individual character, and the view through the telescope is immensely personal, it is through discussion, coordinated effort and experiment, comparative evaluation of observations, and repeated analysis and re-analysis of data from multiple perspectives that theoretical advancement (as well as improvements in measurement and astronomical technology) have been and continue to be made. At the end of the course, students evaluate in writing their whole lab experience and also analyze the significance of their work with their lab group, highlighting work that was enhanced through collaboration. They will also be asked to identify and examine any values that seem to them to be significant to the continued expansion of astronomical knowledge and the advancement of associated scientific practices and their technological application. Specifically, a final reflection assignment asks them to evaluate the significance and importance of continued astronomical observation, space exploration, and access to exoplanetary resources.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ASTR1115.L.Assessment.pdf **Size:** 334.5 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000645

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000645
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:28 PM (MDT)

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 102 |
| Title | Composition II |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 1120 |
| Name | Composition II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students complete two research projects, the first in APA format and the second in MLA format. The projects include annotated bibliographies, literature reviews and formal outlines. Students conduct one or more interviews with people who are knowledgeable about their research topics.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

For each writing project, students must pose a research question, develop a claim about it, and support the claim in a research paper. They use online resources and databases to find and evaluate information for reliability and bias.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Students use online databases for research, type papers, and evaluate online sources for bias and reliability. They also submit and receive returned papers through an online classroom platform and participate in online discussion groups.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.ENGL1120.Assessment.pdf **Size:** 349.9 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000631

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

### Summary

**ID:** 0000000631
**Status:** Under Review
**Last submitted:** Aug 19 2019 10:56 AM (MDT)

Application Form

**Completed** - Aug 18 2019

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility

6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Janett Johnson |
| Title | Div.Chair and Instructor |
| Phone | 5757694753 |
| Email | janett.johnson@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | Languages, History, and Theater |

### Chief Academic Officer

| | |
|---|---|
| Name | Dr. Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | Marlee.Stephenson@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ENG |
| Number | 224 |
| Title | Survey of American Literature II |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | N/A |
| Title (if applicable) | N/A |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | ENGL |
| Number | 2620 |
| Name | American Literature II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

ENGL 2620 American Literature This course surveys American literature from the mid-nineteenth-century to the contemporary period. This course provides students with the contexts and documents necessary to understand American Literature and the aesthetic, cultural, and ideological debates central to American culture. Student Learning Outcomes: 1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.2. Demonstrate familiarity with a variety of major works by American authors.3. Explore the various influences and sources of American literature.4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

**Institution-specific Student Learning Outcomes**

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

1. Read, interpret and recognize the conventions of American writing. 2. Identify historical events that influenced the time-period and its influential writers. 3. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions. 4. Apply the concepts of literary criticism to works to evaluate their influence during and beyond the time-period.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Across the semesters, during class discussions, research and essay writing, students will learn to reflect, analyze, compare and contrast, and analyze the political, social and economic influences of the American Literature time period from the mid-nineteenth century forward. This will be achieved by providing students with a variety of resources (historical background, readings of the time period, characteristics of specific genres, author bibliographies, author influences, etc.) to gain a greater understanding and appreciation for the works of the time. Student learning will be assessed using multiple assessment tools: discussion board posts, in-class discussions, and exams. In addition, students will use their acquired knowledge of the time-period to compare its historical and literary influence to similar political, social and economic influences, issues and obstacles that exist in contemporary society across the semesters. This will be achieved through two research-based projects in which students will integrate their learned knowledge from a variety of areas (literature readings, historical knowledge and research) in order to substantiate the projects. Through a variety of course activities and assessments students will recognize the influence and value of the literature of the time and literature’s overall ability to impact, influence and even change a variety of political and social constructs.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Through readings and in-class discussions students will be exposed to a variety of issues as addressed in the literature of the time period across the semesters. Students will understand more fully the political, economic and social challenges of the time and how they compare and contrast to those that exist today. For example, in Upton Sinclair's The Jungle, students will be asked to evaluate (writing a research based essay) the concept of the social reform novel, the reach of literary works created to move society toward change, and how the perceptions and social expectations of literature reflect or differ from those that exist today. Across the semesters,in addition, students will gain a greater appreciation and understanding for the enduring legacy of genres of literature that emerged fully in this time period, including the Western, the science-fiction story, and detective fiction. Students will be assessed on their knowledge of the time period through class discussions, CANVAS discussion posts and written exams. Students will be evaluated on their ability to recognize differing perspectives as they exist across multiple cultures and time periods through two projects, CANVAS discussion posts, in-class group discussions and personal written reflections in response to literature.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

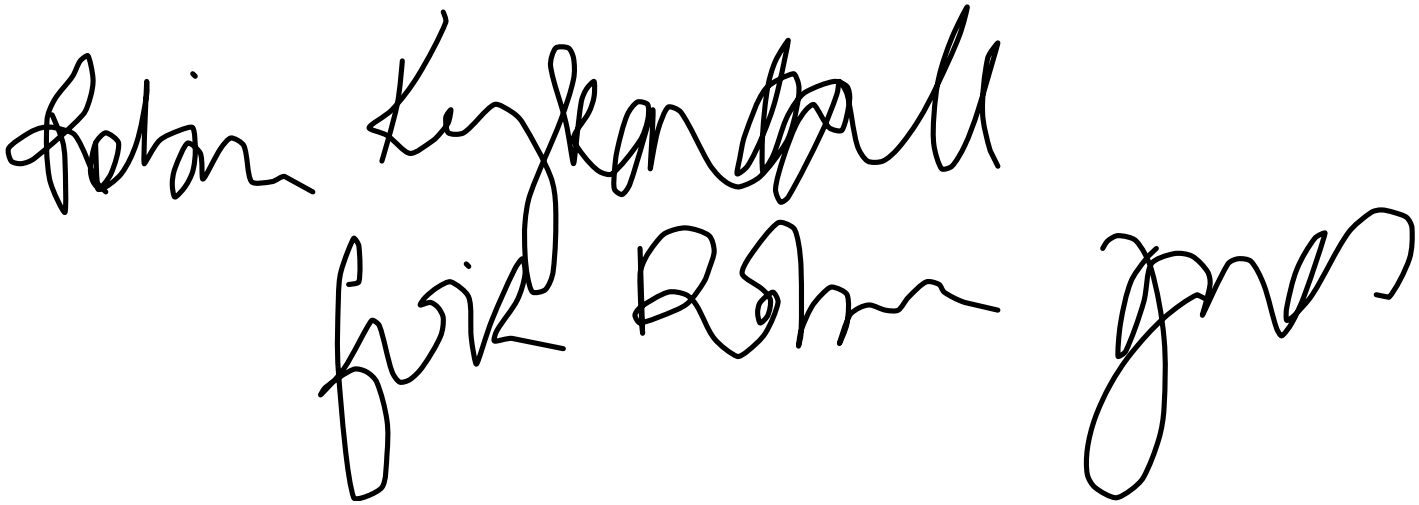
Texts for this course will be OER (open educational resources), which will require that students use their digital skills to access the texts. Furthermore, across the semesters, students will be encouraged to utilize campus resources to conduct research in order to develop and advance their interpretations of literary texts. For both course projects, students will be required to access the CCC library's digital resources including e-Books, electronic articles, and electronic reference works. Additionally, students will be instructed on how to utilize their literary knowledge within an academic setting in order to produce fact-based support of their observations, interpretations, and theses through academic research. Students will be required to utilize CANVAS to both initiate and participate in several course discussions via discussion board posts. The specific discussion board post requirements, as outlined in the syllabus, will allow students to refine their communication skills within the digital arena including how to appropriately communicate and respond within an online conversation. Students will also be provided with several resources that will encourage them to utilize online support for both reading and writing via the institutions available online tutoring services as well as a wealth of online tutorials and services available to assist students (Youtube videos, tutorials, Purdue Owl, etc.)

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

Link to Institution's General Education Assessment Plan

N/A

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 17 2019

Upload Assessment

**Completed** - Aug 17 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 224- ENGL 2630 Syllabus AND weekly Schedule

**Filename:** ENG_224-_ENGL_2630_Syllabus_AND_weekly_5GY4O0i.pdf **Size:** 133.0 kB

Upload Rubric

**Completed** - Aug 17 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENG 224-ENGL 2620 Assessment Rubric

**Filename:** ENG_224-ENGL_2620__Assessment_Rubric.pdf **Size:** 53.6 kB

## Application: 0000000635

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

Summary

**ID:** 0000000635
**Status:** Under Review
**Last submitted:** Aug 19 2019 05:42 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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## Tips for Completing the General Education Course

# Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 218 |
| Title | History of Pre-Columbian America |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1175 |
| Name | History of Pre-Columbian America |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Demonstrate an understanding of the politics, cultures, economics, and social structures of Native peoples in North and South America as they existed prior to 1492.
2. Demonstrate an understanding of the daily lives of peoples living in North and South America prior to 1492.
3. Examine the relationships between peoples in the Americas prior to 1492.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: At the outset, this course confronts students with heavily disputed models answering contentious, and sometimes controversial, questions about pre-history, inviting them to develop their own reactions and interests into viable models, synthetic or original. By engaging with these debates and their background, students will become familiarized with the process by which historians evaluate evidence and data, weigh its probability of truth, recognize its credibility and relevance to original questions, consider its merit in inspiring new questions, and attempt to detect bias or the presence of agendas in its collection or presentation. In being presented with such questions and problems throughout the course, and also by posing their own questions and problems considering the continually developing knowledge concerning pre-Columbian history, students regularly exercise critical thinking skills to follow the course's multiple layers of narrative and commentary.
Evidence Acquisition: Students will identify and recognize both primary and secondary sources suitable and relevant to addressing questions and problems, selecting these for use in formal papers and in less formal essays. These sources and their relative weight, plausibility, and applicability will also be regularly assessed in discussion throughout the course.
Evidence Evaluation: Students will prepare for scheduled discussions by reading and evaluating primary and secondary source material, preparing assessments of their reliability, validity, and applicability and briefly presenting these in class prior to discussion of these assessments, along with considerations of possible agendas and biases in source material.
Reasoning/Conclusion: Regularly confronting discrepancies of primary source interpretation and debates between and within secondary sources, students will express in discussion, writing, and presentation their own reasoned conclusions concerning the most plausible resolutions to problems and questions in this area of history, considering and weighing multiple viewpoints. They will also identify cases in which evidence remains insufficient to make reasonable historical judgements and refute assertions to the contrary. Further, students will analyze contemporary instances of historical findings and/or uncertainties being utilized for rhetorical purposes and/or to further socio-political agendas.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Ethical Reasoning: This course requires students to examine primary source material from multiple ethical perspectives and also to ethically evaluate the way it has been, and is being, used. Students will also evaluate the ethical implications of various archaeological and anthropological methodologies in investigating this history, as well as the ethical ramifications of defining the history of surviving indigenous populations in relation to the arrival of Europeans.
Intercultural Reasoning and Intercultural Competence: Many indigenous worldviews examined in this course at this institution, by virtue of their being not only ancestral to, but in many cases direct antecedents of or even equivalent to, contemporary Native American worldviews, exhibit the peculiar property of being simultaneously familiar and other. This presents students with the unique opportunity to examine their own perspectives and those of others through various identifications as subject, object, and “other,” in historical imagination and also across chronology. Students will consider the extent to which indigenous worldviews changed and developed throughout history, and understand various contingent factors that affected their development and transmission. Recognizing the immense diversity of culture and civilizations on these continents, they will compare and contrast their features with each other, with their own worldviews, and with antecedents across history, recognizing commonalities, distinguishing differences, and examining the ways in which these have influenced historical narrative.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

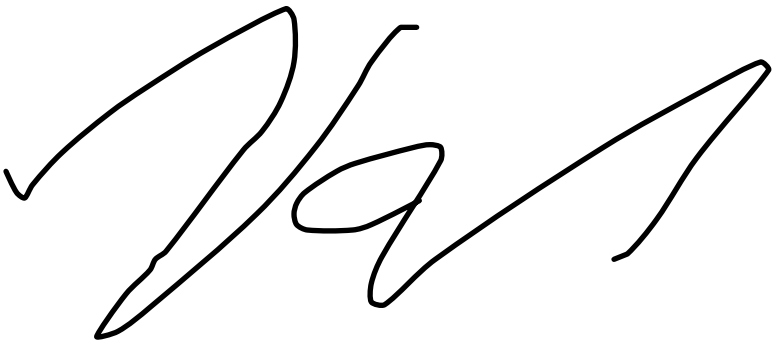
Authority and Value of Information: Addressing questions of source authority and authenticity are of paramount importance in this course, considering the disputed character of fundamental narratives of pre-Columbian history. Students will interrogate the bases of sources' claims of authenticity and apply the same evaluative rigor to traditional claims concerning historical reality.
Digital Literacy: As a wealth of new information concerning the pre-Columbian past has become available, a variety of new research tools have increased student access to this information and allow direct engagement with debates concerning its relevance. Students will explore these research tools and utilize the most current means of organizing and accessing it.
Research as Inquiry: Student papers, projects, and presentations will all require direct, thorough, and detailed engagement with the historical research process, from initial questioning through thesis formation to source identification, evaluation, selection, and citation. Students will regularly determine which sources are to be used in what way for what purpose in order to support their own claims and understand and evaluate the claims of others.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.HIST1175.Assessment.Final.pdf **Size:** 436.0 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000617

Tycie Jackson - tjackson@luna.edu
NM General Education Curriculum

### Summary

**ID:** 0000000617
**Status:** Under Review
**Last submitted:** Aug 7 2019 04:35 PM (MDT)

## Application Form

**Completed** - Aug 7 2019

# Application Form

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## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Jason Killian |
| Title | Instructor |
| Phone | 5054542551 |
| Email | jkillian@luna.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

## Chief Academic Officer

| | |
|---|---|
| Name | Dr. Rolando Rael |
| Email | rrael@luna.edu |

## Registrar

| | |
|---|---|
| Name | Henrietta Romero |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 2160 |
| Title | State and Local Government |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | N/A |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 2160 |
| Name | State and Local Government |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Contrast the constitutions of New Mexico, other states, and the federal government;
2. Describe and evaluate the impact of federalism Describe and evaluate the forces acting on state governments;
3. Describe and evaluate local government in New Mexico;
4. Summarize key problems facing the state.

**Institution-specific Student Learning Outcomes**

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

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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students are required to analyze the Constitution of the State of New Mexico and apply its tenants to bills and laws in New Mexico. Students will research bills on the House floor and discuss them, focusing on legality, both within the state of New Mexico as well as with the United States Constitution. This class is designed to engage students with the legislative process, requiring them to examine bills and laws from both their own perspectives, as well as from other points of view. Students will conduct research to substantiate their opinions and beliefs and express these views, both orally and in writing, to their classmates. Students will discuss and debate their points of view throughout the class. Assessment will include grading by rubric, examining quality of resources used, the clarity and comprehensiveness of the argument presented by the student, and peer review conducted by other students in the class.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students are required to research laws and bills, examining the impacts of similar legislation in other states. Students will identify the issue these bills or laws are trying to address and use appropriate research articles, such as peer reviewed articles, to discuss if these bills or laws address the issue. Students will also be required to research impacts of these bills, such as costs, benefits and impacts, both good and bad, using appropriate sources and present their findings. Students will complete this research and use it to form arguments for or against these bills.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

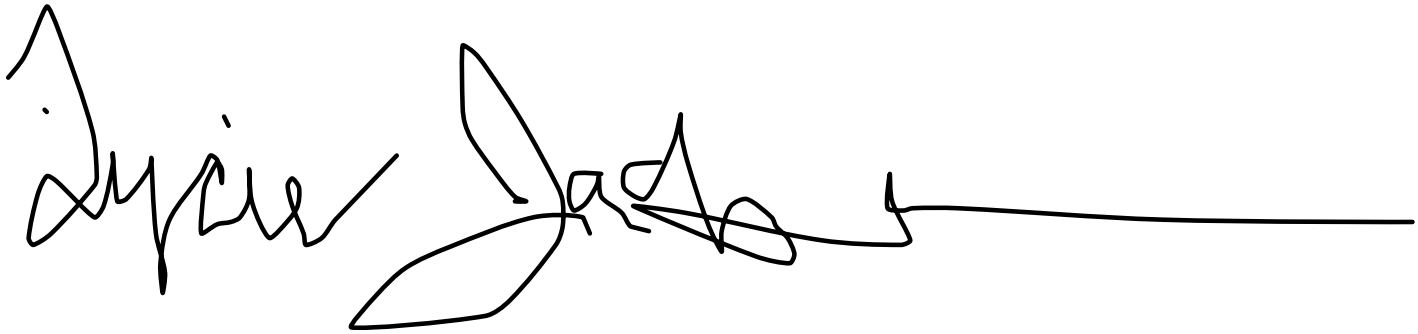
Students are required to research sponsors of bills, as well as other outside organized interest groups. Students will use this research to help form opinions and arguments regarding various bills affecting their lives at the state and local level. Students will discuss their role in the legislative process, including how voting elects their representatives at the local level, how their input affects laws and legislature and how as citizens of New Mexico the legislature affects them. Students will research using appropriate sources how funding is allocated through the process and how this funding impacts their lives, as well as how they can be part of this process. These discussions will include ethical dilemmas, such as representatives being arrested and how as members of society we view these acts, as well as requiring students with different viewpoints to discuss these views in a civil and respectful manner.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 7 2019

## Upload Assessment

**Completed** - Aug 7 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### POLS167 Assignment (1)

**Filename:** POLS167_Assignment_1.pdf **Size:** 409.8 kB

## Upload Rubric

**Completed** - Aug 7 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

### Rubric 5 Paragrapph essay

**Filename:** Rubric_5_Paragrapph_essay_Xi177uJ.pdf **Size:** 67.5 kB

# Application: 0000000638

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000638
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:03 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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## Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 162 |
| Title | US History II |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1120 |
| Name | United States Histor II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students will pose questions concerning significant primary texts and about the goals and purposes of placing them in a historical context.
Evidence Acquisition: They will examine the reasons for the selection of particular historical events, processes, and themes as subjects for scholarly inquiry. For example, these include the key role of political economy in the developing American sense of self, nationalism, and American Exceptionalism in modern national history, as well as the process by which the United States achieved global dominance and the status of sole superpower.
Evidence Evaluation: They will continue to critically analyze and rationally interpret from the evidence, presenting and supporting arguments while responding to opposing views and refuting claims that are not based on evidence. This includes identifying authorial bias and motive in primary and secondary sources, as well as considering the significance of which information has been recorded/preserved and which has not. Students will also evaluate the impact of informational availability and/or informational absence on beliefs about the past as well as the present. Students investigate the foreign and domestic social, political, and cultural conflicts that attended this process, and evaluate the dramatic effects of technological progress on the modern United States.
Reasoning/Conclusion: Students will formulate coherent, logical evaluations of the meaning and significance of events in historical context, identifying key elements and drivers of American social, economic, and cultural institutions. They will also take a comprehensive final exam addressing ideas, topics, primary documents, and cultural traits examined in class lectures, discussions, and documentary films, focusing on the application of historical reasoning to questions addressing these contents.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural Competence and Intercultural Reasoning: Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives, identifying the influence of economy, society, government, religion, and culture in United States history, relating the significance of these historical factors to contemporary circumstances, developing an awareness and understanding of ideological heritage of social and political institutions that influence understanding of the present, including the impact of various worldviews important in American history which continue to influence behavior and social norms, and the contribution of these factors to American law and society. For example: examining factors that mediated the development of the United States from the post-Civil-War nation-state into a global superpower, the influence of contemporary historical reception of those factors on American society and politics, and past interpretations influential in their contemporary periods, applying basic principles of historiography in a context emphasizing their personal and social relevance and the responsibility of the historian to recognize and acknowledge these factors along with the power of historical accounts to influence the present. Students will analyze such significant elements in American self-conception and identity as formed by western development and expansion, industrialization, overcoming economic depression, victory in World War, racial integration, space exploration, and the War on Terror, how these elements continued to express, reinforce, and further develop American exceptionalism and continue to wield dramatic influence on contemporary American identity. Examining tensions between nativism, imperialism, multiculturalism, and the counterculture will engage students in evaluating factors contributing to formation and development of class identities, ethnic identities, and racial identities in the United States, as well as their impact on foreign and domestic policy.
Ethical Reasoning: Students will consider problems particular to modern and contemporary history, including abundance of information from multiple perspectives, the resulting need to develop an awareness and understanding of the motives and influence of historians themselves, as well as evaluate the ethical ramifications of historical analysis, particularly in popular form, when deployed for socio-political purposes, as propaganda, or as strategic or tactical praxis within cultural conflict. Students assume the perspective of historical figures in simulation activities including re-enacted scenarios, political negotiations, and debates, hypothetical written documents, and counterfactuals.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

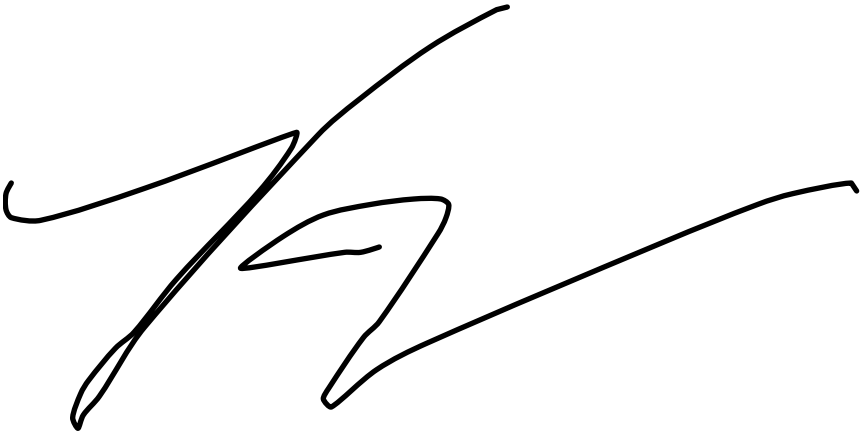
Digital Literacy: In utilizing a range of digital media sources, including interactive maps, digital archives of primary sources, and multi-media material, students will become familiarized with the vast increase in tools of information storage and analysis available to the contemporary historian, and how this enables beginning students and the interested public to engage easily and directly in the examination and evaluation of historical evidence in order to render historical judgement.
Information Structures: Students will also be introduced to some of the potential pitfalls, interpretive risks, and frequent fallacies originating from the over-ability of disorganized information characteristic of casual research use of the contemporary Internet. Concurrently, they will be introduced to research tools frequently ignored by undergraduates, including Interlibrary Loan, research databases, and other easily accessible by often overlooked research tools. In total, these methods and activities will be oriented toward familiarizing students with the significant of informational and digital literacy in the contemporary study of history, even and especially at introductory or popular levels. Authority and Value of Information: Further, students will be given the opportunity to examine a variety of sources of differing category, character, and quality, and taught effective methods of making efficient judgements concerning the significance, weight, and merit of primary sources and their various secondary interpretations. In being introduced to specific examples of the mendacious use of both primary and secondary sources for propagandistic and partisan purposes, students will investigate the power of historical interpretation to reframe dialogue and discussion based on assertions of authenticity, factual accuracy, and contextual significance, particularly as such claims and endeavors are mediated by the availability and accessibility of the sources themselves.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.HIST1120.Assessment.pdf **Size:** 158.1 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000545

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000545
**Status:** Under Review
**Last submitted:** Jul 9 2019 03:11 PM (MDT)

Application Form

**Completed** - Jul 10 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Ian Williamson |
| Title | AVPAA |
| Phone | 505-454-3342 |
| Email | iwilliamson@nmhu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Highlands University |
| Submitting Department | History & Political Science |

### Chief Academic Officer

| | |
|---|---|
| Name | Roxanne Gonzales |
| Email | rmgonzales@nmhu.edu |

### Registrar

| | |
|---|---|
| Name | Inca Crespin |
| Email | imcrespin@nmhu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 151 |
| Title | American National Government |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | POLS |
| Number | 1120 |
| Name | American National Government |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the historical and political foundations of the government of the United States; 2. Explain the precursors to, and the development and adoption of the United States Constitution; 3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power; 4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy; 5. Explain the development and role of political parties and interest groups; 6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and 7. Describe the role of demographics, public opinion and the media in American politics.

**Institution-specific Student Learning Outcomes**

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

NONE.

## 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. Exp;lain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will improve their listening and communication skills through developing, interpreting, and expressing ideas. Every two weeks, students respond to a discussion question that is based on the class lectures, readings and class discussions. Students must submit their initial response to the question within two-to-three days, then provide two peer responses to another classmates response within four-to-six days. The questions focus on the topics covered by the lecture and readings like Political Ideology and Political Parties, the Constitution, Civil Liberties and Civil Rights, and Congress and Redistricting. The discussion questions are designed to have students demonstrate their knowledge and understanding of the content area, and applicability to governmental institutions, political processes and individual responsibility. Student posts elicit responses to build upon ideas, integrate multiple views and learn to support their ideas with evidence from legitimate academic sources. Students will be able to understand and discern facts from opinions to critically analyze political information.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will hone their critical thinking skills and their ability to critically evaluate the American political environment and explain the development of constitutional democracy through writing assignments. Throughout the semester, students have five writing assignments which are short essays asking students to write two paragraphs explaining their thoughts about a particular topic in American National Government. In the short essay, students have to reference one on-line article from USA Today, The New York Times or The Washington Post to illustrate their ideas about the topic. The assignments permit students to gather, analyze, evaluate, and synthesize information relevant to political issues. The assignments assess the students ability to convey his/her thoughts/ideas coherently, demonstrate some original thought, and use additional sources to support their ideas.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

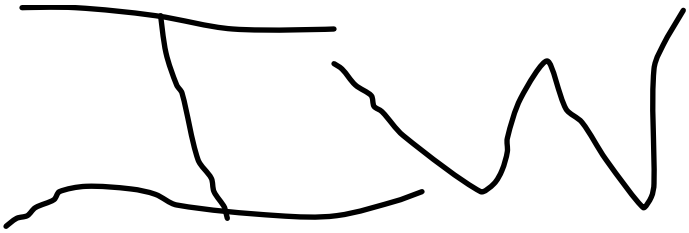
Social Responsibility--Students will gain and be able to demonstrate a basic knowledge of the American political system, the importance of civic and political participation, and social movements through Civic engagement activities. Through a semester-long project, students gain a better understanding of community issues and resources, and develop a familiarity with local, state and federal governmental entities by 1) identifying issues/problems of concern for the local community, 2) identifying skills or experience they have to help find a solution to the issues/problems, 3) attending a local public policy-making meeting and report on the activities in a memorandum, and 4) writing a formal letter expressing their feeling and solution about the issue to a local, county, state or tribal public official or an editorial to their local or state newspaper. Students develop a sense of social responsibility for the creation of a health community while maintaining tradition, i.e. culture, language. Also, students gain the skills necessary to understand and evaluate political choices and outcomes. Students demonstrate an understanding of different strategies for political participation and knowledge of rights and responsibilities of citizenship.

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

Link to Institution's General Education Assessment Plan

http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 6 2019

### Upload Assessment

**Completed** - Jul 9 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

POLS 151 AMERICAN NATIONAL GOVERNMENT Sample Assessment

**Filename:** POLS_151_AMERICAN_NATIONAL_GOVERNMENT__53Hw435.pdf **Size:** 597.4 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000659

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000659
**Status:** Under Review
**Last submitted:** Aug 19 2019 08:29 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | NAVA |
| Number | 101 |
| Title | Elementary Navajo |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | NAVA |
| Number | 1110 |
| Name | Navajo I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI’s basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context
During the progression of the Navajo language class. Students create booklets that contain reading logs and record common words,
and difficult words, each day, new learning will be added to student booklets. Vocabulary is an important part of oral language
development and learning to read. The Navajo oral language charts for Key Vocabulary, TPR (Total Physical Response commands),
and other important vocabularies can be used to record student' oral language capacity and vocabulary development. For students that
address a problem or question, and having trouble learning. It will be solved by using the progress chart/booklets.
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.
For the problem and question, it is project-based learning. Identify some key concept words that students need to know. Which include
words in your thematic units and chapters. After introducing, using, and reviewing words, students record their progress and reflect
on their learning. Implement new vocabulary strategies and activities so students will understand, comprehend, and utilize the new
vocabulary in their communication and transfer the information to other settings. Students recognize

words and simple sentences and
comprehend the Navajo language.
Evidence Evaluation: Evaluate evidence /data for credibility (e.g. bias, reliability, and validity), probable truth, and

relevance to a situation.
Develop conclusions, solution, and outcomes that reflect an informed, well-reasoned evaluation.
Students plan of action is to monitor and assess the desired results they have met by using data/artifacts to improve learning practice
and the culture of learning. The instructor discusses learning outcomes with students and uses data to measure learning and student
growth. The graphic organizer will be utilized with the 4 squares defining the word with pictures, definition, sentence, and usage of
the word.
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

The Navajo language represents a language type about respect to vocabulary acquisition. Students use visual, verbal, and written
methods to enhance and encourage to speak and write among their peers. Students can effectively use critical thinking to increase their
language learning. The instructor will use student learning to collect, analyze and make decisions to meet their learning needs. The
instructor engages students in their learning development relevant lessons that require complex thinking. Engage students in learning
using the following components: Activities and assignments, student groups, instructional groups, and student facilitate group
learning.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence Sustainability and the natural and human worlds Ethical reasoning
Family is extremely important to the survival of the Navajo language, culture, lifestyle, belief, and support system. The essential
component of Navajo role, responsibility and Navajo life are protected by the traditional family. After studying the kinship/clanship
terms and apply them to each student's family by making a family tree. After identifying kinship/clanship, they share their reading
with the class to reinforce reading and speaking skills all in the Navajo language. Students incorporate kinship terms and recognize
themselves in a culturally appropriate manner for many purposes.
Collaboration skills, teamwork and value systems Reasoning and conclusion
At the beginning of class, students will be in the whole group. Then, students will work in pairs or small groups to work on Navajo
vocabulary word list, dialogue and simple conversation with peers, elders, and community. Students may choose to work individually.
Interview Navajo speakers on historical or current topics of culture, professional interest, and authentic historical document, work of
literature, or poem, then retell it in another genre such as timeline, a song, or a dance. After listening to a conversation student present
a script conversation in the first, second, and third person to demonstrate comprehension and report conclusion to classmates and
instructor. In order to increase conversation students, discuss ideas, events, clanship/kinship or converse with Navajo speakers.
Hosting a Navajo immersion day students will where students will perform Navajo songs, speeches in the Navajo language and enjoy
traditional food to celebrate their completion of Navajo class.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

Authority and Value of Information Recognize the interdependent nature of the authority and value of information and use this

knowledge ethically when selecting and creating information.

Digital Literacy Understand, communicate, compute, create, and design in digital environments. Students participate in an online text that they can read or use to study. Students listen to audiobooks and Navajo phrases to build their
language skills. Other digital websites are the multimedia library that includes pictures and Rosetta Stone. Students communicate with
one another on social media. Students create PowerPoint and video presentation that builds off of ideas and concepts they learned
from required reading, class discussions, films, and digital storytelling
Information Structures Select, use, produce, organize, and share information employing appropriate information

formats, collections, systems, and applications.

Identify and communicate in various types' and medium (oral, written, or digital) combine words learned to create a new simple
sentence using the Navajo sentence structure. Identify the grammatical components of a simple Navajo sentence. Create digital
archives and making it available online. Students build digital catalogs based on their learning and the challenges they experience for
the audience.
Research as Inquiry Engage in an iterative process of inquiry that defines a problem or poses a question and through
research generates a reasonable solution of answer. Civic discourse, civic knowledge and engagement – local and global

The final presentation is to complete a research paper that includes the following: synthesize and articulate the main points/thesis,
introduction, body paragraph, and conclusion that supports the main idea. A research paper consists of 500 words, APA format. The
final paper can be published or put in a digital archive.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Navajo 101 Summer 2019

**Filename:** Navajo_101_Summer__2019.pdf **Size:** 282.3 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000614

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000614
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:02 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Honors College and Art Department |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

## Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | HON |
| Number | 216G |
| Title | Encounters with Art |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | HNRS |
| Number | 2115 |
| Name | Encounters with Art |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcome
1. Articulate the relationship of art to the human experience
2. Apply the vocabulary of art to critical writings and discussions
3. Interpret art works within cultural, social, personal and historical contexts

**Institution-specific Student Learning Outcomes**

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

1. Identify elements of art & principles of design
2. Critically analyze a work of art

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This class concentrates on strategies for understanding and evaluating the visual arts (genre & medium awareness), using a variety of strategies of interpretation, from analysis of the elements and principles of design that are used, to analysis of the historical and cultural context of the work of art (application & versatility, strategies for understanding & evaluating messages). Throughout the term the students complete 26 assignments that require them to critically evaluate works of art they are viewing, understand themes that are common throughout the history of art, and to articulate how art intersects with people's lives and reflects meaning and values of a society. Some of the assignments are traditional quizzes and exams, but there are also many assignments that require narrative essays in which students discuss a work of art using the new vocabulary and analytical methods they have learned at the beginning of the course. As this course is a small seminar, every class includes discussion and debate (evaluation & production of arguments). Their final paper requires them to research, analyze, and evaluate the work using the vocabulary they learned in the class (evaluation & production of arguments), and to link this specific art piece to themes and meaning that have been important throughout history, such as themes of spiritual belief, love, mortality, or identity (genre awareness, evaluating messages). The final paper assignment is included as the sample.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in HON 216G demonstrate critical thinking abilities by analyzing the historical, social and religious contexts of art; applying art-specific vocabulary to discussions on art objects, and the relationship of art to the human experience. Students engage in weekly in person or online group discussions in which they learn to differentiate valid from invalid arguments and to employ evidence to back up their argument. In their research paper students display the ability to ask questions appropriate to the context of their particular artwork choice and gather evidence appropriate to that context and evaluate its quality (evidence acquisition, evidence evaluation, problem setting). In the assignment on censorship students must weigh competing arguments about censorship and decency to complete the assignment (reasoning/conclusion).

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

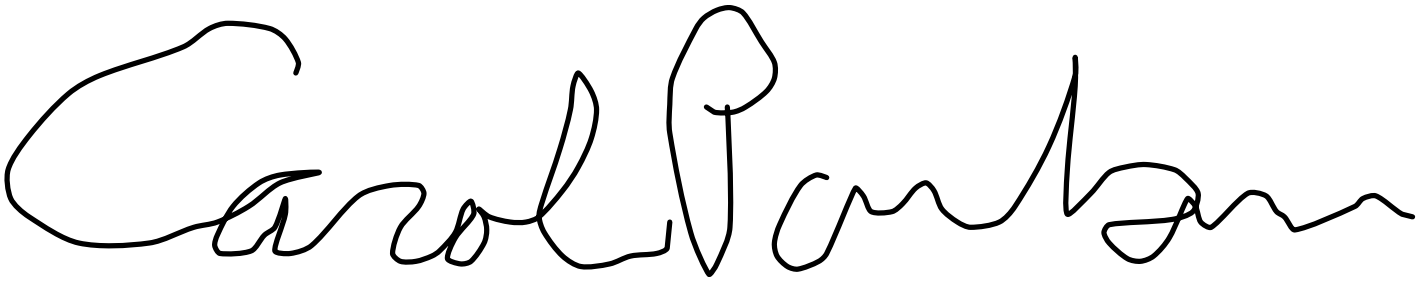
After mastering the vocabulary used by art historians and critics, students use this framework to describe and critique how the specific historical and cultural contexts are reflected in works of art (intercultural reasoning & competence). Students examine common themes such as spirituality, the body, or the life cycle are reflected in art across cultures, and how these themes and principles of design are universal across cultures and eras (ethical reasoning). Weekly course discussions develop analytical ability, but also foster collaboration skills, teamwork, and civil discourse even when dealing with provocative topics such as censorship and art. In their research essay (see the Sample Assignment) they describe a range of cultural concerns that are communicated within the work of art, distinguishing between their own cultural contexts from those of the artists and his/her contemporaries (intercultural reasoning and intercultural competence). In their censorship assignment students make value judgements about what constitutes censorship and free expression and must defend their positions (civic discourse, civic knowledge & engagement, ethical reasoning).

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 5 2019

### Upload Assessment

**Completed** - Aug 5 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HON 216G Sample Assignment Revised

**Filename:** HON_216G_Sample_Assignment_Revised.pdf **Size:** 37.8 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000624

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

### Summary

**ID:** 0000000624

**Status:** Under Review
**Last submitted:** Aug 19 2019 03:05 PM (MDT)

Application Form
**Completed** - Aug 19 2019

# Application Form

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## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course

# Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Criminal Justice |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | C J |
| Number | 101G |
| Title | Introduction to Criminal Justice |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | CJUS |
| Number | 1110 |
| Name | Introduction to Criminal Justice |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes
1. Describe the history, structure and function of the criminal justice system in the United States.
2. Discuss the role of law enforcement, court systems, corrections, and security in maintaining social order.
3. Identify and describe crime causation theories, various measures of crime and their reliability and victimization theories.
4. Relate fundamental principles, concepts and terminology used in criminal justice to current events.
5. Apply basic analytical and critical thinking skills in evaluating criminal justice issues, policies, trends and disparities.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

In this course, students are introduced to historical and contemporary accounts of the criminal justice system and its development and evolution over the history of the United States. Readings include point and counterpoint presentations about various competing views and philosophies that often co-exist within the various criminal justice systems. For example, students learn about how a retributive correctional philosophy competes against a rehabilitative philosophy. Should prisons focus solely on punishment or do they have a responsibility to rehabilitative a population that includes a substantial percentage of individuals who will eventually be released back into society? Students engage in Evaluation and Production of Arguments as well as Strategies for Understanding and Evaluating Messages through in-class or online discussions, weekly readings, position or reflective papers, and by processing academic research and resources to support their point of view. Students in this class get the opportunity to learn from each other as well as from the instructors through small group discussions and think, pair share exercises. They are exposed to real life examples by current and former practitioners (guest experts) who enable students see how theory and practice can (or not) work together.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

By presenting students opportunities to work through the various arguments for or against the death penalty, for example, they are able to practice and sharpen their critical thinking and writing skills. The criminal justice system is such an important part of society as we see how our media (entertainment and other) and politics and other parts of our social lives are touched by the criminal justice system. It is imperative that students practice Evidence Evaluation and Reasoning to better understand how criminal justice policies impact our lives and communities. Having a better understanding of how the system has developed and how it operates can make for a more informed citizen. Students have the opportunity Evaluate Evidence (research) and use Reasoning skills through ‘what if’ scenarios where the decisions they make, influence what happens next as they apply concepts they are learning (Evidence Acquisition). This helps students think critically and realize that their decisions have serious outcomes that lead us to understand what justice seems to be while potentially leading them to question their own sense of justice. Writing assignments are evaluated by looking at how well students Evaluate the Evidence they have acquired and processed to reach their Conclusions in regards to the issue being discussed. Instructors review how well the student explains, analyzes, or applies the concept(s) in question, and how they assessed the evidence used to make their point.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

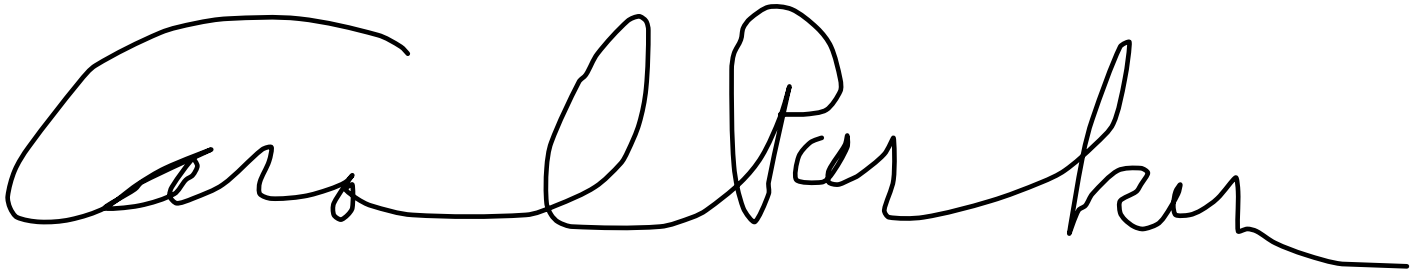
The criminal justice system is of such importance in our lives and almost everyone has some sort of interaction with it. Through short writing assignments students get the opportunity to practice Ethical Reasoning as they digest and process the class material (e.g., readings, short videos, class presentations) to state their position on the various policies discussed in class. A major issue in criminal justice is the concern that some groups in our society are disproportionately represented in one area or another within the criminal justice system. Throughout the semester and through every component of the criminal justice system (policing, courts, and corrections) students are presented with readings on how race/ethnicity, sex, and socioeconomic status impact the experience of practitioners, offenders and victims. Students are encouraged and given the opportunity to think about and discuss how social policies may impact the divergent consequences some members of our society experience. They discuss with each other in small groups (practice Collaboration Skills, Teamwork and Value Systems) and then share with the large class (Civic Discourse and Engagement). They get the opportunity to hear opposing views while practicing Civil Discourse to better understand where those opposite views come from.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 14 2019

### Upload Assessment

**Completed** - Aug 14 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

C J 101G Sample Assessment

**Filename:** C_J_101G_Sample_Assessment_zWi7sMs.pdf **Size:** 93.6 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000527

Sara Vigil - savigil@luna.edu
NM General Education Curriculum

### Summary

**ID:** 0000000527
**Status:** Under Review
**Last submitted:** Jun 20 2019 01:19 PM (MDT)

### Application Form

**Completed** - Jun 20 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | Sierra Fernandez |
| Title | Faculty |
| Phone | 505-454-2526 |
| Email | sfernandez@luna.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Luna Community College |
| Submitting Department | Humanities |

## Chief Academic Officer

| | |
|---|---|
| Name | Sharon Lalla |
| Email | slalla@luna.edu |

## Registrar

| | |
|---|---|
| Name | Henrietta Maestas |
| Email | hmaestas@luna.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | PSYC |
| Number | 1110 |
| Title | Introduction to Psychology |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | NA |
| Number | NA |
| Title (if applicable) | NA |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | PSYC |
| Number | 1110 |
| Name | Introduction to Psychology |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior. 2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology. 3. Explain how information provided in this course can be applied to life in the real world. 4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

**Institution-specific Student Learning Outcomes**

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

na

## C. Narrative

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Multiple methods are utilized to teach and measure communication skills within this course. Students are required to participate with the instructor and one another in informal conversations focused on course content during class sessions with embedded prompts, demonstrations of concepts, and other examples in daily lectures. Additionally, students utilize an online learning system to further discuss important concepts within each chapter with the instructor and one another, applying what they are learning from readings and lectures in a respectful and thoughtful manner. Students create a thread of conversation within this learning platform that fosters student connections outside of the classroom. A term paper is also given in which students are instructed to convey both scholarly information on the relevance and importance of a topic of their choice and elaborate on their own viewpoints and experiences. Peer reviewing is often incorporated in this assignment and students discuss strengths and weaknesses found within each other’s papers and ways in which they may be improved. Both positive and constructive feedback is given to students and time is allowed to discuss recommendations with the instructor and/or tutor in optional conferences. During conferences, students work with the instructor and/or tutor to incorporate all feedback in a finalized paper.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Content exams, weekly discussions, and a term paper are all utilized to foster critical thinking in this course. For example, weekly discussions focus on one chapter a week and a student's comprehension is measured based on their understanding of the content and the reasoning used to convey what they have learned. Students must respond to the instructor and at least one other student to promote knowledge and engagement with a diversity of thoughts and experiences. Discussion prompts range from communicating about findings and/or arguments within the field, ethical dilemmas, to more personal experiences encountered within a variety of cultures and environments. Open ended questions are included in all exams and students are required to support their answers with evidence gained through presented and assigned course content and/or their own experiences. Students are consistently asked to discuss and elaborate on why or why not they may agree or disagree with a statement/theory/method within the field and to further discuss implications. Within the term paper, after compiling relevant evidence and information on a chosen topic, students must make thoughtful conclusions regarding what they have discovered. The emphasis of the paper is on evidence-based research, and in the conclusion students discuss their own reasoning related to the topic and evaluations of the possible discrepancies discovered within their research.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

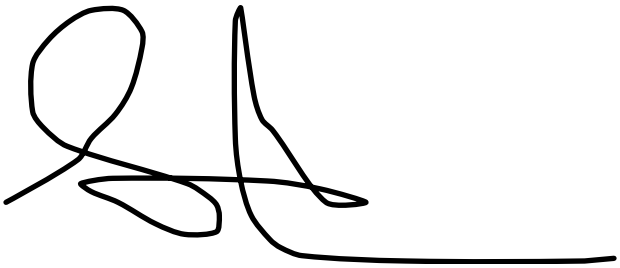
Personal and Social Responsibility are addressed in this course through in-class discussions and lecture, graded discussions with instructor and classmates, exams, and a term paper. For example, within the term paper, students are required to focus on and explain a chosen topic within the field and develop their ideas regarding ways in which they as individuals and society in general are engaged with or affected by the concept. They work with one another and the instructor in the development of their paper to incorporate information potentially outside of their scope. Exam questions are often designed to gauge a student's understanding and assess personal growth and development in their own values as they relate to and impact society at large. Students respond to questions related to consequences, both locally and globally, originating from both an individual's chosen behavior and actions of various social institutions. Discussion allows for a diversity of viewpoints to be evaluated and cultivated. Within class discussions, students are asked to examine the relationship between the content being taught and local groups and cultures, groups or systems in which they may be affiliated with, and organizations that extend globally. When gaps in knowledge present, research articles are often presented to supplement learning.

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

Link to Institution's General Education Assessment Plan

NA

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

May 16 2019

### Upload Assessment

**Completed** - May 16 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

PSYC1110 LCC Assessment

**Filename:** PSYC1110_LCC_Assessment.pdf **Size:** 815.6 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000639

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000639
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:09 PM (MDT)

### Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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# Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 101 |
| Title | Western Civilization |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1150 |
| Name | Western Civilization I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

STUDENT LEARNING OUTCOMES (OBJECTIVES)

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 14

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students pose questions about the goals and purposes of studying the past in the context of specific historical events, as well as questions about historical content (including but not limited to questions about the motivations of historical actors, causative factors, and change across various social dimensions such as religious, cultural, political, economic, etc.) and historical theory (influence of the individual combined with/compared to impersonal trends; history as a rhetorical construct deployed for contemporary purposes, etc.) This skill is also developed through problem reconstruction: students speculate about how a problem was identified by people in the past and how they attempted to solve it. By examining multiple perspectives about how problems were defined, identified, and solved in the past, students gain perspective for critical thinking about problems in the present – and how they relate to problems defined as such (or not) in the past.
Evidence Acquisition: Students practice identifying content from primary and secondary sources that is useful and relevant in developing and constructing possible answers to questions posed.
Evidence Evaluation: Students analyze readings from primary and secondary sources by examining the evidence and reasoning used by authors in composing, and scholars in interpreting, these sources. Students also recognize bias, authorial intention and motivation, antecedent influences, and transmissions/traditions of interpretation. They will also identify the factors that contribute to some information being present in the historical record and other information absent, and why these factors are significant to the study of history. In the case of sources promoting a particular agenda (whether primary or secondary) students will weigh their arguments, analyzing claims made for their validity, reliability, and accuracy.
Reasoning/Conclusion:. Ultimately, students will formulate their own theses and establish support through reasoned argumentation. This is practiced in weekly essays as well as in formal papers.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of*

*personal & social responsibility.*

Ethical reasoning: Students examine the concept of ethos, its introduction, formation, and development in the Archaic and Classical periods, and its foundation in comparing and contrasting varying civilizational and cultural ethe, as well as “ethical systems” across the history of Western Civilization in their historical influence and impact, as well as how they have been utilized for rhetorical, political, and ideological purposes throughout the history of that civilization and its various global counterparts – particularly in interaction. This is accomplished through in-class discussion and analytical reflection papers.
Intercultural Reasoning and Intercultural Competence: Because the ability to identify and recognize a culture is foundation to any intercultural reasoning and intercultural competence, students will initially be guided in developing these concepts organically as necessary tools for describing groups exhibiting distinct ethe and lifeways expressing some base pattern across multiple dimensions, ultimately constellating stratified societies organized according to worldviews. This provides a basis for students to compare, contrast, analyze, and evaluate such civilizations in their development and interactions, centered by course content on the Western civilization and its particular challenges into modernity, along with other cultures and civilizations with which It has interacted. Students will analyze in writing the foundation, causation, course, and consequences of chosen event in the history of Western Civilization in which intercultural interactions played a decisive role, establishing the position that they did so in a well-constructed thesis and defending this thesis with persuasive and logical argumentation supported by primary and secondary source evidence along with reasoned analysis. This essay will also require the application of counterfactual reasoning in order to speculate about and evaluate plausible alternative outcomes wherein intercultural factors differed in their content or relative weight, further establishing their central significance to the outcome in question. As an example to illustrate: interactions between the Islamic civilization and the West remained a conflicted feature of European and Middle-Eastern politics for centuries and continue to be so in the present. A student could select the declaration of the First Crusade by Pope Urban II as an event for analysis, and in the counterfactual section, address the plausibility of the Roman Catholic Church having declared a crusade against Orthodox Christians in the Middle-East in a historical continuity in which the Islamic conquests had never occurred. Such an analysis would require evaluation of claims concerning the relative relevance of the proposed “clash” of cultures/civilizations between “Islam” and the “West” in contrast to various other analyses focusing on economic and/or institutional factors. Other opportunities for honing intercultural reasoning skills during the course will include debates in which students take the roles of historical actors or abstract representations of cultures/civilizations/ethe and endeavor to persuasively articulate their position to their peers in the form of a “jury,” “assembly,” “court,” “Curia,” etc.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***3*** *of the components of digital literacy.*

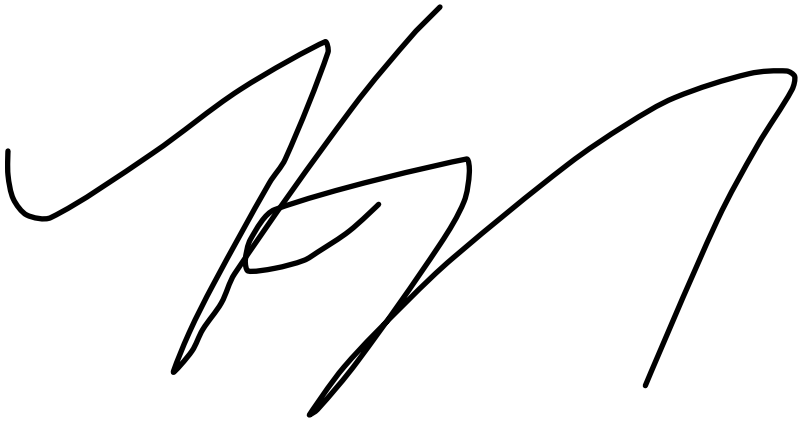
Authority and Value of Information: Students will evaluate and weigh the extent to which various sources can be trusted as well as their relative value in reconstructing the historical record. Concurrently, they also analyze how the weight given to these sources at various times in history has affected not only the historical record, but also historical events – and the competing records of those events. This evaluation and analysis will extend to secondary sources in the present and a consideration of how primary and secondary sources should be selected and how they can be accessed by students and scholars.
Digital Literacy: The previous extends into this area in ensuring that students become conversant with online search skills effective for historical research, the use of research databases, the use of newly available computer research aids such as social mapping, and the best ways to use well-established but often overlooked tools such as Interlibrary Loan.
Research as Inquiry: Having posed research questions, students will practice taking different approaches to answering these research questions and discerning which are most effective in which cases, based on different approaches producing comparable, but slightly different, results with regard to the information accessed. Specific examples range from concrete instances in which variations in search term and/or construction of the research question produce divergent results, to more abstract examples in which consulting primary sources first offers a significantly different experience than an initial review of secondary sources. Students will also compose an annotated bibliography related to one of their papers.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.HIST1150.Assessment.pdf **Size:** 141.2 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000587

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

Summary

**ID:** 0000000587
**Status:** Under Review
**Last submitted:** Jul 9 2019 11:00 AM (MDT)

Application Form

**Completed** - Jul 9 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Ian Williamson |
| Title | AVPAA |
| Phone | 505-454-3342 |
| Email | iwilliamson@nmhu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Highlands University |
| Submitting Department | Visual and Performing Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Roxanne Gonzales |
| Email | rmgonzales@nmhu.edu |

### Registrar

| | |
|---|---|
| Name | Inca Crespin |
| Email | imcrespin@nmhu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | THTR |
| Number | 1110 |
| Title | Introduction to Theatre |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | THTR |
| Number | 1110 |
| Name | Introduction to Theatre |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Define and discuss basic theater terms and concepts.
2. Discuss the fundamental elements of theatre, and the ways in which theatre differs from other art forms.
3. Analyze and critique the elements of a live theatrical production.
4. Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students in Theater 1110 produce Three essay assignments and one presentation assignment designed to teach the production of arguments, especially the rhetoric and writing of arguments in academic discourses. Students also complete short assignments such as course readings attending theatrical presentations, critique journals, and outlining. These short assignments teach students skills for critically reflecting on their own writing processes and for generating, revising, and editing writing, and presentation production. Theatre 1110 includes collaboration in the form of class discussion and group presentation work and group production work. Students learn strategies for practical, written and verbal response to Peer works.

Assessment of information and communication learning includes strategies such as observation and feedback, student conferencing, strategic questioning, and checking for transfer. Final assessment occurs within the context of assignments that include the use of sources, require the use of digital media and require students to demonstrate literacy learning as they compose digital texts. Assessment includes the use of rubrics, holistic grading, contract grading, and other research based methods of grading work.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in Theatre 1110 learn how to analyze and interpret the rhetoric of academic research and writing. The presentations that they produce are inquiry driven and students acquire and evaluate evidence from peer reviewed research as they attempt to reach answers, Solutions, or conclusions to problems or questions. They analyze and evaluate scholarly sources such as peer-reviewed articles, chapters, and books. Students use strategies such as synthesis, response, interpretation, and critique to participate in classes discussions about scholarly texts and arguments, understand academic discourse, right with sources, and the ethics of academic research. Students also use critical thinking strategies such as synthesis, response, interpretation, and critique to reflect on their own writing and writing processes and provide feedback to peer writing.

Assessment of acquired critical thinking levels is primarily formative and include strategies such as observation and immediate feedback, conferencing with students, strategic question, and checking for transfer. Summative assessment occurs within the context of writing assignments that include the use of research sources, require the use of specific digital media such as discussion boards, and or require students to demonstrate critical thinking as they compose digital texts. Final assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research based methods of grading work.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students develop Intercultural Reasoning skills through analysis of various presentations of culturally diverse styles of theatre productions. Students will demonstrate Intercultural Competence through written assignment work and intercultural based group work.
Students will demonstrate awareness of Sustainability and the Natural and Human Worlds through inclusion of research in the written essay, and presentation.
Students will demonstrate Ethical Reasoning, Collaboration Skills, Teamwork and Value Systems, Civic Discourse, Civic Knowledge and Engagement through written assignment work, presentation and intercultural based group work.

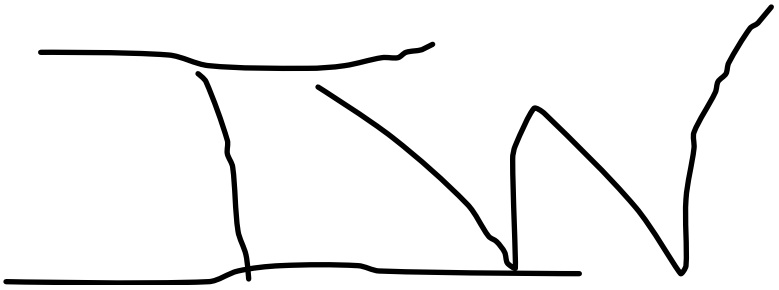
Assessment of personal and Social Responsibility learning is primarily formative and include strategies such as observation and immediate feedback, conferencing with students, strategic question, and checking for transfer. Final assessment occurs within the context of writing assignments that include the use of research sources, require the use of specific digital media such as discussion boards, and or require students to demonstrate literacy learning as they compose digital texts. Final assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research based methods of grading work.

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

Link to Institution's General Education Assessment Plan

http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jul 9 2019

## Upload Assessment

**Completed** - Jul 9 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

THTR 1110 INTRODUCTION TO THEATRE Assessment

**Filename:** THTR_1110_INTRODUCTION_TO_THEATRE_Assessment.pdf **Size:** 617.8 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000543

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000543
**Status:** Under Review
**Last submitted:** Jul 9 2019 03:00 PM (MDT)

## Application Form

**Completed** - Jun 6 2019

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Ian Williamson |
| Title | AVPAA |
| Phone | 505-454-3342 |
| Email | iwilliamson@nmhu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Highlands University |
| Submitting Department | History & Political Science |

### Chief Academic Officer

| | |
|---|---|
| Name | Roxanne Gonzales |
| Email | rmgonzales@nmhu.edu |

### Registrar

| | |
|---|---|
| Name | Inca Crespin |
| Email | imcrespin@nmhu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1120 |
| Title | Unitied States History II |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | HIST |
| Number | 1120 |
| Name | United States History II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

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

**Institution-specific Student Learning Outcomes**

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

NONE.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. Throughout the semester, critical thinking skills will be taught and tested in the following ways: Early in the semester, a general description about how historians go about their work; throughout the semester, explicit examples of historical reasoning described during class lectures, with invitations for students to come to their own opinion on various topics. Also, discussion of examples of historical reasoning is conducted during Study Sessions before each exam; and inclusion of questions on each exam that test the students' ability to reason historically, practice in the analysis/evaluation of primary source documents.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience. These issues will be covered in the following ways: in-class lectures, the professor will routinely connect the past with the present in lectures with mentions of what is going on now in the news and noting the similarities with what happened in the past; as part of lectures and discussions (throughout the semester) the professor will address the issue of historical anachronism and the problems that attend making ethical judgments about the past. Class discussions and out-of-class reviews will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

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

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

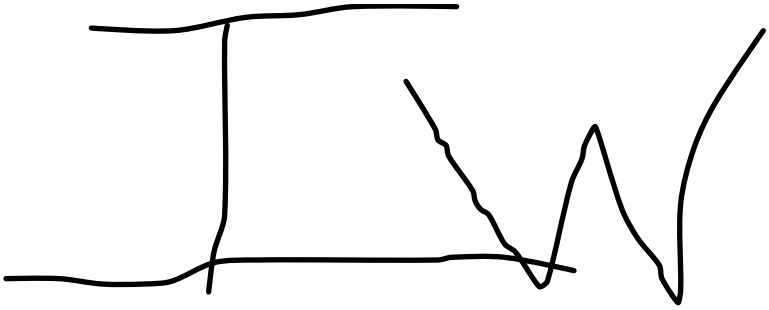
Information literacy is a basic skill for historians: sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lecture will present a kind of case study of "doing history." In the class, students are given assignments in which students are presented with a set of documentary materials and required to assess them on their own. Then, an in-class discussion session, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments. Students may be required to access the university's learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

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

Link to Institution's General Education Assessment Plan

http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Jun 6 2019

## Upload Assessment

**Completed** - Jul 9 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### HIST 1120 US HISTORY II Sample Assessment

**Filename:** HIST_1120_US_HISTORY_II_Sample_Assessment.pdf **Size:** 614.6 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000643

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000643
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:26 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 121/L |
| Title | General Biology |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 121/L |
| Name | General Biology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Upon successful completion of this course, you should be able to:
1. Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions.
2. Explain how chemical and physical principles apply to biological processes at the cellular level.
3. Understand basic concepts of cell biology.
4. Understand that all organisms share properties of life as a consequence of their common ancestry.
5. Understand fundamental processes of molecular biology.
6. Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow.
7. Understand the criteria for species status and the mechanisms by which new species arise.
8. Understand methods for inferring phylogenetic relationships and the basis for biological classification.
9. Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems.
10. Explain the importance of the scientific method for addressing important contemporary biological issues.

LAB:
Upon successful completion of this course, you should be able to:
1. Employ critical thinking skills to judge the validity of information from a scientific perspective.
2. Apply the scientific method to formulate questions and develop testable hypotheses.
3. Analyze information/data and draw conclusions.
4. Operate laboratory equipment correctly and safely to collect relevant and quality data.
5. Utilize mathematical techniques to evaluate and solve scientific problems.
6. Recognize biodiversity in different ecological habitats and communities of organisms.
7. Communicate effectively about scientific ideas and topics.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Whether examining research material or conducting their own research in laboratory experiments, students adhere to the scientific method in constructing a hypothesis susceptible to falsification via experimentation, whether conducted by the student or located by the student in the form of published data. Students also assess the foundation of their hypotheses in previously established principles and conceptions of biology, becoming conversant with basic terminology and perspectives of the discipline. The course also begins with more open-ended discussion questioning the definition of “life” with students participating in recapitulating historical debates through which the field of biology has become a distinct domain of research.
Evidence Acquisition: Students independently locate and review scientific articles pertaining to each major topic of the course, summarizing the research evidence contained in the article and presenting it briefly in classroom discussion. The lab portion of the course is heavily oriented toward direct student engagement with the practice of acquiring evidence as well as favored methodologies for doing so in biology, and each major theoretical principle is demonstrated by students themselves through practical laboratory work.
Evidence Evaluation: Students compare and contrast the results of their lab experiments in order to better identify potential errors and, when discrepancies in result occur, they analyze they process of their experimentation in order to identify the cause. They also compare their own evaluations of scientific articles and the claims made based on experimental evidence presented. Required lab memos include student reflection on and analysis of lab results.
Reasoning/Conclusion: Each lab memo also requires the student to address the experimental application to their hypothesis as well as reflecting on any factors that could have biased the experiment. They also relate their own experimental conclusions to at least one published scientific source, and suggest further experiments which could continue research into this relationship, concluding with the proposition of a new hypothesis which is evaluated based on the soundness of its construction as well as its close relationship to the data recorded and its interpretation.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information: Each lab memo requires the representation of data in visual format, and throughout the course, individual students present lab results that they found to be particularly exemplary or interesting. Students also practice this skill in creating visual representations of significant quantitative biological concepts, including cellular functions, genetic inheritance, mutation, natural selection, and phylogenetic classification.
Analysis of Quantitative Arguments: Students will also synthesize information from research articles on a selected topic into a class presentation that requires this information to be integrated into easily digested visual format to be used as a presentation aid. This presentation will involve their evaluation and discussion of the reasoning and arguments used in the scientific articles, and their own summary conclusion articulating the prevailing scientific conclusions.
Application of Quantitative Models: Exams in this course feature a range of questions and problems requiring quantitative analysis, including essay style questions requiring the application of quantitative models to hypothetical biological problems ranging from the prediction of the inheritance of genetic traits to the classification of unfamiliar species. Other practical applications of models requiring computation could include prediction of lifespan under various conditions, rates of cell division, rates of growth and reproduction, and more.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

Ethical Reasoning: Ethical reasoning is addressed and utilized by students in two significant ways throughout the course. In the lecture portion, the bioethical implications of each research study examined, if any, are discussed by students in brief formal discussions requiring prepared discussion notes that include personal response along with argument and counter-argument. After formulating their own bioethical framework either as an extension of their own ethical system or as a thought-experiment independent of their personal beliefs. They also examine, write about, and discuss the interactions of

bioethics with various worldviews, including traditional Native American worldviews from various tribal perspectives, but also including a spectrum of Western, secular, and other belief structures. Once conversant with the requisite concepts, students are periodically presented with bioethical questions and challenges addressing experimental procedure, the application of experimental evidence, and hypothetical scientific inquiries that tend to be associated with ethical controversy, including: cloning, stem cell research, animal and human experimentation, the creation of artificial life, designer species, genetic engineering and modification, eugenics, CRISPR gene editing, artificial organ growth, bio- and neurohacking, and the potential for “uplifting” nonsentient species. While this is not a bioethics course, and so does not introduce the technical terminology, specialized vocabulary, history, or competing schools of thought in that field, contemporary controversy and personal reflection relate material to students and demonstrate the immediate relevance of scientific research to potentially life-changing (and life-creating!) circumstances. Further, such discussions and debates ensure that students intellectually and interactively examine their preconceptions about conceptions of life and of scientific inquiry, and how these relate to the sometimes multiply-interacting worldviews they already hold, and this is particularly the case in a student body comprised exclusively of students who are of at least partially Native American background and whose worldviews may combine traditional/indigenous, conversionist-religious, and secular-materialist perspectives in complex combinations.

The second context for ethical reasoning focuses on experimental ethics, proper laboratory conduct, the safe and responsible handling of potentially harmful materials, the ethical treatment of living beings or their remains, and courtesy toward colleagues and fellow experimenters. Examination of experimental ethics also connects to the previous area, particularly when cultural value-systems interact with the values inherent in the pursuit of objective scientific inquiry.

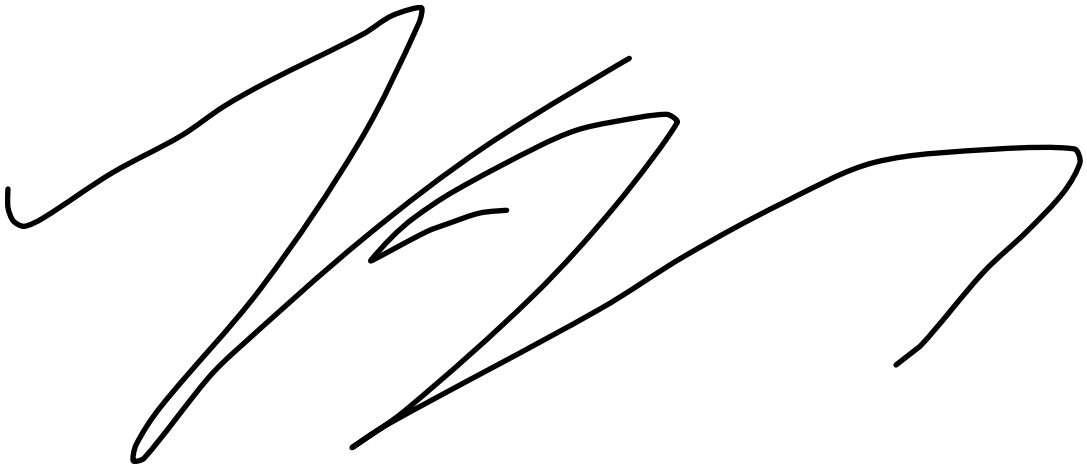
Collaboration Skills, Teamwork, and Value Systems: By engaging in lab experiments, research projects, prepared discussion participation notes, and class presentations that require collaboration or group coordination, students rehearse the collaborative features of contemporary scientific inquiry. This feature of the course ensures that students directly contribute to covering a much greater extent of contemporary scientific literature than would otherwise be possible, and also ensures that this material be discussed, such as in instances wherein various articles are assigned to multiple groups of students, or in cases in which different groups of students select different sub-fields, or sub-classifications of life, etc., to focus on in preparation for class discussion. When students formally discuss bioethics in small groups prior to whole-class formal discussions, this also necessarily engages their personal inquiry into the value-systems that they and their peers hold and that inform (consciously or otherwise) their responses to bioethical questions. Relatedly, these activities, practices, and assignments emphasize the distinct combination of individually verified, repeatable observations with a collected body of knowledge and technological application that is particularly relevant to the development and execution of the “life sciences”.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.BIOL1110.L.Assessment.pdf **Size:** 768.9 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000380

Nancy Castillo - nancy@nmmi.edu
NM General Education Curriculum

Summary

**ID:** 0000000380
**Status:** Under Review
**Last submitted:** Aug 16 2019 09:23 AM (MDT)

Application Form

**Completed** - May 13 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | Nancy Castillo |
| Title | Associate Professor of Mathematics |
| Phone | 575-624-8132 |
| Email | nancy@nmmi.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico Military Institute |
| Submitting Department | Mathematics |

## Chief Academic Officer

| | |
|---|---|
| Name | Douglas Murray |
| Email | DMurray@nmmi.edu |

## Registrar

| | |
|---|---|
| Name | Chris Wright |
| Email | Wright@nmmi.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1013 |
| Title | Intermediate Algebra |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

No

### Will this course only count toward General Education for the AAS degree (at your institution)?

Yes

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1215 |
| Name | Intermediate Algebra |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Students will build on their knowledge of linear and quadratic functions and will begin to build an understanding of absolute value, polynomial, rational, power, radical, exponential and logarithmic functions in the following contexts: 1.Demonstrate appropriate use of basic function language and notation. 2.Convert between equivalent forms of algebraic expressions. 3.Solve single-variable equations of the types listed above. 4.Interpret and communicate algebraic solutions graphically and numerically. 5.Demonstrate contextual problem-solving skills that include setting up and solving problems, and interpreting solutions in context. 6.Apply appropriate problem solving methods from among algebraic, graphical, and numerical.

**Institution-specific Student Learning Outcomes**

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

1. Demonstrate mathematical knowledge and skills beyond fundamental arithmetic. 2. Demonstrate mathematical models to solve problems in a variety of contexts. 3. Employ current technology for learning, problem solving, and preparation or assignments. 4. Exhibit the learning skills necessary to succeed in mathematics.

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

A prominent example of organizing numerical information is graphing. Genre and medium awareness will be assessed by having students will show that there may be an infinite number of solutions to a question, and that one way to communicate the solution is to graph on a number line or a coordinate plane, depending on the type of problem. They will also be expected to interpret and apply these graphs and answer a variety of real world questions based on the information there in. Students will be well versed in communicating the results in real world application problems in the correct, effective way. For example, students will be expected to communicate their results of a geometric problem with the proper units of measure attached, thereby creating a habit of proper communication in a real world setting, like a job.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Every word problem a student encounters in this course will involve critical thinking. Each time they are presented with a word problem, they will have to read for understanding in order to make sure that they know what it is that they are looking for. They will then have to come up with a plan or equation, from among many that may be available. After applying that technique, they will test whether their solution is a valid one or not. They must then state the solution to the original question. This is a skill that will be developed throughout the course, as the word problems will get increasingly more difficult. Special consideration will be paid to the process of setting up an equation in order to solve word problems, as students often struggle with organizing the information given into something usable. This will be achieved through practice. Throughout the semester, the students will also be presented with scenarios in which a word problem has already been solved. They must decide if it has been set up and solved correctly, and if not, they must find the mistake and explain what should have been done instead.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of quantitative reasoning.*

In terms of analyzing quantitative arguments, a majority of learning time in Intermediate Algebra is spent using arithmetic in order to solve for unknown quantities. Students become well practiced in solving quadratic equations, systems of equations, radical equations, absolute value equations, and inequalities. In regards to communication, students learn to communicate their answers accurately and efficiently by using mathematical equations in order to solve. Specifically, the use of equations to solve word problems. The students use the quantitative methods learned to solve equations and apply them to systems of linear equations. Student then apply these quantitative reasoning skills to solve real world application problems such as geometric structures, profits and revenue, and mixture combinations.

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

Link to Institution's General Education Assessment Plan

https://www.nmmi.edu/academics/institutional-research/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

**Date**

May 13 2019

## Upload Assessment

**Completed** - May 13 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### Chapter 4 Exam

**Filename:** Chapter_4__Exam.pdf **Size:** 1.1 MB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000664

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000664
**Status:** Under Review
**Last submitted:** Aug 19 2019 10:30 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

### Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

### Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 145 |
| Title | Introduction to Statistics |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1350 |
| Name | Introduction to Statistics |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the general concepts of statistics.
a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
b. Use statistical vocabulary appropriately.
c. Distinguish between descriptive and inferential statistics.
d. Distinguish between qualitative and quantitative data.
e. Distinguish between populations and samples, and parameters and statistics.
f. Give examples of independent and dependent variables.
2. Presentation and description of data.
a. Present data graphically using histograms, frequency curves and other statistical graphs.
b. Interpret graphs of data, including histograms and shapes of distributions.
3. Summarize data using measures of central tendency and variation.
a. Calculate and interpret the mean, median, and mode to describe data.
b. Calculate and interpret range, variance, and standard deviation to describe data.
4. Present the concepts of probability.
a. Interpret basic probabilities.
b. Calculate probabilities using compound probability rules and the binomial distribution.
c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
d. Determine if the binomial distribution can be approximated with the normal distribution.
e. Describe the relationship between the sampling distribution and the population distribution.
f. Use the central limit theorem to approximate the probability distribution and calculate probabilities.
5. Compute point and interval estimates.
a. Determine the confidence interval for a parameter.
b. Interpret the confidence level and margin of error.
c. Determine whether a statistical technique is appropriate under stated conditions.
6. Perform hypothesis tests.
a. Determine whether a statistical test is appropriate under stated conditions.
b. Identify null and alternative hypothesis.
c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant.
d. State the conclusion of a hypothesis test.

e. Interpret a p-value as compared to a significance level.

f. Explain why a test can lead us to reject a null hypothesis, not accept one.

g. Distinguish between Type I and Type II errors.

7. Analyze data using regression and correlation.

a. Explain the difference between correlation and causation.

b. Construct and interpret scatter plots.

c. Calculate and interpret the linear correlation coefficient.

d. Determine and use the equation of a least-squares regression line
between two variables to make predictions.

e. Interpret the meaning of the coefficient of determination.

8. Optional topics.

a. Inter-quartile range, box-plots, stem-and-leaf plots.

b. Combinations and permutations.

c. The Poisson distribution.

d. Statistical power.

e. Chi-square.

f. Analysis of variance.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies
SIPI has identified four general
educations
core
competencies
in which all students are expected to acquire knowledge
and skill during their
SIPI
educational experience.
The compet
encies are in SIPI’s basic mission statement and represent
the
most deeply held values of the C

ollege. The competencies help ensure that our graduates will be informed and
committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and
communities.
The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32
-38 credit hours for the Associate of Science and Associate of Arts
programs.
The SIPI general education core competencies are:

- Communication:
Students will be able to effectively communicate ideas to other
s in correct ways.
- Interpersonal Skills/Teamwork:
Students will demonstrate individual and interpersonal skills to wor
k with
others professionally on a community and global level.
- Cultural Legacy:
Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking:
Students will be able to analyze, synthesize, and interpret verbal information and
quantitative data by using critical thinking skills.

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: Students practice communicating quantitative statistical information through a variety of media (oral, written, graphical) throughout the course, for rhetorical purposes ranging from information to persuasion. They will particularly be assessed on their ability to communicate with both intentions in layman's terms without resort to statistical jargon, but retaining equivalent accuracy.
Strategies for Understanding and Evaluating Messages: Students presented with claims about the significance of statistics in a variety of media (written, digital, film) and for a range of purposes (information, advertisement, political persuasion, academic or scholarly support, scientific reasoning) will practice accessing not only the accuracy of the statistics and the legitimacy of the interpretation, but also the intentionality and technique of statistical misdirection and misrepresentation. They will also practice the use of those techniques themselves in writing, oral presentation, and the creation of visual aids, in order to become personally familiar with common misuses of statistics.
Evaluation and Production of Arguments: Students will be given data sets and statistical findings themselves and required to interpret them in specific contexts and for specific purposes; they will also be given examples of the use of statistics to support positions that may be faulty. The particular focus of these exercises is distinguishing whether the statistics are themselves either inaccurate or improperly collected, being used in a biased way, being used accurately to support a specious argument, being used speciously to support an otherwise good argument, and being used speciously to support a fallacious argument. Students will identify and categorize a range of statistical misuses and abuses for rhetorical purposes.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students propose their own statistics research project, in which they will pose a hypothesis (alternative and null) that would be subject to falsification by statistical findings, and then research to locate those findings in previous scientific publications, or if possible collect statistics themselves. Students also practice the use of multiple categories of hypothesis test of a variety of data sets, developing the skill and experience necessary to know which to utilize for what purpose.
Evidence Acquisition: This research project requires either independent review of the relevant scientific literature to find published statistics or the proposal of an experiment or data collection that the student can do by themselves. One option would be for a student who is enrolled in a science lab course of some kind to gain permission to use the laboratory to acquire statistics for this project, but inventive students will be able to design many methods of statistical collection unrelated to laboratory experimentation, including survey and direct observation.
Evidence Evaluation: If students are attempting to acquire statistics from secondary sources, they will need to weigh these likely conflicting sources against each other in order ascertain which is most reliable and trustworthy. Students will practice methods of doing this in the course, becoming familiar with potential problems in data collection that can bias the sample, prevent it from being truly random, etc. They will also understand the principle of statistical significance and apply it to statistical claims.
Reasoning/Conclusion: Students will conclude the research project by explaining what the statistics reveal about the hypothesis, as well as their reason for interpreting them as they do. They will present these statistics in multiple graphical forms, submit a written report, and also present orally to the class. Extra credit will be available for particularly creative or ingenious means of modeling the data for the audience of peers. Further, on examinations and quantitatively focused activities, students will almost always be required to explain their reasoning using both lay and statistical terms.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

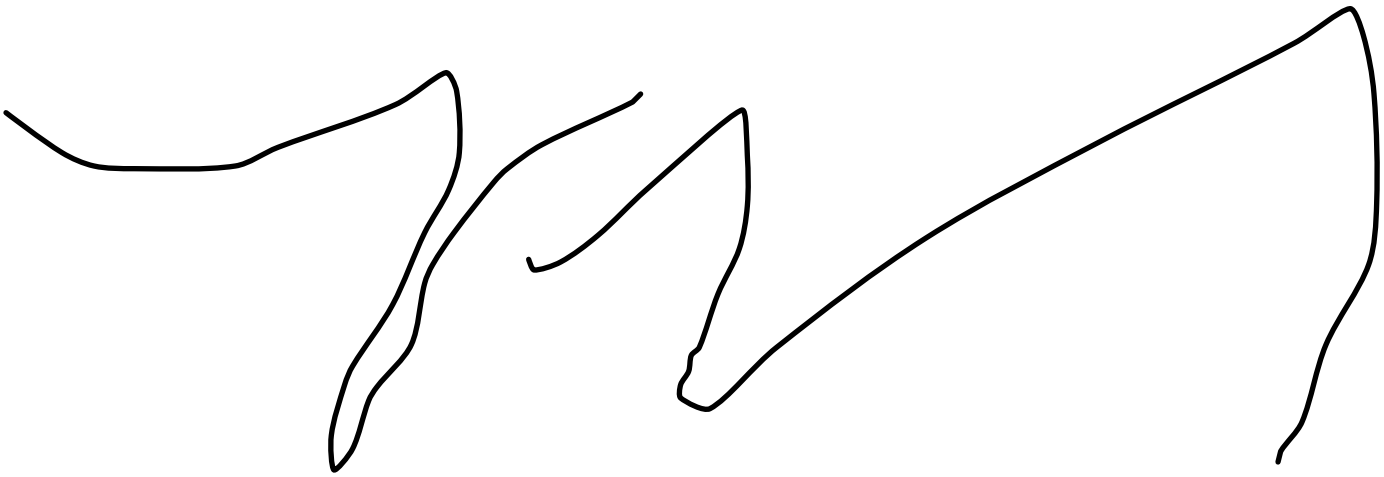
Communication/Representation of Quantitative Information: Students will practice representing statistical data and probabilities in such specific modes as, but not limited to: frequency tables, a histogram, boxplot, frequency polygon, dot plot, stem-and-leaf plot, Pareto chart and scatterplot They will also identify and represent the likelihood ratio of various probabilities.
Analysis of Quantitative Arguments: Students will practice recognizing Type I and Type II errors, explaining the difference and also the potential causes of these errors.
Application of Quantitative Models: Students will compute the mean, median, mode, and standard deviation using a set of data. Students also need to construct the frequency and relative frequency distribution, as well as identifying confidence intervals. They will practice calculating normal curves and familiarize themselves with interpretation of their shift and factors that can contribute to it, as well as calculating coefficients. Ultimately, they will determine which forms and methods of statistical analysis to apply to the statistics collected for their research project, and then perform whatever calculations are necessary to accurately interpret and properly present the data and their conclusions.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

### Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.MATH1350.Assessment.pdf **Size:** 259.9 kB

### Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000633

Raymond Walker - raymond.walker@clovis.edu
NM General Education Curriculum

### Summary

**ID:** 0000000633
**Status:** Under Review
**Last submitted:** Aug 18 2019 05:25 PM (MDT)

### Application Form

**Completed** - Aug 18 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

# Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

## Contact Information

| | |
|---|---|
| Name | Raymond Walker |
| Title | Division Chair |
| Phone | 575-769-4957 |
| Email | raymond.walker@clovis.edu |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | ART |

## Chief Academic Officer

| | |
|---|---|
| Name | Robin Jones |
| Email | robin.jones@clovis.edu |

## Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | stephensonm@clovis.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | ART |
| Number | 262 |
| Title | Art History II |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 2120 |
| Name | History of Art II |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Over the semester, students develop mastery of the terminology and technical language used by professional artists to communicate information and interpretations of art and architecture from the fourteenth century to the modern era. Students participate in multiple graded discussions in which they must conduct research then form and communicate conclusions in response to question prompts given by instructor on topics related to the political and cultural contexts of selected works of art covered in each textbook chapter. Students develop a better understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms by conducting research, forming conclusions, and defending their conclusions with their peers and the instructor. Students must research and analyze art from several cultures and periods in order to be able to compare and contrast a wide variety of art forms, for example, examining and discussing differences and similarities in the role of art in the French Revolution compared to the role of art in the politics of today.

At the end of the semester, students must demonstrate their ability to apply the terms, methodologies and concepts learned throughout the course in a comprehensive written analysis (minimum 1600 words using appropriate terminology) of a specific work chosen from any major culture. Students must research and communicate artist information, media, size, scale, context and concept, analyze the elements of design used, and defend their conclusions.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Throughout the semester, a variety of student activities are used to develop the critical thinking skills of each student. Every chapter has a graded discussion which requires the student to identify or develop a unique perspective they wish to explore, conduct research by acquiring supporting and contradicting evidence, evaluating those sources for academic credibility, then developing and defending a conclusion based on their research and understanding of the materials. This information is shared in graded discussions where students must explain and defend their own writings and conclusions, as well as read, comprehend, and ask other students to clarify their own findings and conclusions. The back-and-forth written conversations sharpen each student's ability to analyze a problem or statement, to find flaws in logic, identify weak support or incorrect conclusions, examine an issue from multiple perspectives, and reach a well-supported conclusion.

This methodology is applied by students as they identify major works and discuss the context from which they were created, as well as basic information on each artist and physical properties of selected works. In the graded discussions and final research paper, students must be able to articulate and support conclusions regarding the relationship of artwork to political, social, spiritual, intellectual, and cultural movements; how our perceptions of the past are influenced through visual interpretation of artwork from each period; how the purposes of art have evolved through the centuries; and how art has shifted emphasis and meaning over the centuries.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students are exposed to and research information concerning the tremendous variety of artistic expression regarding cultural and period concepts such as marriage, work, and play as well as the ethical perspectives of multiple societies as expressed through art. Students conduct research and participate in extended discussions regarding the details in specified works of art such as religious and cultural symbols, dress, posture, household decorations and furnishings, common work and household activities, types of housing, business and market exchanges and transactions, and so forth. Students explore ideas and concepts about human interactions as expressed in art over the ages regarding activities and beliefs such as religion, work, family, royalty, democracy, cruelty, kindness, entertainment, and so forth that have changed over time and those that have remained fairly constant throughout various periods. Students are given representations of academically recognized art work from various periods and then required to note and explain the meanings and backgrounds of the historical and cultural differences with symbols from other periods. These cultural- and period-diverse concepts and ideas permeate the variety of selected works of art that are evaluated by students in the written reports and online discussion assignments that are spread out over the entire semester.

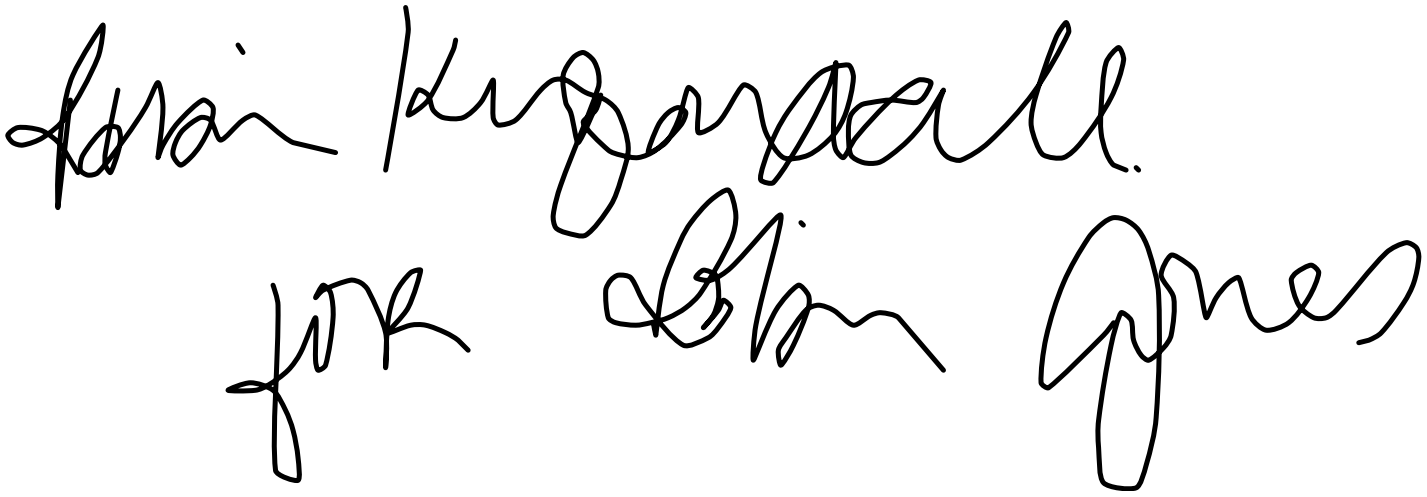
Students develop and practice collaboration skills as they research and discuss diverse global and civic influences, social values, and events influencing art during each prominent period. Although each student must start their research alone, the resultant conversations allow others to point out differing perspectives, add new sources of credible information, or ask questions that allow all of the students to explore more fully an interesting aspect of the topic they may have discovered during their research. Students explore critical geographical and social events and how the art from the period affected culture either in a positive or negative way; compare and contrast the importance of art in the past and offer a personal position on how it influences our thinking about art today; and debate how Western art evolved based on influences of a period, i.e., what was accepted, copied, and adapted and what was ignored.

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

Link to Institution's General Education Assessment Plan

http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 18 2019

### Upload Assessment

**Completed** - Aug 18 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH 2120 - Syllabus

**Filename:** ARTH_2120_-_Syllabus.pdf **Size:** 209.2 kB

### Upload Rubric

**Completed** - Aug 18 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH 2120 - Assignment and Rubric

**Filename:** ARTH_2120_-_Assignment_and_Rubric.pdf **Size:** 164.9 kB

# Application: 0000000652

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

## Summary

**ID:** 0000000652
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:59 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

### Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | SOSC |
| Number | 101 |
| Title | Introduction to Sociology |
| Number of credits | 3 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | SOCI |
| Number | 1110 |
| Name | Introduction to Sociology |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Genre and Medium Awareness, Application, and Versatility: At the conclusion of the course, students will present their research projects, which have utilized online demographic survey, in multi-media presentations including visual aids created for accessible representation of the data collected
Strategies for Understanding and Evaluating Messages: Each week, students will review and discuss sociological research articles in addition to the primary textbook chapters. They will identify the key argument in each text along with the evidence used to support it, as well as identifying any counter-arguments used in the text to refute contrary interpretations of the research, and specific readings will be selected to highlight this when sociological controversies are examined. Students will also classify these articles based on the sociological models and/or theories utilized, and in response essays, they will examine the interpretations of the research data from the perspective of other models in order to practice discerning biases originating from imposition of theoretical models
Evaluation and Production of Arguments: Students will complete a research paper as well as a research review. Both of these will entail the examination of the sources used to support arguments: the research review focuses on a particular sociological topic, surveying major sources for prevailing and/or competing models and theories, evaluating the objectivity of these sources as well as their relevance and applicability to contemporary research; in the research paper (in APA style), students support a thesis claim with supporting sources and data that they can establish and defend through rational argumentation as authoritative and valid. Further, this paper will include an annotated bibliography that evaluates the validity, credibility, and reliability of each source.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students pose a question framed in the disciplinary conventions of academic sociology as the focus of their research paper, for which they propose a thesis for support through rational argumentation. Similarly, they pose a hypothesis for their demographic research project, designing an online survey to be distributed and collected as practice in sociological research. Skills in problem identification and question design will be vital to students in conceiving and constructing such a survey in accordance with contemporary sociological research methods.
Evidence Acquisition: In addition to reviewing research data from published sources for use in their own research papers, students will also acquire their own evidence through the design and distribution of demographic surveys. Students will need to collect, organize, and interpret their data.
Evidence Evaluation: Student research papers are expected to critically analyze research cited in support of their own arguments or in demonstration of theories and models. Further, in-class activities involve the presentation of such data unframed by theoretical commentary and accompanying model for the students to practice interpretation of data prior to filtering it through theoretical constructs.
Reasoning/Conclusion: Every argument made in the research project and paper, and in weekly reviews and responses, is expected to be supportable through rational analysis and logical justification, not only citation of credible authorities. Students are expected to explicitly identify the agenda of any source or authority that exhibits bias or ideological motivation, and students are provided with sources that exhibit this feature in order to compare and contrast them for sources aiming at academic neutrality.
In class participation, during regular discussions, students are also asked to apply sociological reasoning to a variety of historical and contemporary social problems relevant to the themes of each week, presenting their own suggestions for resolution and supporting these proposals with reasoned justification.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

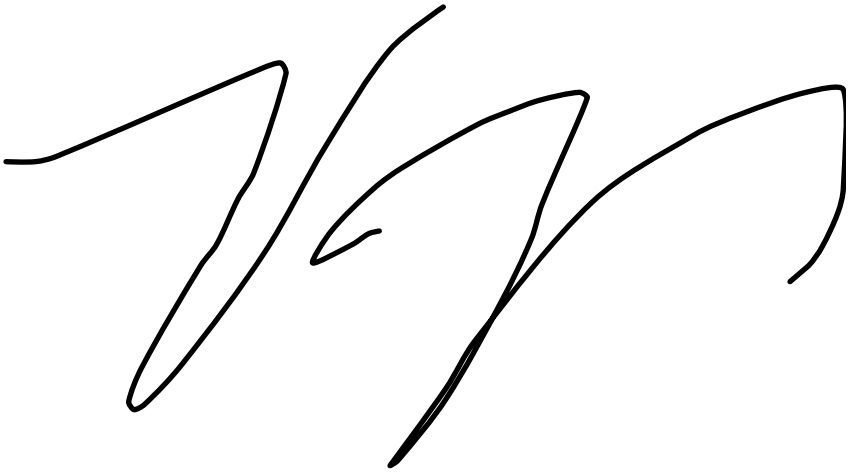
Ethical Reasoning: Students will adhere to ethical considerations and guidelines in their own research as recommended by the American Sociological Association, and they will also examine the underlying premises of these guidelines, as well as their validity and the basis of their validity, through class discussion. Further, students will participate in multiple structured debates during the course, in which the validity of ideologically oriented academic research will be examined from multiple perspectives; these debates will be particularly relevant when course content addresses contemporary social and sociological issues and controversies; theoretical constructs frequently deployed for ideological purposes such as “intersectionality” will be the foci of specific “conceptual analyses” involving both discussion and debate. Other debates will focus on opposing solutions, each justified by sociological research, to prominent social problems. Students will practice arguing from both positions and using both interpretations of research, reinforcing and deepening their awareness of the ways in which academic research can be used to justify multiple conflicting agendas, and requiring them to utilize their own analytical and persuasive skills in order to formulate arguments and counterarguments based on reason.
Civic discourse, civil knowledge and engagement – local and global:
In addition to the weekly review of research articles, students will also each week identify media claims about social issues that sociologists study academically. They will critique these media claims based on their understanding of sociological models and theories, evaluating the media claims for accuracy and objectivity, and examining them for the presence of ideological or opportunistic biases.
Finally, students compile a Reflection Journal throughout the course, in which they address their own experiences of, perspectives on, and influence by, the various societal factors examined in the course. At the conclusion of the course, their Final Reflection combines material from all previous assignments, including the Reflection Journal, to analyze and evaluate, in detail, the impact of one chosen societal factor from the individual level to the national, proceeding in stages from the particular to the general. At each stage, students will examine the factor through the perspectives of three different sociological models and theories, referencing scholarly sources and articles read during the course where appropriate; the conclusion of the paper is speculative, and asks students to propose at least three hypothetical future scenarios in which socio-cultural perspectives concerning this factor change sufficiently in order to significant influence each societal level, and then consider how these changes would (if at all) directly impact themselves and their communities.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.SOCI1110.Assessment.pdf **Size:** 435.3 kB

Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

## Application: 0000000632

Raymond Walker - raymond.walker@clovis.edu
NM General Education Curriculum

Summary

**ID:** 0000000632
**Status:** Under Review
**Last submitted:** Aug 18 2019 02:04 PM (MDT)

Application Form

**Completed** - Aug 18 2019

# Application Form

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## Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | Raymond Walker |
| Title | Division Chair |
| Phone | 575-769-4957 |
| Email | raymond.walker@clovis.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | Clovis Community College |
| Submitting Department | ART |

### Chief Academic Officer

| | |
|---|---|
| Name | Robin Jones |
| Email | robin.jones@clovis.edu |

### Registrar

| | |
|---|---|
| Name | Marlee Stephenson |
| Email | stephensonm@clovis.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ART |
| Number | 261 |
| Title | Art History I |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ARTH |
| Number | 2110 |
| Name | History of Art I |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Over the semester, students develop mastery of the terminology and technical language used by professional artists to communicate information and interpretations of art and architecture from pre-historic cultures through the end of the fourteenth century. Students participate in multiple graded discussions in which they must conduct research then form and communicate conclusions in response to question prompts given by instructor on topics related to the political and cultural contexts of selected works of art covered in each textbook chapter. Students develop a better understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms by conducting research, forming conclusions, and defending their conclusions with their peers and the instructor. Students must research and analyze art from several early civilizations in order to be able to compare and contrast art from different periods, for example by examining and discussing differences and similarities in artwork from the classical Greek civilization to religious art of the Middle Ages.

At the end of the semester, students must demonstrate their ability to apply the terms, methodologies and concepts learned throughout the course in a comprehensive written analysis (minimum 1600 words using appropriate terminology) of a specific work chosen from any major culture. Students must research and communicate artist information, media, size, scale, context and concept, analyze the elements of design used, and defend their conclusions.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Throughout the semester, a variety of student activities are used to develop the critical thinking skills of each student. Every chapter has a graded discussion which requires the student to identify or form a unique perspective they wish to explore, conduct research by acquiring and evaluating sources for academic credibility, then developing and defending a conclusion based on their research and understanding of the materials. This information is shared in graded discussions where students must explain and defend their own writings and conclusions, as well as read, comprehend, and ask other students to clarify their own findings and conclusions. The back-and-forth written conversations sharpen each student's ability to analyze a problem or statement, to find flaws in logic or identify weak support or incorrect conclusions, examine an issue from multiple perspectives, and reach a well-supported conclusion.

This methodology is applied by students as they identify major works and discuss the context from which they were created, as well as basic information on each artist and physical properties of selected works. In the graded discussions and final research paper, students must be able to articulate and support conclusions regarding the relationship of artwork to political, social, spiritual, intellectual, and cultural movements; how our perceptions of the past are influenced through visual interpretation of artwork from each period; how the purposes of art have evolved through the centuries; and how art has shifted over the centuries from a culturally spiritual meaning to a modern individual interpretation.

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students are exposed to and research information concerning the tremendous variety of artistic expression regarding cultural and period concepts such as marriage, work, and play as well as the ethical perspectives of multiple societies as expressed through art. Students conduct research and participate in extended online discussions regarding the details in specified works of art such as religious and cultural symbols, dress, posture, household decorations and furnishings, common work and household activities, types of housing, business and market exchanges and transactions, and so forth. Students explore ideas and concepts about human interactions as expressed in art over the ages regarding activities and beliefs such as religion, work, family, royalty, democracy, cruelty, kindness, entertainment, and so forth that have changed over time and those that have remained fairly constant when compared to modern conceptions. Students are given representations of academically recognized iconography from various periods and then required to note and explain the meanings and backgrounds of the historical and cultural differences with contemporary symbols. These cultural- and period-diverse concepts and ideas permeate the variety of selected works of art that are evaluated by students in the written reports and online discussion assignments that are spread out over the entire semester.

Students develop and practice collaboration skills as they research and discuss diverse global and civic influences, social values and events influencing art during each prominent period. Although each student must start their research alone, the conversations allow others to point out differing perspectives, new sources of credible information, or questions that allow all of the students to explore more fully an interesting aspect of the topic they discovered during their research. Students explore critical geographical and social events and how the art from the period affected culture either in a positive or negative way; compare and contrast the importance of art in the past and offer a personal position on how it influences our thinking about art today; and debate how Western art evolved based on influences of a period, i.e., what was accepted, copied and evolved and what was ignored.

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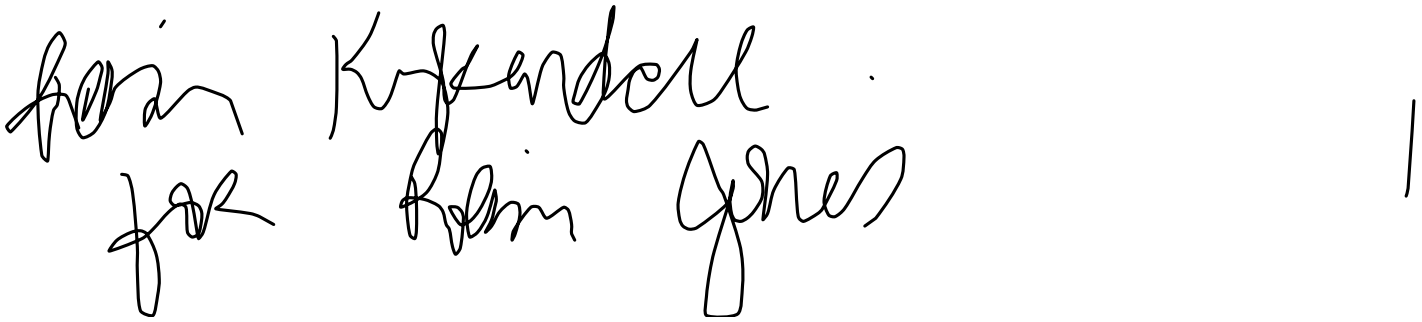
http://www.clovis.edu/consumerinfo/assessment.aspx

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 18 2019

### Upload Assessment

**Completed** - Aug 18 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH 2110 - Syllabus

**Filename:** ARTH_2110_-_Syllabus.pdf **Size:** 163.4 kB

### Upload Rubric

**Completed** - Aug 18 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ARTH 2110 - Assignment and Rubric

**Filename:** ARTH_2110_-_Assignment_and_Rubric.pdf **Size:** 164.8 kB

## Application: 0000000611

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

Summary

**ID:** 0000000611
**Status:** Under Review
**Last submitted:** Aug 19 2019 02:01 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

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7. Other: 3 Essential Skills chosen by the institution

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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Mathematical Sciences |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

## Institutional Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 192G and 192GH |
| Title | Calculus and Analytic Geometry II and Calculus and Analytic Geometry II Honors |
| Number of credits | 4 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | MATH |
| Number | 1521 |
| Name | Calculus and Analytic Geometry II |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes

1. Recognize the interplay between Riemann sums and definite integrals
2. Use the Fundamental Theorem of Calculus to compute definite and indefinite integrals
3. Demonstrate an understand of the relationship between the derivative and the definite integral
4. Evaluate integrals numerically using standard rules (midpoint, trapezoid, Simpson's)
5. Evaluate integrals analytically using standard methods (substitution, integration by parts, trigonometric substitution and identities, inverse functions and partial fractions
6. Use integration to solve problems in geometry, physics, science, engineering and other fields
7. Use appropriate methods such as L'Hopital's Rule to evaluate improper integrals
8. Approximate functions using Taylor polynomials
9. Apply standard tests to determine convergence or divergence of sequences and series
10. Find a power series representation for a function and determine where it converges
11. Identify and evaluate first order differential equations

**Institution-specific Student Learning Outcomes**

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

None

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Note: MATH 192GH is an honors version of MATH 192G. Instruction in these two courses is not differentiated with respect to general education essential skills.

In this course, students' mathematical vocabulary is expanded to include the language of integral calculus, at the same time making connections to the ideas of differential calculus. A mathematical object is presented in a particular genre: a graph, a mathematical expression, or a description of a physical system, and students work with both their old and new vocabularies to gain an understanding of that object. In particular, the relationship between the derivative and the definite integral is an important one. Problem 1 provides an example. Students are given the graph of a function (the derivative) and are asked to consider the function A(x) obtained as its definite integral from zero to x. In addition to understanding the integral as an area, the student must draw upon the vocabulary of differential calculus (increasing/decreasing, concavity), and understand the interplay between all of these notions in order to determine the graphical nature of A(x).

For applied problems, students must understand the problem statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. Problem 2 provides an example in which students are asked to solve two related application problems and then compare the two answers to understand why they are the same.

Sequences and series are also new constructs in this course, and students work to connect rather complicated mathematical expressions with new terms like convergent and divergent. In Problem 5 students are given several series and must evaluate and understand the behavior of those series to determine whether they converge or diverge. Appropriately chosen and applied tests for convergence are part of the argument they must produce.

Many opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and weekly labs. In the latter, students work in pairs, and so have an opportunity to communicate their strategies for solving complex problems, evaluate the input of their peers, and produce arguments to support their solutions. These skills will be assessed throughout the course as the students' mathematical vocabulary is expanded, on homework, quizzes, and exams. In all such work, students are required to provide detailed solutions using proper notation.

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In an applied problem, students must gather information from the description of the problem in order to identify the quantity to be determined as well as a technique to find it. They will then assign variables, determine a relationship between those variables, and solve the problem. Once a solution is obtained, they must then reinterpret it in terms of the original application. Problem 2 is a particularly nice example of two problems that are related to one another. Students must convert the two problems into a mathematical context, acquire solutions, evaluate those solutions in the context of the original application, and reason as to why they are the same.
Once a student has learned the various tests for convergence and divergence of a series, this knowledge is used to hone critical thinking skills. Problem 5 provides an instance of a related homework problem. Students are given several series and asked to choose from among five possible tests to determine the convergence of each. They must acquire data (evidence) regarding the behavior of each series, evaluate each test to determine its applicability, and then verify the behavior of the series using the chosen test. Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and weekly labs. The labs are a particularly important part of the process since students work in groups, and so have the opportunity to evaluate the input of their partners at all points in the solution of complex problems. They will be assessed on quizzes, midterms, and the comprehensive final exam.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

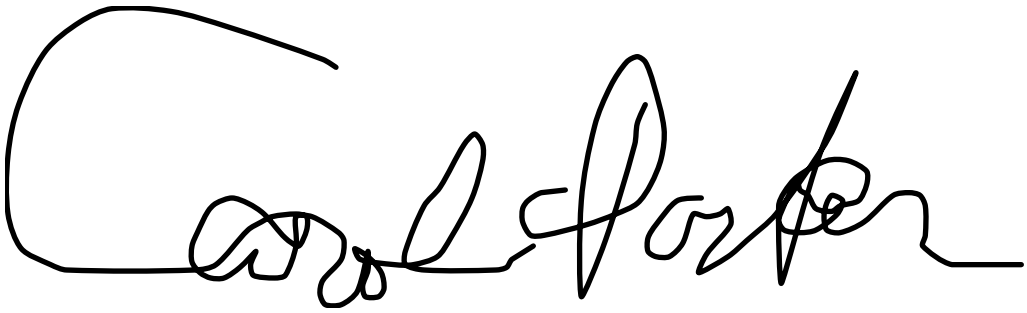
Students are given quantitative information in the context of an applied problem and must use this information to find a solution. Here they must interpret the question mathematically, find a relationship between the problem variables, and set up a corresponding computation. The feasibility of the answer can be assessed in a variety of ways depending on the problem context. Problems 3-4 provide examples of such problems; students must use an integration technique to find the volume of a cone. This is a geometry application, and the answer can be analyzed/verified using a known formula. The science application in Problem 4 builds on the experience of Problem3; students are asked to calculate the work required to pump water from a cone-shaped tank.
Opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and weekly labs. The labs are a particularly important since students work in groups to solve complex problems, and so have the opportunity to formulate and defend their own quantitative arguments as well as analyze those of their partners in the solution of complex problems. They will be assessed on quizzes, midterms, and the comprehensive final exam.

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 5 2019

## Upload Assessment

**Completed** - Aug 5 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### MATH 192G 192GH Sample Assessment

**Filename:** MATH_192G_192GH_Sample_Assessment.pdf **Size:** 89.2 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000646

George Sieg - GeorgeJSieg@gmail.com
NM General Education Curriculum

### Summary

**ID:** 0000000646
**Status:** Under Review
**Last submitted:** Aug 19 2019 06:35 PM (MDT)

## Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

# Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

# Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | George Sieg |
| Title | Instructor |
| Phone | 5054402105 |
| Email | georgejsieg@gmail.com |

## Submitting Institution

| | |
|---|---|
| Name of HEI | Southwestern Indian Polytechnic Institute |
| Submitting Department | Business and Liberal Arts |

## Chief Academic Officer

| | |
|---|---|
| Name | Val Montoya |
| Email | valerie.montoya@bie.edu |

## Registrar

| | |
|---|---|
| Name | Joe Carpio |
| Email | joseph.carpio@bie.edu |

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

No

## Institutional Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 123 |
| Title | Biology for Health Science |
| Number of credits | 3/1 |

## Was this course previously part of the New Mexico General Education curriculum?

Yes

## Will this course only count toward General Education for the AAS degree (at your institution)?

No

## Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

## New Mexico Common Course Information

| | |
|---|---|
| Prefix | BIOL |
| Number | 1140 |
| Name | Biology for Health Sciences |

## A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

## B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

1. Explain the central ideas and process of biology, including the organization of life, evolution, selection and adaptation, and application of the scientific method.
2. Explain the role of science and critical thinking in society.
3. Apply basic chemistry to the biology of cells
4. Describe the structures and functions associated with eukaryotic cells and compare/contrast to prokaryotic cells
5. Describe the components and mechanisms of cellular metabolism
6. Describe the DNA structure and replication, including mutation and DNA repair.
7. Explain the central dogma of genetic flow; explain gene expression and how it’s regulated
8. Explain the relationships between sexual reproduction, genetic diversity and inheritance
9. Describe and contrast the processes of mitosis and meiosis
10. Describe patterns of inheritance and human genetic disorders
11. Explain homeostasis and identify major tissues, organs and organ systems and their function.

LAB OUTCOMES

1. Explain the scientific method and use it develop and test a hypothesis.
2. Analyze and interpret graphical data.
3. Demonstrate use of laboratory equipment to perform scientific measurements
4. Demonstrate skills used in microscopy
5. Distinguish between eukaryotic and prokaryotic cells, including their structures and functions
6. Describe selective permeability of membranes and movement of water and molecules across membranes by diffusion and osmosis
7. Describe the structure and function of enzymes
8. Describe the structure of DNA and the flow of genetic material in a cell from DNA to RNA to proteins.
9. Describe the processes of mitosis and meiosis
10. Predict the inheritance of genetic traits

**Institution-specific Student Learning Outcomes**

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

General Education Core Competencies SIPI has identified four general educations core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are: • Communication: Students will be able to effectively communicate ideas to others in correct ways. • Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level. • Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level. • Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting

This course introduces students to the scientific method beginning with the formulation of falsifiable hypotheses. Students practice creation of falsifiable hypotheses in each lab activity, as well as isolation of the independent and dependent variables involved. Students also keep a journal of “health questions”, which records questions that they become curious about concerning health and related biology, claims and issues concerning health that they encounter in contemporary media, and questions that they encounter other people asking about health. Each week, they then formulate falsifiable hypotheses in response to a selected number of these questions for later use in assignments and activities.

Evidence Acquisition.
All lab experiments in the course involve data collection for the purpose of hypothesis falsification. In the course of a final project, students design their own experiment and/or data collection activity in order to address a chosen question from their health questions journal. Lab experiments inevitably involve measurement and quantification as well as qualification in addition to selection and organization of data as evidence.

Evidence Evaluation.
Students practice weighing evidence and establishing the extent of its reliability and significance toward falsifying their hypothesis. They also encounter the significance of comparing their own results with a larger set of experimental data by tracking results of the whole class, which are recorded and stored online.

Reasoning and Conclusion.
Students form their own rational conclusions concerning the falsification of their hypotheses based on the evidence that they have collected, weighed, and interpreted. They also apply this reasoning to results claimed by others in contemporary scientific papers reviewed during the course. They also practice the iterative process of the scientific method by asking new questions and forming new hypotheses in response to their own work and work that they review in class. Discussions and activities involve individual and collaborative hypothetical experimental design. Students also gradually encounter the concepts and reasoning associated with statistical probability as the series of course lab experiments proceeds, so that by the end of the course, students have become conversant with these basic concepts and able to discuss their relevance to the health sciences.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***all*** *of the components of quantitative reasoning.*

Communication/Representation of Quantitative Information.
Students graphically and visually represent the quantitative data generated in lab experiments. Their final project culminates with a presentation in which these visual representations of quantitative data are used as aids in describing their research and findings to their peers.

Analysis of Quantitative Arguments.
In addition to practicing the interpretation of graphs and charts, students will discuss and model common visual representations of statistics and analyze how these are useful in providing an intuitively understandable depicting of significant statistical patterns. Students also critically analyze how statistics can be utilized in misleading ways, which leads to consideration of bias, conflict of interest, and unethical research practices; students will examine instances of each of these, including wholesale fabrication of data. They will also review some classic examples of thoroughly misinterpreted data that later research refuted through either more data collection or more precise interpretation.

Application of Quantitative Models.
Students employ quantitative analysis throughout the lab activities and also practice working out the conclusions of quantitative analysis presented in influential research. They also suggest the application of the best quantitative models for the examination and evaluation of sets of data with which they are presented, as well as matching the best quantitative models to the analysis of data to answer specific research questions.

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

*In this box, provide a narrative that explains how the proposed course addresses* ***2*** *of the components of personal & social responsibility.*

Sustainability and the Natural and Human Worlds

This course approaches all organisms as sharing scientifically observable qualities in common. Students discuss the implications of this for holistic and ecological models of sustainability with particular reference to biological health, as well as critically examining competing definitions of and models for “health” itself. As our entire student body has at least some Native American ancestry, and many students are to some degree versed in or even immersed in variations of traditional indigenous Native American worldviews, this discussion also occasions examination of conceptions of life and health in these and comparable indigenous worldviews, as well as differing constructions within different competing Western and contemporary scientific models. Students discuss applying multiple models of health to course-suggested and student-generated problems in personal, local, socio-cultural, generational, and epidemiological contexts, and include these considerations in the discussion and commentary at the conclusion of their personal projects. Students will also read, review, and analyze research studies done from a variety of alternate perspectives including but not limited to indigenous and/or holistic medical approaches, addressing possible scientific explanations of controversial and experimental treatments, as well as scientific and biological models for traditional healing that include, but also transcend, the conventional understanding of the placebo effect. This portion of the course also touches on well-being models. Further, students compare and contrast traditional and biopharmaceutical approaches to organic medicine, the traditional use of plant and animal products in healing and biological enhancement, and the theories, methods, and interpretations that condition the way people experience and frame treatments for health. Students are then directed to analyze the relationship between the various models of health, healing, and well-being and models addressing the human relationship to the natural world and models of sustainability. Further, biological solutions to problems of human sustainability will be examined in informal and formal class discussions and also in a written reflection paper; examples of relevant topics include approaches to reducing or eliminating the effects of aging (and their long-term consequences), the possible health effects of genetic modification, the environmental impact of various human health-related treatments and activities, etc.

Ethical Reasoning

The ethical component of this course contains two sub-categories: the bioethics of health and laboratory ethics.
In the bioethics portion, students address through structured discussion and written response a variety of controversial topics pertaining to contemporary biological issues relating to human health. These include, but are not limited to: vaccine disputes; eugenics; “designer babies”; genetic testing and identification; genetic manipulation and experimentation; human experimentation and research; possible anti-aging applications of telomerase, metformin, and other more speculative proposals; the use and potential abuse of nootropics; transhuman models for biological development and health; threats to health that

may involve human decision factors such as the development of antibiotic resistant bacteria; the ethical implications of the use of bioweapons (with acknowledgement of the historical use of comparatively primitive biowarfare against Native American populations by colonial powers); the possibilities, risks, and dangerous of designer drugs; the potential benefits and hazards of “biohacking” and “neurohacking”, the physical and sociocultural consequences of fitness culture; the biological and epigenetic basis for a variety of maladaptive health conditions; theories surrounding the spectacular statistical rise in autoimmune responses; biologically based claims concerning rising autism statistics; various ethical models for the maintenance and enhancement of personal health and well-being; evaluation of claims concerning the health benefits of ethics.

The laboratory ethics portion of the course requires students to become completely and habitually conversant with the best safety protocols and practices in the lab, including but not limited to: the handling and disposal of hazardous waste, biological contaminants, and potentially harmful chemicals; the proper use and wearing of protective attire, lab equipment, and the lab space; courteous behavior in the lab toward fellow experimenters; the best way to maintain a clean, healthy, comfortable lab environment.

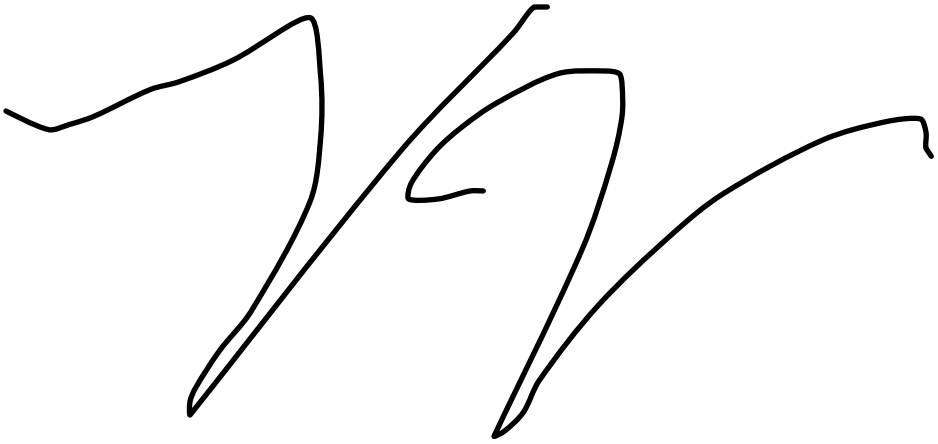
These portions of the course meet in examinations and discussions of experimental ethics, debates surrounding the use of scientific knowledge about human biology in ways claimed by some to have been unethical, the controversy surrounding the derivation of pharmaceutical drugs from traditional, secret, or sacred plant medicines; disputes concerning the use of said medicines outside of their traditional magico-religious and/or ritual context; and the legal, commercial, and socio-cultural ramifications of these debates. Students will participate in both structured debates and informal conversations concerning these and related issues.

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

Link to Institution's General Education Assessment Plan

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

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 19 2019

## Upload Assessment

**Completed** - Aug 19 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SIPI

**Filename:** SIPI.BIOL1140.Assessment.pdf **Size:** 477.0 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# Application: 0000000597

David Smith - davsmith@nmsu.edu
NM General Education Curriculum

## Summary

**ID:** 0000000597
**Status:** Under Review
**Last submitted:** Aug 19 2019 01:52 PM (MDT)

Application Form

**Completed** - Aug 19 2019

# Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

## Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

## Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

| | |
|---|---|
| Name | David Smith |
| Title | Director of Assessment |
| Phone | 575-646-7621 |
| Email | davsmith@nmsu.edu |

### Submitting Institution

| | |
|---|---|
| Name of HEI | New Mexico State University |
| Submitting Department | Anthropology |

### Chief Academic Officer

| | |
|---|---|
| Name | Provost Carol Parker |
| Email | provost@nmsu.edu |

### Registrar

| | |
|---|---|
| Name | Dacia Sedillo |
| Email | dapachec@nmsu.edu |

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

Yes

### Institutional Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 120G |
| Title | Human Ancestors |
| Number of credits | 3 |

### Was this course previously part of the New Mexico General Education curriculum?

Yes

### Will this course only count toward General Education for the AAS degree (at your institution)?

No

### Co-requisite Course

| | |
|---|---|
| Prefix | (No response) |
| Number | (No response) |
| Title (if applicable) | (No response) |

### New Mexico Common Course Information

| | |
|---|---|
| Prefix | ANTH |
| Number | 1137 |
| Name | Human Ancestors |

### A. Content Area and Essential Skills

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

### B. Learning Outcomes

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

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

None Published

**Institution-specific Student Learning Outcomes**

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

None Provided

## 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. Exp;lain 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 skills. The number of component skills that must be addressed by your narrative is listed.*

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

ANTH 120G: Human Ancestors engages students in a variety of genres and media that include oral and written communication. Students both participate in on-line class discussion and writing papers. In on-line class discussion, they learn netiquette rules, learn to express opinions with respect for other students, and learn to use this form of exchange as a means of learning (genre and medium awareness). In written assignments, students apply new information and insights from readings, integrating these ideas with lecture material, films, and class discussion
(application and versatility). Students also learn to apply the information and to make the case for different interpretations of early human material (see Week 4 Assignment in Student Sample Assessment). In one assignment, students must compare two interpretations of the causal factors behind increased brain size and longevity in humans, making the case for one interpretation (strategies for understanding and evaluating messages). These kinds of assignments require students to understand the anthropological evidence behind each argument and to advocate for one, based on evident (evaluation and production of arguments).

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

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In ANTH 120G: Human Ancestors, students are required to develop critical thinking as they examine the bio-cultural evolution of the human species. This class requires that they reflect on and revise many assumptions common to the general public. In the first half, the focus on the primate order explores the social lives of apes and both similarities and differences between early apes and modern humans. In the second half, examining the biological foundation of human behavior requires that students reassess some of our assumptions about human thought, social interaction, and the foundations of cultural practices. The linkages between biological and cultural factors in human evolution provides the problem setting for the class. Throughout the class, students are exposed to the biological and archaeological evidence for human evolution (evidence acquisition). In student assignments (See attached Student Sample Assessment), students are required to analyze and evaluate this biological evidence, examining how this biological evidence impacts on ancient human evolution and behavior (evidence evaluation). For example, see Week 3 Assignment on the linkages between primate characteristics and reciprocal altruism in humans or Week 5 Assignment on the impact of bipedalism on human migration around the world. These assignments require that students support their analysis and conclusions with the biological evidence presented in class (reasoning/conclusion).

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

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

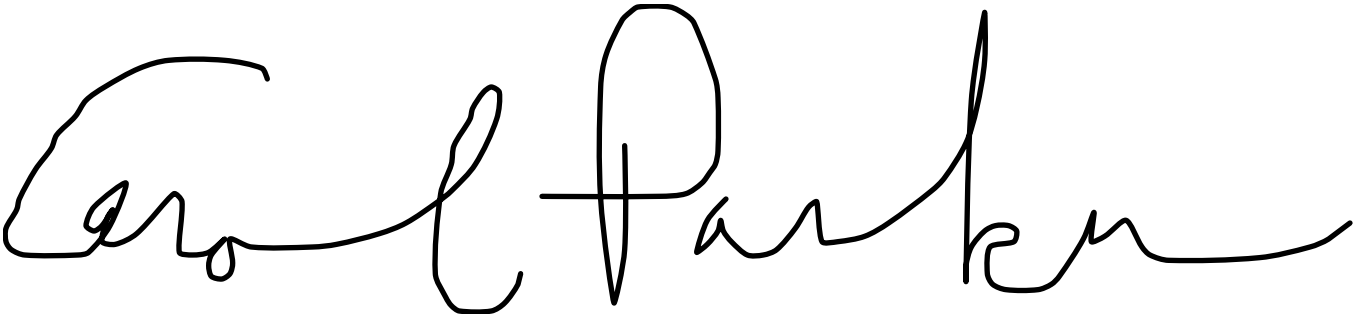
ANTH 120G: Human Ancestors explores both the similarities and differences within the primate order, including modern primates, human ancestors, and modern humans. In so doing, students learn to appreciate the common ancestry and commonalities shared across different human populations and between humans and our common ancestors (intercultural reasoning and intercultural competence). Study of biocultural evolution of humans is grounded in our ancestral adaptation to natural environments and each other (sustainability and human worlds). Towards the end of the course, class discussions turn to the future of primates, natural environments, and biocultural diversity, during which students are asked to apply their new knowledge of biocultural adaptation and evolution to the challenges of the modern world, environmental degradation, and habitat destructions (ethical reasoning; collaboration skills, teamwork and value systems). It is no accident that some of the greatest environmental activists, such as Jane Goodall, have emerged from the subdiscipline of biological anthropology (civic discourse, civic knowledge and environment - local and global).

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

Link to Institution's General Education Assessment Plan

https://gened.nmsu.edu/assessment-and-recertification/

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



**Date**

Aug 3 2019

## Upload Assessment

**Completed** - Aug 3 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### ANTH 120G Sample Assessment

**Filename:** ANTH_120G_Sample_Assessment.pdf **Size:** 131.5 kB

## Upload Rubric

**Incomplete**

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

# History 1313: Early World History
# Fall 2018

**Instructor:** Dr. Conrad Harter
**Office Number:** Willson 208
**Office Hours:** 1000-1050, 1340-1430 or by appt
**Email:** harter@nmmi.edu

## Paper Instructions

For your paper, please select two of the following time periods/political units from the first list, and compare and contrast them using ***ONE*** main theme from the second list.

*Time Period/Political Units*:

- Han China
- Achaemenid Empire
- Mayan city-states **OR** Teotihuacán
- Roman Republic **OR** Roman Empire
- Umayyad Dynasty
- Maurya Empire

*Main Themes*:

- Religion
- Roles of women
- Slavery
- Art, architecture, and literature

Your paper structure should be the following:

- A description (3-5 pages, approximately 900 to 1200 words) of the two political units you have selected. At the very least, this should include information about both time periods or political units that explain:
    - Who were the major ethnic, linguistic, or religious groups in the time period or political unit
    - Where the major cities or peoples of the time period were located, or where the capital and general bounds of the political unit were located
    - When the time period or political units began or were founded, when they are generally considered to have peaked, and when the time period or political unit ended
    - Why the time period or political unit is generally believed to have been of import
- An analysis (5-7 pages, approximately 1500-2100 words) of how the two time periods or political units compare and contrast with respect to the main theme you have chosen. You might want to consider:
    - The role that religion played in society and the political structure of your political units
    - How significant a role did slavery play in your time periods or political units? Was it an essential part of the economic and political structure, or more peripheral?
    - Were there any major changes over time of your main theme throughout the time periods or political units chosen? Did the religion, roles of women, art, architecture, etc, evolve throughout the existence of your political unit?
    - In what ways did your main theme contribute (or not) to the decline and ending of your time periods or political units chosen?
    - In what way has this main theme in your political units remained relevant to the present day? Is there some significant impact on later world history from what you are analyzing?

Obviously, these are just some possible things one wants to consider when choosing your political units and main themes, and when writing your paper. I am limiting you to one main theme to force you to go into depth, rather than merely superficially inspecting a larger number of main themes. This will also make it much easier to come up with a coherent argument.

**If you feel that you have a good idea for your term paper that does not quite fit these guidelines, feel free to speak to me personally. I am willing to grant exceptions on a case-by-case basis**

**Paper Requirements**

1) Papers should be 2500-3200 words in length, double spaced, in 12 point Times New Roman or Calibri font, and with 1" margins all around. The word count does not include a title page, pictures, captions, graphs, or your bibliography.

2) You **MUST** use at least two academically appropriate sources other than the textbook. This includes scholarly books and articles in peer-reviewed journals. Encyclopedia articles are useful for greater background information, but do not count toward your two additional sources. Wikipedia DOES NOT COUNT AS AN ENCYCLOPEDIA. JSTOR.org is one of your best resources.
**Papers without at least two academically appropriate sources will receive a grade no higher than D.**

3) In general, most websites are **NOT** appropriate sources for an academic research paper. If you think you have found an exception, please contact me personally and we will discuss whether you should use information from the website while writing your paper.
**Papers with a significant amount of information pulled from non-academically appropriate sources will receive a grade no higher than D.**

4) PLAGIARISM IS NOT ACCEPTABLE. Plagiarism is passing off someone else's work as your own. Please paraphrase, quote, and cite responsibly. Cadets will be given a grade of 0 (ZERO) for any assignment that they have found to have plagiarized all or part of, as well as likely suffer other consequences. For a useful resource on avoiding plagiarism, see https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf.

5) Your paper will be due 2 November. Late papers will only be accepted under extreme circumstances.

6) All sources **MUST** be cited. MLA or Chicago-style notes and bibliography are acceptable.
**Papers without citations will receive a grade no higher than D.**

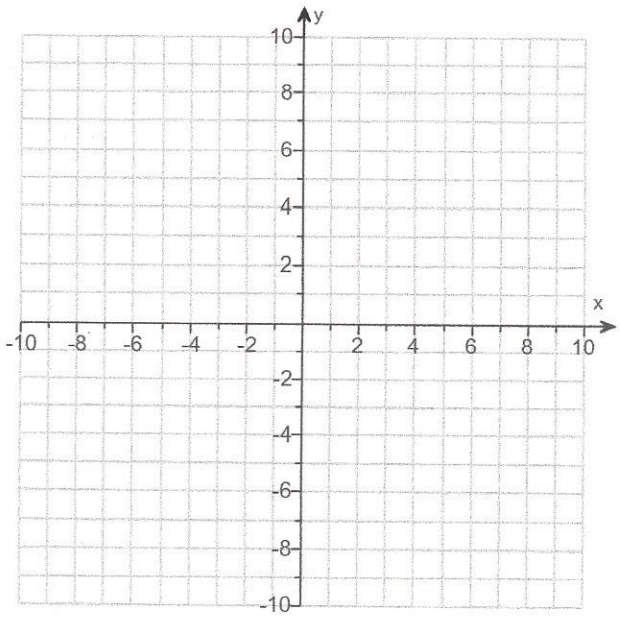
| **Element of Paper** | **Points** |
|---|---|
| Descriptions of the time periods or political units are accurate. | 25 |
| Strong analysis, based on historical documentation, of the role your main themes played in your time periods or political units. | 50 |
| Detailed examples illustrate your points. Outside sources from research are integrated into paper and sources are properly cited. MLA Works Cited page or Chicago-style Bibliography is included. | 10 |
| Paper has been proofread and there are no or very few grammar and spelling errors. Paper is coherent and cohesive. | 10 |
| Paper is correctly formatted, all elements are included. | 5 |

Paper total= 100 points

**Student:** _____ **Instructor:** Nancy Castillo
**Date:** _____ **Course:** MATH 1013 03 LTC Castillo **Assignment:** Chapter 4 exam

1. Solve the following system by graphing.

$$\begin{cases} x + y = 3 \\ x - 3y = 15 \end{cases}$$




Use the graphing tool to graph the system.

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

- A. There is one solution. The solution of the system is _____. (Simplify your answer. Type an ordered pair.)
- B. The solution set of the system is $\{(x,y) \mid x + y = 3\}$.
- C. The solution set is $\varnothing$.

2. Use the substitution method to solve the following system of equations.

$$\begin{cases} x + y = 44 \\ y = 10x \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

- A. There is one solution. The solution of the system is _____. (Simplify your answer. Type an ordered pair.)
- B. The solution set of the system is $\{(x,y) \mid x + y = 44\}$.
- C. The solution set is $\varnothing$.

3. Solve the system of equations by the elimination method.

$$\begin{cases} -x + 14y = 21 \\ x + 14y = 28 \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

- A. There is one solution. The solution of the system is _____. (Simplify your answer. Type an ordered pair. Use integers or fractions for any numbers in the expression.)
- B. The solution set of the system is $\{(x,y) \mid -x + 14y = 21\}$.
- C. The solution set is $\varnothing$.

4. Solve the system of equations. $\begin{cases} \frac{x+4}{2} = \frac{-11-5y}{3} \\ \frac{3x}{7} = \frac{-24-9y}{14} \end{cases}$

Select the correct choice below and, if necessary, fill in the answer box to complete your choice.

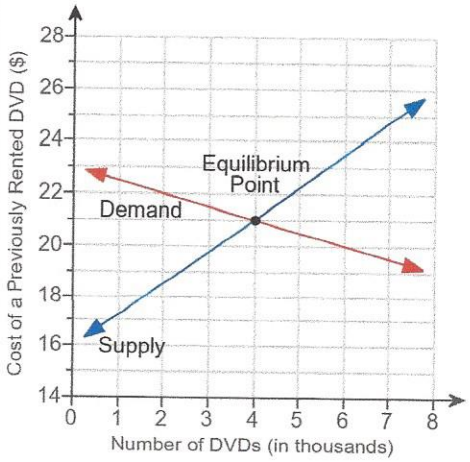
- A. There is one solution. The solution of the system is _____. (Simplify your answer. Type an ordered pair.)
- B. The solution set of the system is $\left\{(x,y) \middle| \frac{x+4}{2} = \frac{-11-5y}{3}\right\}$.
- C. The solution set is $\varnothing$.

5. In general, as the unit price of a commodity increases, the demand for that commodity decreases. Also, as a commodity's unit price increases, the manufacturer normally increases the supply. The point where supply is equal to demand is called the equilibrium point. When x is greater than 7, is supply greater than demand or is demand greater than supply?

Choose the correct answer below.

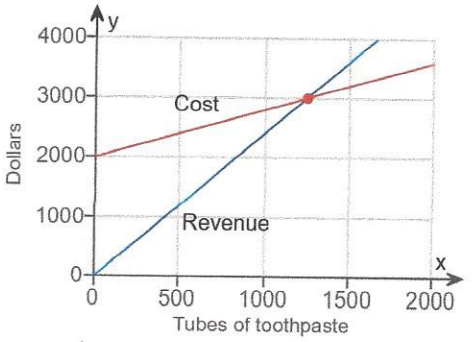
- Demand is greater than supply.
- Supply is greater than demand.

The graph below shows the demand and supply equations for previously rented DVDs.




6. The revenue equation for a certain brand of toothpaste is $y = 2.4x$, where x is the number of tubes of toothpaste sold and y is the total income for selling x tubes. The cost equation is $y = 0.8x + 2000$, where x is the number of tubes of toothpaste manufactured and y is the cost of producing x tubes. The following set of axes shows the graph of the cost and revenue equations. Find the coordinates of the point of intersection, or break-even point, by solving the system shown below.

$\begin{cases} y = 2.4x \\ y = 0.8x + 2000 \end{cases}$




The break-even point is _____. (Type an ordered pair.)

7. Solve the following system of equations.

$$\begin{cases} x - y + z = -7 \\ 5x + 2y - z = 9 \\ -2x + 5y - z = 40 \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer boxes to complete your choice.

- **A.** There is one solution. The solution is ( ____, ____, ____ ).
  (Type integers or simplified fractions.)
- **B.** There are infinitely many solutions. The solution set is $\{(x,y,z) \mid -2x + 5y - z = 40\}$.
- **C.** The solution set is $\varnothing$.

8. Solve the following system of equations.

$$\begin{cases} x + y = 3 \\ 4y = 20 \\ 3x + 2y - 4z = -12 \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer boxes to complete your choice.

- **A.** There is one solution. The solution is ( ____, ____, ____ ).
  (Type integers or simplified fractions.)
- **B.** There are infinitely many solutions. The solution set is $\{(x,y,z) \mid 3x + 2y - 4z = -12\}$.
- **C.** The solution set is $\varnothing$.

9. Solve the following system of equations.

$$\begin{cases} x - 3y + 2z = -4 \\ -2x + 6y - 4z = -8 \\ 3x - 9y + 6z = -12 \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer boxes to complete your choice.

- **A.** There is one solution. The solution is ( ____, ____, ____ ).
  (Type integers or simplified fractions.)
- **B.** There are infinitely many solutions. The solution set is $\{(x,y,z) \mid x - 3y + 2z = -4\}$.
- **C.** The solution set is $\varnothing$.

10. Solve the following system of equations.

$$\begin{cases} x + 5z = 30 \\ 7x + y = 40 \\ y - 5z = -20 \end{cases}$$

Select the correct choice below and, if necessary, fill in the answer boxes to complete your choice.

- **A.** There is one solution. The solution is ( ____, ____, ____ ).
  (Type integers or simplified fractions.)
- **B.** There are infinitely many solutions. The solution set is $\{(x,y,z) \mid 7x + y = 40\}$.
- **C.** The solution set is $\varnothing$.

11. In a particular year, a total of 54,684 students studied in two of the most popular host countries when traveling abroad. If 7484 more students studied in the most popular host country than in the second most popular host country, find how many students studied abroad in each country.

There were _____ students who studied abroad in the most popular host country.

There were _____ students who studied abroad in the second most popular host country.

12. A woman bought some large frames for $10 each and some small frames for $7 each at a closeout sale. If she bought 22 frames for $175, find how many of each type she bought.

She bought _____ large frames.

She bought _____ small frames.

13. One number is two less than a second number. Four times the first is 7 more than 5 times the second. Find the numbers.

The value of the first number is _____.

The value of the second number is _____.

14. At a concession stand, seven hot dog(s) and four hamburger(s) cost $17.75; four hot dog(s) and seven hamburger(s) cost $20.75. Find the cost of one hot dog and the cost of one hamburger.

What is the cost of one hot dog? $_____

What is the cost of one hamburger? $_____

## Discussion Assignment Rubric

A discussion forum will be available for each chapter (16 chapters) at the beginning of each week. Forums will be open by Monday at 8 a.m. and will be due by Saturday at 8 a.m., giving students close to a week to complete the discussion for each chapter. Students are required to ***submit a comment*** to the discussion forum created by the instructor AND ***submit a response*** to ***at least one*** student (each worth 5 points, see grading criteria below). Make sure to give yourself plenty of time to submit each assignment, as 2 points will be deducted each day it is late. Each assignment is worth 10 points (5 points for comment and 5 points for response).

**Discussion forum comments to prompt:** Students will receive 0-1 points for each of the following criteria.

(1) Content: Comments and responses provide evidence that the student has read and has basic knowledge about the material. It should be clear that the student is thinking critically about the material and has fully developed his or her thoughts and ideas. It is important to read and understand the chapters before submitting assignments, this should be evident in all submissions.
(2) Relevance: Comments and responses should pertain to topic presented in the discussion prompt presented by the instructor. All parts of the prompt should be addressed. Although it is important that students show they can apply the concepts, they should avoid getting off topic in comments. (Save the application/reflection for responses)
(3) Flow: Comments and responses create flow and move the discussion effectively. Comments should be worded in a way that evokes rich discussion, while remaining relevant to the original prompt. After responding to the prompt, students may include any remaining questions or comments to elicit responses from classmates.
(4) Length: Comments should be stated in no less than 3-5 complete sentences. Feel free to include more as needed, but ensure all content remains relevant.
(5) Overall academic quality: Comments and responses should be well-developed and written at an appropriate academic level. Students should elaborate when necessary and address all parts of the discussion prompt. All submissions should be proofread.

**Discussion forum responses to classmate:** Students will receive 0-1 points for each of the following criteria.

(1) Content: Comments and responses provide evidence that the student has read and has basic knowledge about the material. It should be clear that the student is thinking critically about the material and has fully developed his or her thoughts and ideas. It is important to read and understand the chapters before submitting assignments, this should be evident in all submissions.
(2) Relevance: Comments and responses should pertain to topic presented in the discussion prompt presented by the instructor. Although it is important that students show they can apply the concepts, they should avoid being tangential in responses. For example, students may include instances of how they may apply concepts or may reflect on the relevance of concepts to other areas within their lives, but should consistently remain on topic.
(3) Flow: Comments and responses create flow and move the discussion effectively. Comments should be worded in a way that evokes rich discussion, while remaining relevant to the original prompt. After responding to the prompt, students may include any remaining questions or comments to elicit responses from classmates. Responses may also be worded to create further discussion among classmates.
(4) Application/reflection: In addition to supporting responses to classmates with content from readings and lecture, students can provide instances where concepts apply to their own lives or society more generally or ask each other questions. Although you may agree or disagree with something, explanations are required. Explain why you are making the statements that you are, providing tactful and constructive responses. This is an opportunity to reflect on what each other is saying while sharing your own experiences with the concepts.
(5) Overall academic quality: Comments and responses should be well-developed and written at an appropriate academic level. Students should elaborate when necessary and address all parts of the discussion prompt. All submissions should be proofread.

**Term paper Grading Rubric**
**Introduction to Psychology 101**

**Identify a psychological concept from any of the chapters of the textbook and write a paper that describes the topic, its importance to you personally, its importance to psychology as a social science and to society in general. Specific requirements for this writing assignment are listed below; general requirements for writing assignments are outlined in the course syllabus.**

**Your paper will be at least 5 pages long, *not* including title page or references. At least two outside references are required (you will have time to find sources during the writing workshop); no abstract is required. Quality of composition will be graded heavily; cover all required points with a flowing, coherent narrative.**

**Student:** _____

| | **Possible Points** | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *Not Included* | *Minimal - to - Adequate* | | | | | *Excellent* | |
| Provide an in-depth description of the concept that interests you (make sure to include citations for research presented). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Describe why you find the concept interesting. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Describe how this concept applies to your own life. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Describe why you think this concept is important to society in general. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Describe how you, as a hypothetical psychologist, might conduct further research on this concept. Be sure to identify possible independent and dependent variable(s). | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Five-page minimum, 12-Point Times New Roman typeface, double-spaced, with margins = 1 inch (and no more). Title page and reference page are included in proper format. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| Grammar, spelling and punctuation suitable for an academic paper. (**Note**: If you have ***any*** concerns regarding the potential quality of your writing, visit the Writing Center well before the due date.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Clarity (readability; appropriate voice, tone, and style for assignment; gracefulness of sentence structure; appropriate variety and maturity of sentence structure) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Earned Points/ Total Possible Points** | | | | | | | **-/50** | |

Microeconomics

Microsoft Case Study

Problem, Evaluation, or Decision?

The Microsoft legal issues are an evaluation where we look at what has occurred over the last decade with antitrust issues and possible monopolistic practices within the software market.

Initial Questions:

1. What decisions/advancements did Microsoft make that went into making the software market, to create such an expansion where there is a good number of competitors?

Other than being a big reason why the software market is such a big success, Microsoft initially seemed to be the only company in their market. Being an economic growth globally many competitors saw this as an opportunity to join them in the market. Their decisions on some software would affect how they would do business in the future and would eventually lead them to some problems.

Big Picture: Being such a big influence helped create the market in the first place. Having others follow in their footsteps is not a bad thing but seeming to have monopolistic practices would hurt Microsoft soon. These practices would lead to legal issues very soon with other companies, even those who wanted to partner with them.

2. How has Microsoft's competition changed their approach on how to sell those products?

Microsoft's initial approach has always been the same, where they believe that they are the best software brand in the market and still to this day believe they can beat out anybody. There have been some limitations that have helped their competitors get back into the market where there can be a fair race.

Big Picture: The overall approach for Microsoft to sell their products is the same, but some government regulations along with again, legal issues they are limited on what they can sell. In the present day, for the most part, Microsoft seems to be mainly a software installer that most consumers prefer.

3. Will the legal issues that have come up recently effect the company in the future?

These legal allegations and cases will and have most definitely affected the company already. Some cases like the ones against Netscape and Google will ultimately hurt Microsoft in the future and can change the software market entirely.

Big Picture: The multitude of trials and cases against Microsoft will have a long-lasting impact on the company, but their profits will still be big enough for them to survive. Being the first

ones in their market has an advantage of their own where they can control a good amount of the standards legally.

4. Has a new generation of consumers affected not only the products but the ethical and moral values of the company?

Most of the products are meant for a younger a more in style type of consumers, but Microsoft is trying to maintain superiority over companies like Google and Apple. Their ethical values might have changed in the process, especially ever since Bill Gates stepped down from the company. The new leadership involved has been known to mislead others and have immoral practices to possibly tarnish the company name.

Big Picture: A big that Microsoft was built on was the positive media coverage that they have consistently. The problem might occur when that stops being the case where a majority of buyers read those headlines and if the name is tarnished, then so is the company as well.

Questions:

1. What unique aspects of the software industry created the opportunity for Microsoft's monopoly and anti-competitive practices?

Microsoft was initially one of the first software operating system-based company which gave them a lot of different opportunities to take advantage. Being one of the first they were able to set the standard on how the prices and the entire market was controlled essentially giving them a big advantage over other companies.

2. Discuss the role of Microsoft's leadership and corporate culture in generating a large volume of ethical and legal issues.

Other than the CEO Bill Gates, the Microsoft leadership style and culture had a direct impact on their legal and ethical issues. Even though it in the company's main guidelines, that each employee is properly trained and evaluated to follow those standards. It seems that it has dwindled in the following years, where they have been found taking bribes to the foreign officials.

3. How do Microsoft's social responsibility and philanthropic efforts relate to its reputation and ability to overcome its legal problems?

Microsoft has a strong foundation of trying to help not only the company but the communities around them. First, the company has consistently been on top of others based on positive media coverage. Then along with Bill Gates making his serval donations to various charities, Microsoft as a company participates where whenever one of their employees donates the company will match that donation.

Hypothesis:

Microsoft has been in difficult situations in the last decade with different companies and even the government was trying to regulate the business practices, but there is some good left in them that can keep them flourishing. The future of the company is uncertain with the way their ethical and legal problems linger. With this in mind, the company will stay afloat, but these monopolistic and antitrust actions must be put away in time for them to make a profit if they are able to maintain some of the problems.

Evidence and Action:

- Microsoft countlessly has been selected top of the Cision Corporate Media Reputation Index, which ranks companies off of positive media coverage throughout each year.
- They work with countless businesses, governments, and law enforcement agencies to combat cybercrime and joint solutions to keep people safer online.
- Microsoft would sell their Windows products to their OEMs at a very cheap discount only if they were to pay Microsoft for every computer they would sell.
- Microsoft was accused of trying to sabotage Sun Java and their omitted features that helped write code.
- Again, accused of threatening Apple to stop developing software for their computers or else Microsoft would no longer Macintosh-compatible products.
- There have been recent allegations that Microsoft may have bribed foreign officials in Russia and Pakistan to secure contracts.

Strongest Piece of Evidence:

- Microsoft products are protected by the Federal Copyright Act of 1976, which states owners have the right to license their products to third parties in an unaltered form.

Proof and Action: Implementation:

Having a long history of apparent antitrust and monopolistic practices, Microsoft must do the following actions to make sure their reputation and company are destroyed. They must bring in or retrain their higher ranked leaders to follow the government regulations properly. In doing this more doors might just open for the company where many other competitors just might want to become partners creating an over profit for Microsoft.

Alternatives:

The Microsoft brand is so big nowadays that any little thing could tarnish their name entirely. To counterbalance this, the company might only do community service and provide for some local area just to keep the media off of them to cover up some of the accusations that were doing with other companies. This could be seen when they worked with other businesses, governments, and law enforcement. They could be using this as a cover up to get on the good side of the government to avoid any further punishment.

**Sample Assessment**

**HIST 1110 United States History I**

## **Discussion Assignment:** *Governor James Henry Hammond, excerpts from a letter to Thomas Clarkson* (1845)

This discussion assignment will focus on *excerpts from a letter written by James Henry Hammond to Thomas Clarkson* in 1845. During the 1840s and 50s, Hammond served as both senator for and governor of the state of South Carolina. He was a vigorous defender of slavery and what one might call "the Southern social order." In this letter, Hammond responds to a widely-circulated critique of that social order, in particular slavery, by the English abolitionist Thomas Clarkson. For more details about "the Southern social order" and the abolitionist movement, please review pages 000-000 in the textbook.

Your task here is to read the assigned excerpts, which you can find on the textbook website, and then to respond to the following questions in writing (with one substantive paragraph per question). We will discuss the document in class on Friday, 00 November 20XX, and your assignments will be due at the beginning of class. If you have any questions, please speak to me or to the Graduate Assistant.

1.) How does Hammond distinguish between slavery in the abstract and slavery in practice?

2.) What is Hammond's argument for slavery?

3.) Why does Hammond believe that slavery is necessary in order for democracy to function?

4.) What does Hammond see as the consequence of what he describes as "abolition agitation"?

<u>Essential Skill—Critical Thinking</u>

Students will demonstrate critical thinking skills by utilizing original documents to discuss slavery in the abstract and in practice. Also,

students will critically examine why it was believed by some that "slavery was necessary for democracy to function."

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill. 200 – 300 words.

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

## HIST 1120 United States History II

## Discussion Assignment: *Klu Klux Klan Manual* (1925)

This discussion assignment will focus on selctions from the *Klu Klux Klan* Manual of 1925. While the Civil War formally ended slavery in the United States, racism, as both an attitude and as a system, remained firmly entrenched not only in the South but all across the United States: this is evidenced by the rise, spread, and success of the openly racist organization the Klu Klux Klan (KKK). Many states had Klan members; many Klan members regularly engaged in acts that at a minimum threatened, and that sometimes physically harmed, minorities, in particular African-Americans. For more details about the KKK, please review pages 000-000 in the textbook.

Your task here is to read the selections from the *Klu Klux Klan* Manual, which you can find on the textbook website, and then to respond to the following questions in writing (with one substantive paragraph per question). We will discuss the document in class on Friday, 00 March 20XX, and your assignments will be due at the beginning of class. If you have any questions, please speak to me or to the Graduate Assistant.

1.) How did the KKK define "pure patriotism"?

2.) What did the KKK see as "its primary purpose"?

3.) According to the KKK, who is an American?

4.) Who did the KKK fear most at this time? How did the KKK address those fears?

5.) What does this document tell us about racism in the United States during the 1920s?

Essential Skill—Critical Thinking

Students will demonstrate critical thinking skills by utilizing original documents to discuss the KKK and racism—past and present. Also, students will critically examine why it was believed by some that "slavery was necessary for democracy to function."

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

# Sample Assessment

## Discussion/Web Assignment N° 3:

**Our 3rd discussion assignment for the semester will focus on documents that provide descriptions of the plague of the 1340s-1350s and its effects, and exploring the relationship between the bubonic plague and violent anti-semitism. Follow the link for The Black Death & the Jews to the documents. Also, have a look at Boccaccio's account of the Plague in Florence. The web addresses for the assigned documents are:**

https://sourcebooks.fordham.edu/source/boccacio2.asp

http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html

**Review the documents and respond in a detailed and substantive paragraph or two to each of the questions listed below. If possible, the work should by typed or word-processed, double-spaced; if not, you should write legibly. Come prepared to discuss the document and your responses to it on Wednesday, 10 October 2018.**

**If you have any questions, please see me or Greg.**

**1) How are we to make sense of the "confession" of Jewish merchant Agimet of Geneva, since we know absolutely that the Bubonic Plague was not in fact caused by poison put in water supplies, but by bacteria spread by fleas and rats? What does this medieval account of the spread of plague tell us about fourteenth century Europeans' understanding of diseases and their causes?**
**2) What happened to the Jewish community of the town of Strasbourg? Did their fate seem to be connected to Agimet's "confession?" Were there reasons—aside from anti-Semitic prejudice—that might have made the Jews of this community convenient targets for mob violence?**
**3) What do these documents—both Boccaccio's description and the documents relating to the fate of the Jews—tell us about European society and culture in the**

**fourteenth century? How useful are they in understanding life and death in the Middle Ages?**

Essential Skill—Critical Thinking and Information & Digital Literacy

Students will demonstrate critical thinking skills by utilizing original documents to gain a comprehensive understanding of diseases and causes and European society and culture. In addition, students will expand his/her knowledge using resources through the World Wide Web.

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

# Sample Assessment

## Discussion/Web Assignment N° 3:

**Our 3rd discussion assignment for the semester will focus on documents that provide descriptions of the plague of the 1340s-1350s and its effects, and exploring the relationship between the bubonic plague and violent anti-semitism. Follow the link for The Black Death & the Jews to the documents. Also, have a look at Boccaccio's account of the Plague in Florence. The web addresses for the assigned documents are:**

https://sourcebooks.fordham.edu/source/boccacio2.asp

http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html

**Review the documents and respond in a detailed and substantive paragraph or two to each of the questions listed below. If possible, the work should by typed or word-processed, double-spaced; if not, you should write legibly. Come prepared to discuss the document and your responses to it on Wednesday, 10 October 2018.**

**If you have any questions, please see me or Greg.**

**1) How are we to make sense of the "confession" of Jewish merchant Agimet of Geneva, since we know absolutely that the Bubonic Plague was not in fact caused by poison put in water supplies, but by bacteria spread by fleas and rats? What does this medieval account of the spread of plague tell us about fourteenth century Europeans' understanding of diseases and their causes?**
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**3) What do these documents—both Boccaccio's description and the documents relating to the fate of the Jews—tell us about European society and culture in the**

**fourteenth century? How useful are they in understanding life and death in the Middle Ages?**

Essential Skill—Critical Thinking and Information & Digital Literacy

Students will demonstrate critical thinking skills by utilizing original documents to gain a comprehensive understanding of diseases and causes and European society and culture. In addition, students will expand his/her knowledge using resources through the World Wide Web.

# History 1140: World History II
# Spring 2019

**Instructor:** Dr. Conrad Harter
**Office Number:** Willson 208
**Office Hours:** 1000-1050, 1340-1430 or by appt
**Email:** harter@nmmi.edu

## Paper Instructions

For this paper, you will be examining increasing interconnection between peoples and places throughout the Early Modern and Modern Periods. Below is a list (but **not exhaustive**) of some societies or regions you could **choose**. Using both primary and scholarly secondary sources, you will examine the impact, influence, and effect that contact and connection had between these two societies or places. Start with research, and let your interests and the available sources guide your choices. Do not choose two neighboring countries with a longstanding history of interaction before the early modern period.

*Societies/Regions:*

- Western Europe, including Britain, France, the Low Countries, the Iberian Peninsula, and Scandinavian nations
- Tropical West and Central Africa, including Atlantic Islands and the entire western coast
- Caribbean Islands
- Mesoamerica, including Mexico and Central American states
- Andean Highlands, including Peru and Bolivia
- Brazil
- Oceania, including Polynesia, New Zealand, and Australia
- Central or Inner Eurasia, as well as Siberia
- South Asia, including modern India, Pakistan, Bangladesh, Sri Lanka, and the Maldives
- East Asia, including China, Korea, and Japan
- Russia and Baltic states
- Southern Europe and the Eastern Mediterranean, including the Balkans
- Central and Eastern Europe, including German principalities, Austria, and Western Slavic states
- Southeast Asia, including the Indochinese Peninsula and the Philippines
- Southern Africa
- East Africa, including Madagascar and traditionally Swahili trading cities
- Southwest Asia, including the Levant, the Arabian Peninsula, and Iran

Your paper structure should be the following:

- A description (2-4 pages, approximately 600 to 800 words) of the two regions or societies you have selected. This is the historical background and context for analyzing interaction. Think about the 5 W's. Consider:
    - Who were the major ethnic, linguistic, or religious groups in this time period
    - Where the major cities or peoples were located, or where the capital and general boundaries of the region were
    - When a society began or was founded, when they are generally considered to have peaked, and when any major political or social shifts were
    - Why the region or society is important to the study of world history in the early modern or modern period

- An analysis (4-5 pages, approximately 1000-1500 words) of the interactions between the two societies or regions, including any lasting long-term effects up to present day. You will be leaning heavily on the information you can glean from your primary and scholarly sources to inform your writing.
- Obviously, after you have done sufficient research you need to develop a thesis, a coherent argument, that relates to the information you have found pertaining to the interactions between these societies or regions.

**If you feel that you have a good idea for your term paper that does not quite fit these guidelines, feel free to speak to me personally. I am willing to grant exceptions on a case-by-case basis**

**Paper Requirements**

1) Papers should be 1800-2200 words in length, double spaced, in 12 point Times New Roman or Calibri font, and with 1" margins all around. The word count does not include a title page, pictures, captions, graphs, or your bibliography.

2) You must use at least **TWO** primary sources in your paper, ideally one from each area you are studying. Having multiple perspectives is key in attempting to view interactions objectively.
**Papers without at least two primary sources will receive a grade no higher than D.**

3) You **MUST** use at least two academically appropriate sources other than the textbook. This includes scholarly books and articles in peer-reviewed journals. Encyclopedia articles are useful for greater background information, but do not count toward your two additional sources. Wikipedia DOES NOT COUNT AS AN ENCYCLOPEDIA. JSTOR.org is one of your best resources.
**Papers without at least two academically appropriate sources will receive a grade no higher than D.**

4) In general, most websites are **NOT** appropriate sources for an academic research paper. If you think you have found an exception, please contact me personally and we will discuss whether you should use information from the website while writing your paper.
**Papers with a significant amount of information pulled from non-academically appropriate sources will receive a grade no higher than D.**

5) PLAGIARISM IS NOT ACCEPTABLE. Plagiarism is passing off someone else's ideas or words as your own. Please paraphrase, quote, and cite responsibly. Cadets will be given a grade of 0 (ZERO) for any assignment that they have found to have plagiarized all or part of, as well as likely suffer other consequences. For a useful resource on avoiding plagiarism, see https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf. Papers will be uploaded to Canvas and checked by Vericite for plagiarism.

6) Your paper will be due 22 March. You will be turning in various stages of your paper as well, such as an annotated bibliography, preliminary notes, outlines, and a rough draft. Late work, from any stage of the writing process, will only be accepted under extreme circumstances.

7) All sources **MUST** be cited. MLA or Chicago-style notes and bibliography are acceptable.
**Papers without citations will receive a grade no higher than D.**

| **Element of Paper** | **Points** |
|---|---|
| Background description and context is correct for both societies or regions. | 20 |
| Strong analysis, based on historical documentation, of the interaction between the societies or regions. This includes how well your thesis is stated and supported. | 50 |
| Detailed examples illustrate your points. Outside sources from research are integrated into paper and sources are properly cited. MLA Works Cited page or Chicago-style Bibliography is included. | 15 |
| Paper has been proofread and there are no or very few grammar and spelling errors. Paper is coherent and cohesive. | 10 |
| Paper is correctly formatted, all elements are included. | 5 |

Paper total= 100 points

# History 1113: Development of Western Civilization
# Fall 2018

**Instructor:** Dr. Conrad Harter
**Office Number:** Willson 208
**Office Hours:** 1000-1050, 1340-1430 or by appt
**Email:** harter@nmmi.edu

## Paper Instructions

For your paper, please select two of the following time periods/political units from the first list, and compare and contrast them using ***ONE*** main theme from the second list.

*Time Period/Political Units*:

- Ancient Egypt
- Greek City-States
- Hellenistic Kingdoms
- Roman Republic **OR** Empire
- Abbasid Dynasty
- Merovingians/Carolingians

*Main Themes*:

- Religion
- Roles of women
- Slavery
- Art, architecture, and literature

Your paper structure should be the following:

- A description (3-5 pages, approximately 900 to 1200 words) of the two political units you have selected. At the very least, this should include information about both time periods or political units that explain:
    - Who were the major ethnic, linguistic, or religious groups in the time period or political unit
    - Where the major cities or peoples of the time period were located, or where the capital and general bounds of the political unit were located
    - When the time period or political units began or were founded, when they are generally considered to have peaked, and when the time period or political unit ended
    - Why the time period or political unit is generally believed to have been of import
- An analysis (5-7 pages, approximately 1500-2100 words) of how the two time periods or political units compare and contrast with respect to the main theme you have chosen. You might want to consider:
    - The role that religion played in society and the political structure of your political units
    - How significant a role did slavery play in your time periods or political units? Was it an essential part of the economic and political structure, or more peripheral?
    - Were there any major changes over time of your main theme throughout the time periods or political units chosen? Did the religion, roles of women, art, architecture, etc, evolve throughout the existence of your political unit?
    - In what ways did your main theme contribute (or not) to the decline and ending of your time periods or political units chosen?
    - In what way has this main theme in your political units remained relevant to the present day? Is there some significant impact on later "Western Civilization" from what you are analyzing?

Obviously, these are just some possible things one wants to consider when choosing your political units and main themes, and when writing your paper. I am limiting you to one main theme to force you to go into depth, rather than merely superficially inspecting a larger number of main themes. This will also make it much easier to come up with a coherent argument.

**If you feel that you have a good idea for your term paper that does not quite fit these guidelines, feel free to speak to me personally. I am willing to grant exceptions on a case-by-case basis**

**Paper Requirements**

1) Papers should be 2500-3200 words in length, double spaced, in 12 point Times New Roman or Calibri font, and with 1" margins all around. The word count does not include a title page, pictures, captions, graphs, or your bibliography.

2) You **MUST** use at least two academically appropriate sources other than the textbook. This includes scholarly books and articles in peer-reviewed journals. Encyclopedia articles are useful for greater background information, but do not count toward your two additional sources.
**Papers without at least two academically appropriate sources will receive a grade no higher than D.**

3) In general, most websites are **NOT** appropriate sources for an academic research paper. If you think you have found an exception, please contact me personally and we will discuss whether you should use information from the website while writing your paper.
**Papers with a significant amount of information pulled from non-academically appropriate sources will receive a grade no higher than D.**

4) PLAGIARISM IS NOT ACCEPTABLE. Plagiarism is passing off someone else's work as your own. Please paraphrase, quote, and cite responsibly. Cadets will be given a grade of 0 (ZERO) for any assignment that they have found to have plagiarized all or part of. For a useful resource on avoiding plagiarism, see https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf.

5) Your paper will be due 2 November. Late papers will only be accepted under extreme circumstances.

6) All sources **MUST** be cited. MLA or Chicago style notes and bibliography are acceptable.
**Papers without citations will receive a grade no higher than D.**

| **Element of Paper** | **Points** |
|---|---|
| Descriptions of the time periods or political units are accurate. | 25 |
| Strong analysis, based on historical documentation, of the role your main themes played in your time periods or political units. | 50 |
| Detailed examples illustrate your points. Outside source(s) from research are integrated into paper and sources are properly cited. Works Cited page or Bibliography is included. | 10 |
| Paper has been proofread and there are no or very few grammar and spelling errors. Paper is coherent and cohesive. | 10 |
| Paper is correctly formatted, all elements are included. | 5 |

Paper total= 100 points

# History 1160: Western Civ II
# Spring 2019

**Instructor:** Dr. Conrad Harter
**Office Number:** Willson 208
**Office Hours:** 1000-1050, 1340-1430 or by appt
**Email:** harter@nmmi.edu

## Paper Instructions

For this paper, you will be examine and compare ONE thinker or writer each from TWO different intellectual, social, political, or economic movements in the early modern or modern period. Some possible movements (but feel free to suggest any other important figure you find interesting):

- Protestant Reformation
- Catholic Reformation
- Enlightenment
- French Revolution
- Industrial Revolution

Your paper structure should be the following:

- A description (2-4 pages, approximately 600 to 800 words) of the two individuals you have selected. This is the historical background and context for analyzing interaction. Think about the 5 W's. Consider:
    - Who were they? What was their national or ethnic background? Where were they educated, and what was their socioeconomic background?
    - What did they write about? What were their major concerns?
    - Where were they from? Were they from an urban or rural setting? Not only what nation or empire did they live in, but what modern nation would that be a part of today?
    - When were they born, and when did they write? What were the major political or socioeconomic writings taking place during their life?
    - Why are their ideas or writings considered influential in "Western Civilization"?

- An analysis (4-5 pages, approximately 1000-1500 words) of how the two thinkers were products of their time and place. How can you see an interaction between the ideas of these two thinkers? How can you see the long term influence of these two thinkers on later politics and society?
    - Obviously, after you have done sufficient research you need to develop a thesis, a coherent argument, that relates to the two thinkers or writers you have chosen.

**If you feel that you have a good idea for your term paper that does not quite fit these guidelines, feel free to speak to me personally. I am willing to grant exceptions on a case-by-case basis**

## Paper Requirements

1) Papers should be 1800-2200 words in length, double spaced, in 12 point Times New Roman or Calibri font, and with 1" margins all around. The word count does not include a title page, pictures, captions, graphs, or your bibliography.

2) You must use at least **TWO** primary sources in your paper, one written by each of your two thinkers. **Papers without at least two primary sources will receive a grade no higher than D.**

3) You **MUST** use at least two academically appropriate sources other than the textbook. This includes scholarly books and articles in peer-reviewed journals. Encyclopedia articles are useful for greater background information, but do not count toward your two additional sources. Wikipedia DOES NOT COUNT AS AN ENCYCLOPEDIA. JSTOR.org is one of your best resources.
**Papers without at least two academically appropriate sources will receive a grade no higher than D.**

4) In general, most websites are **NOT** appropriate sources for an academic research paper. If you think you have found an exception, please contact me personally and we will discuss whether you should use information from the website while writing your paper.
**Papers with a significant amount of information pulled from non-academically appropriate sources will receive a grade no higher than D.**

5) PLAGIARISM IS NOT ACCEPTABLE. Plagiarism is passing off someone else's ideas or words as your own. Please paraphrase, quote, and cite responsibly. Cadets will be given a grade of 0 (ZERO) for any assignment that they have found to have plagiarized all or part of, as well as likely suffer other consequences. For a useful resource on avoiding plagiarism, see https://wts.indiana.edu/writing-guides/pdf/plagiarism.pdf. Papers will be uploaded to Canvas and checked by Vericite for plagiarism.

6) Your paper will be due 5 April. You will be turning in various stages of your paper as well, such as an annotated bibliography, preliminary notes, outlines, and a rough draft. Late work, from any stage of the writing process, will only be accepted under extreme circumstances.

7) All sources **MUST** be cited. MLA or Chicago-style notes and bibliography are acceptable.
**Papers without citations will receive a grade no higher than D.**

| **Element of Paper** | **Points** |
|---|---|
| Background description and context is correct for both thinkers. | 20 |
| Strong analysis, based on historical documentation, on the interaction between the ideas of the two thinkers. This must include a thesis that you convincingly argue and support. | 50 |
| Detailed examples illustrate your points. Outside sources from research are integrated into paper and sources are properly cited. MLA Works Cited page or Chicago-style Bibliography is included. | 15 |
| Paper has been proofread and there are no or very few grammar and spelling errors. Paper is coherent and cohesive. | 10 |
| Paper is correctly formatted, all elements are included. | 5 |

Paper total= 100 points

# Annotated Bibliography

**Before beginning, watch this video which explains what an annotated bibliography is.**
https://www.youtube.com/watch?time_continue=2&v=RZoIXuRyTgI

**To create an annotated bibliography, you will work through several steps:**

1. *Searching for sources*--you will need to find scholarly and reliable sources. This means you need to use a variety of print and online sources. You will also need to search databases that the library subscribes to for students and teachers to use in academic work. Free web sites may be used, but they should be used in combination with databases and other materials. Watch this video about scholarly sources.

https://www.youtube.com/watch?v=GBZTqSXYODo&disable_polymer=true

*2. Once you find several sources you want to use, you will need to evaluate them*. If you are using scholarly sources, you will evaluate the sources on their usefulness in answering your research questions. If you are using popular sources, you will need to evaluate them for both usefulness and credibility. You can find out more about evaluation here:

https://www.youtube.com/watch?time_continue=133&v=EyMT08mD7Ds&disable_polymer=true

**Remember to use the CRAAP test--Currency, Relevance, Authority, Accuracy, Purpose when evaluating sources whether they are in print or online.**

*3. Decide which sources you will use and compile your list*. Remember to use MLA format for your Annotated Bibliography. For help with MLA formatting, see the Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

There is a sample MLA annotated bibliography:
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

You are allowed to use a citation generator to help with your annotated bibliography.

*4. After you have your sources listed, you will need to add your annotations.* Your annotations should include a summary, an evaluation, and a rationale for why these sources will be useful to you in answering your guiding questions.

*5. Save your Annotated Bibliography as a PDF and submit to this assignment.* Be sure to type your Guiding Questions at the top of your bibliography. Look at the rubric below to make sure you include all the required elements in your annotated bibliography.

## Annotated Bibliography

| Criteria | Ratings | | Pts |
|---|---|---|---|
| Correct MLS formatting | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| At least three scholarly souces | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Annotations are clear, complete, and grammatically correct. Each includes summary, evaluation, and rationale for the use of this source for the research questions as written. | 40 pts Full Marks | 0 pts No Marks | 40 pts |
| Research Questions are at top of the page | 10 pts Full Marks | 0 pts No Marks | 10 pts |
| | | | Total Points: 100 |

Clovis Community College

# ENG 211-3N7 (CC# 1410) INTRODUCTION TO LITERATURE

2nd eight weeks Spring, 2019

INSTRUCTOR:
OFFICE:
OFFICE PHONE:
OFFICE HOURS: Mon 3:00-5:00; Tue 1:30-4:30; Wed 1:30-3:00; Thur and Fri by apt.

E-MAIL: Communicate with me through the email feature of Canvas. If Canvas is down, try……

I will check and respond to all mail messages at least four times a week, Sunday through Saturday, with no more than 72 hours between checking the system.

**TEXTS:** ***The Bedford Introduction to Literature*** (B/StM) Eleventh Edition
ISBN 978-1-319-00218-3

**NOTE: All exams will be proctored. Students must make a satisfactory proctoring arrangement.** (More information below.)

**COURSE DESCRIPTION:**
In this course, students will examine a variety of literary genres, including fiction, poetry, and drama. Students will identify common literary elements in each genre, understanding how specific elements influence meaning.

**COMMON COURSE STUDENT LEARNING OUTCOMES**

1. Read a selection of fictional, poetic or dramatic work.
2. Identify literary devices and conventions in selected pieces of fiction, poetry, drama, and film.
3. Use critical approaches and engage in discussions to analyze fiction, poetry, drama, and film.
4. Define the strengths, limitations, and distinctions of fiction, poetry, drama, and film.

**INSTITUTION-SPECIFIC STUDENT LEARNING OUTCOMES**

1. Analyze selected contemporary texts, social contexts of origin and reception, and the lives of authors, and examine the connections and intersections.

2. Prepare and deliver examples of poems designed to imitate literary poetry.
3. Engage in respectful and exploratory dialogue with peers.

**ONLINE COURSE ATTENDANCE**: In an online course, "attendance" is recorded when a student logs into class AND does at least one other action (such as turning in an assignment or posting a message). Simply logging in is not enough to count as "attendance." Attendance is required at all sessions in each course for which the student is enrolled. Consult the college catalog for specific information regarding limits for absences. Students on financial aid and VA programs may have additional attendance requirements or restrictions. Check with the Financial Aid / VA Office for more information.

**CCC E-MAIL**: All CCC students have a CCC email account. It is set up when students enroll. Campus-wide messages and important information go to your CCC email inbox. To access student email, log onto Pathway, and click the Student Icon on the top-right.

**STARFISH**: Clovis Community College uses Starfish Early Alert as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service. To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at www.clovis.edu/students/starfish.aspx. If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu.

**WITHDRAW**: If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and academic advisor. Instructors do not withdraw students. Dual credit students must contact their high school counselor.

**QUALIFIED STUDENTS WITH DISABILITIES:**

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (575-769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met.

**ONLINE TUTORING:**

CCC now offers free online tutoring in most academic subjects. Access BrainFuse through Pathway for a live online session with a professional tutor. Click HERE to see how to access Brainfuse online tutoring.

**COPYRIGHT:**

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer

software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

**SAFEGUARDS:**

Back up all work in a memory device and make a hard copy; computers are not infallible. It is the student's responsibility to ensure that his/her computer is functioning properly.

**NETIQUETTE:** Netiquette is using good manners in cyberspace. Since most of our communication will be in text, be sure your words express the proper tone. Remember e-mail can be read by anyone. Making personal attacks or sending threats is unacceptable and will be reported per the guidelines up to and including administrative withdrawal from the course. Whether you are in a chat room, writing an e-mail or posting to a discussion area, remember to use proper netiquette and be considerate of others. If you would like to read more on the subject of netiquette, use the links below.

http://www.iwillfollow.com/email.htm
http://www.albion.com/netiquette/corerules.html

**EMERGENCY ALERT:** Since our class is online, service interruptions are very unlikely. In case of an unscheduled Canvas outage, please submit homework via email to my email address (listed above). However, in case of relevant campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. Students may sign up for text and email alerts at www.clovis.edu/getrave.

**TECHNOLOGY REQUIREMENTS:** Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please click here to see basic computer specifications for Canvas. Please keep in mind that computers are available for student use in the library.

**TECHNICAL SUPPORT:** CCC Help Desk support is available Mon – Fri, 8:00 am – 4:30 pm at helpdesk@clovis.edu or by calling 575-769-4969. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom.
You may also find answers to common questions / problems on eCampus and click on the tab titled "Technical Support." If the hyperlink does not work, please enter http://www.clovis.edu/Type4.asp?pageid=ecindex into your browser.

**PRMARORING INFORMATION**: Most online courses require a proctor for exams. The following are CCC approved proctor options:

- CCC's Testing Center (No fee for CCC students // ID required)
- Military Education Centers (may have a fee // DoD ID required)
- Testing Centers at other Colleges / Universities (may have a fee // ID required)
- PrMarorU (has a fee // webcam required // 2 forms of ID required)

If you live within 50 miles of Clovis, NM, you will be required to take your proctored exam at CCC's Testing Center or use ProctorU. If you live 51+ miles from Clovis, NM you may use any of the above proctor options. Students with a valid DoD ID card may use a military education center, if desired.

It is the student's responsibility to find a suitable proctor, make testing arrangements, and pay any associated fees for proctoring services. Be aware that ALL proctors require a valid photo ID, some proctors charge a fee, and some proctoring options require a webcam.

Dual credit students should contact their instructor for special instructions.

Students must report their proctor choice to their instructor. Please refer to your syllabus and instructor's directions for more details, deadlines, and further information. If you need CCC's Proctor Approval Form, it is linked in Online Course Information.

## ONLINE CLASS POLICIES

**VIEWING OF FILMS:**
The viewing of specific films is a requirement of this class. These films are embedded in the course section. However, even using the embed, watching a film will require broadband and the time necessary to make it through the films. Some films may be better experienced in DVD or Blu-Ray, which students may wish to arrange for themselves.

**SUBMISSION OF ASSIGNMENTS:**
You are responsible for getting and turning in all assignments on time. This setup of Canvas makes no exceptions, and if you are late trying to post your assignment, it will likely not accept it. Furthermore, we move way too fast in this class for late assignments. NOTE: If you have technical difficulties uploading your assignment into the course dropbox, send the project to me via the course email or college email (paul.nagy@clovis.edu). Any paper sent to me through these email addresses/ alternative means must have a proper time stamp for it to be read, but at least you need not lose hope due to a technical glitch. Although, choosing not to wait till the last minute will always serve you better, as most technical problems can be solved in a reasonable period of time.

**GRADING POLICY:**
Your grade in English 211 online will tentatively be based on:
Assigned essays and other projects 400 pts. (approx.)

| | |
|---|---|
| Unit discussions | 200 pts. |
| One midterm exam | 150 pts (.) |
| One final exam | 150 pts. |
| Approximate total | 900 points possible 100% |

The grading scale (a standard one) is as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60% = F
All written work submitted for a grade (including essays) must be double-spaced, 12-point font, with one-inch margins unless otherwise specified. MLA style is the default if questions arise.
I want all of my students to succeed, and I am willing to work with you toward that goal. Therefore, if any special circumstances arise for you during the semester, please talk to me about it. Depending on the situation, I might advise you to drop the class, or perhaps we can work things out. *Communication is the key.*

**ACADEMIC DISHONESTY:**
Academic dishonesty is an act by a student to use and/or represent the work of other individuals as that of his or her own production and/or creation. Academic dishonesty is unacceptable within the campus and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic dishonesty.

**GENERAL INFORMATION:**
Check the current college academic calendar at pathway.clovis.edu for information concerning course withdrawal deadlines.

## Book Companion Site

Bedford St Martin's, the publishers of the textbook for this class, have developed a companion website. It offers —abundant resources for students‖ including a Virtualit Interactive Tutorial in Fiction, Poetry, and Drama. www.bedfordstmartins.com/meyerlit I cannot recommend it enough.

## English 211 – Schedule of Readings

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**NOTE: All readings are from Meyer, *The Bedford Introduction to Literature.*** Page numbers listed below refer to the first page of a reading or section in your text. **YOU ARE RESPONSIBLE FOR READING THE ENTIRE SELECTION IDENTIFIED in order to be able to participate, in an informed way, in the discussions, as well as complete the assignments.**

## **Unit 1:** *Studying Literature?* Mar 19-23

**Reading:** Meyer 1-7.

## **Unit 2**: *Short Fiction* Mar 23-27

**Reading:**

- —Reading Responsively: Meyer 13-43 (includes Chopin, "The Story of an Hour"; Vander zee, "A Secret Sorrow" and Godwin, "A Sorrowful Woman")
- —Plot: Meyer 66-75,
- —"A Rose for Emily," Faulkner (+perspective) 77-85
- —Character: Meyer 107-1112
- —"Bartleby, the Scrivener," Melville 129-156
- —"Young Goodman Brown," Hawthorne 315-330
- --"The Horse Dealer's Daughter," Lawrence 557-568

## **Unit 3:** *Short Fiction, developed* Mar 28- Apr 2

**Reading:**

—Setting, Meyer 159-161 —Point of View, Meyer 195-200
—Symbolism, Meyer 220-223
—Theme, Meyer 247-250
—Style, Tone, and Irony, Meyer 272-276
"Soldier's Home," Hemingway 161-167
"The Bride Comes to Yellow Sky," Crane 251-258
"Battle Royal," Ellison 227-236
"IND AFF," Weldon 185-191
"A Good Man is Hard to Find," O'Connor 356-372

## **ASSIGNMENT 1 distributed**

## **Unit 4:** *POETRY*

**Reading:**

Meyer, pp. 589-626, including all the poems
Also: Bishop, "Manners," 629-630
Meyer, 635-651, including all the poems
Slavitt, "Titanic," p.654
Brooks, "We Real Cool," p.662
Arnold, "Dover Beach," pp. 674-675
Owen, "Dulce et Decorum Est," pp. 681-682
Sandburg, "Chicago," pp. 769-770 Roethke, "My Papa's Waltz," p. 772

## **Unit 5:** *POETRY, developed* Apr 10-16

**Reading:**

- **Poetic Forms pp. 775-800**
  - o **Esp.** Herrick, “Upon Julia’s Clothes” p. 777 o Shakespeare, “My mistress’ eyes…” p. 781
  - Alexie, “The Facebook Sonnet,” p. 784
  - Thomas, “Do Not Go Gentle into that Good Night” p.786
- **Open Form pp. 801-816** Dickinson—pp.

□ 829-851

□ Frost—pp. 865-887

**ASSIGNMENT 1 DUE**

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**EXAM 1(Midterm exam) to be taken Apr 14-18 *PROCTOR REQUIRED***

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## **Unit 6** *—Drama* Apr 19-27

*READING:*

"Reading Drama Responsively," including *Trifles*, pp. 1079-1089 "A Study of Sophocles," including *Oedipus the King*, 1120-1170 "A Study of Shakespeare," and *Hamlet*, 1171-1180; 1237-1335.

**Viewing:**

Kenneth Branagh’s *Hamlet* (1996)

## **Unit 7*—Film*** Apr 28-May 3

**Reading:** *Heart of Darkness* link Required

Viewing:

*Citizen Kane*

*Apocalypse Now*

*Solaris*

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## ***Final Exam –May 3-8 *PROCTOR REQUIRED****

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ENG 211-3N7 (CC# 1410) INTRODUCTION TO LITERATURE

RUBRIC for Writing Assignments

# Rubric for Writing Assignment

**50 points possible**

2-3 pages, double spaced, 12-point Times New Roman font, 1-inch margin

**Objectives**: Practice analysis of literary work.

**Key Points for Analysis:**

- Identify the reading by its title or author, or the particular discussion.)
- Make connections with your own experience and/or with other texts.
- How will you use this text to further your understanding of literature?

**Criteria** – Refer to the Instructions and Samples before submitting.

**Inclusion of Media file (if part of the assignment): 6 points_____/6_**

Relevance, value to audience

**Depth of Analysis: 25 points_____/25__**

Novice 0 (0%)–12 (25%) points

Demonstrates limited effort at engaging the reading and criticism.

Competent 13 (50%)–20 (75%) points

Demonstrates a conscious and thorough understanding of the work, its context, and subject matter.

Proficient 21 (80%)–25 (100%) points

Considers and evaluates the reading and criticism extensively.

**Use of Evidence: 15 points____/15_**

Novice 0 (0%)–5 (16%) points

Uses incomplete or vaguely-developed examples to support claims, with limited text-to-text, text-to-criticism, and text-to-self connections.

Competent 6 (30%)–11 (50%) points

Uses relevant examples from the texts studied to support claims. Makes insightful and applicable text-to-text and text-to-self connections.

Proficient 12 (66%)–15 (100%) points

Demonstrates a commitment to use the insights toward educational goals. Poses questions and challenges author claims.

**Conventions and Citations—10 points_____/10_**

Novice 0 (0%)–3 (33%) points

Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and limited attempts to vary sentence structure. Exhibits frequent errors in spelling, verb tense, subject-verb agreement, punctuation, pronouns, and possessives. Appears to quote but includes no mention of source.

Competent 4 (40%)–6 (60%) points

Uses precise language with a sense of voice, awareness of audience, and varied sentence structure. Demonstrates control of prose with few errors. Identifies sources with attempt to format.

Proficient 7 (70%)–10 (100%) points

Speaks and writes with authority. Uses language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Demonstrates control of the conventions with essentially no errors, even with sophisticated language. Consistently and specifically identifies sources demonstrating mastery of format.

# English 2610: American Literature to 1865

Literary Analysis Essay

5 pages

1-2 Secondary Sources

Must be in MLA format and include a Works Cited page

**Definition:**

Analysis is the practice of looking closely at small parts to see how they affect the whole. A literary analysis essay is an attempt to evaluate and understand the work of an author, either a single work or an entire body of work. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning.

**Prompt:**

For this essay you will be examining any of the readings we have covered in class and write a literary analysis for that reading.

When writing a literary analysis, you will focus on specific attributes of the text. When discussing these attributes, you will want to make sure that you are making a specific, arguable point (thesis) about these attributes. You will defend this point with reasons and evidence drawn from the text, as well as scholarly secondary sources.

- An analysis of a literary work may discuss:
  - How the various components of an individual work relate to each other.
  - How two separate literary works deal with similar concepts or forms.
  - How concepts and forms in literary works relate to larger aesthetic, political, social, economic, or religious contexts.

You want to make a unique argument developed from your point of view. The ideas developed as *you* were reading the text are valuable and are worth some further analysis. In this essay you should include at least one secondary source that discusses a similar topic, the same text, or the theory that you may implement in your essay. However, this is your essay and your analysis so make sure that your ideas are presented as the main ideas and not hidden behind secondary sources.

Secondary sources need to be credible and relevant. Sources should not be websites like *Sparknotes* or *Shmoop*. I recommend using the *Ebsco* or *ProQuest* database, but you are not limited to them.

Remember, your thesis is the most important part of your essay, so make sure you have a solid thesis before writing your essay.

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
*GOVERNOR*

DR. BARBARA DAMRON
*CABINET SECRETARY*

# New Mexico General Education Curriculum Course Certification Form

**THTR 1110** ***INTRODUCTION TO THEATRE*** **Instructor:** Don Evans **Office**: Mu 04 454-3572
dwevans@nmhu.edu

## SAMPLE ASSESSMENT

1. Drama comes from the Greek "Dran", which means _____.
**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

2. A long-standing, collective group of theatre practitioners who have worked together is called a_____.
**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**
**[ESSENTIAL SKILL OF CRITICAL THINKING]- conclusions from evidence**

3. The task of securing all necessary personnel, space, and financing, supervising all production and promotion efforts, fielding all legal matters, and distributing all proceeds derived from receipts falls to the_____.
**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

4. The person who controls and develops the artistic product and provides it with a unified vision is the_____.
**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**
**[ESSENTIAL SKILL OF CRITICAL THINKING]- conclusions from evidence**

5. Which of the theatrical crafts is usually executed away from the theatre building and its associated shops?_____.
**[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY ]-civic knowledge, collaboration.global engagement**
**[ESSENTIAL SKILL OF INFORMATION AND DIGITAL LITERACY]- authority and value of information, digital literacy,**

6. The distinctive feature of theatre, which separates it from other arts, is that theatre employs_____.
**[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY ]-civic knowledge, collaboration.global engagement**
**[ESSENTIAL SKILL OF INFORMATION AND DIGITAL LITERACY]- authority and value of information, digital literacy,**

7. Theatre is an art because it_____.

**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

**[ESSENTIAL SKILL OF INFORMATION AND DIGITAL LITERACY]- authority and value of information, digital literacy,**

8. Which mode of performance makes the drama "dramatic" as opposed to simply theatrical, enabling the audience to concentrate on the events that are being and not to their method of demonstration?

**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

**[ESSENTIAL SKILL OF CRITICAL THINKING]- conclusions from evidence**

9. What is the difference between plot and story?

**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

**[ESSENTIAL SKILL OF CRITICAL THINKING]- conclusions from evidence**

**[ESSENTIAL SKILL OF INFORMATION AND DIGITAL LITERACY]- authority and value of information, digital literacy,**

10. Answer the following question in an essay.
Who was Bertold Brecht? What was his contribution to the art of Theatre? When did he conduct his work? Where did he conduct his work? What was the social context of his work?

**[ESSENTIAL SKILL OF COMMUNICATION]- genre and medium awareness, vocabulary, knowledge of Theatre artists**

**[ESSENTIAL SKILL OF CRITICAL THINKING]- conclusions from evidence**

**[ESSENTIAL SKILL OF PERSONAL AND SOCIAL RESPONSIBILITY ]-civic knowledge, collaboration.global engagement**

**[ESSENTIAL SKILL OF INFORMATION AND DIGITAL LITERACY]- authority and value of information, digital literacy,**

**Critical Thinking Skill/Communication Skill**

# Guidelines for Mid–Term Paper

## Sample first page heading:

Students Name — Teachers Name
Introduction to Dance — Semester, Year

**Title of Paper**
**(create an interesting title)**

- Choose a dance topic. You are to address the historical, cultural and social influences of your respective topic. Dance **must** remain the focal point of your paper. Develop a research question. The research question is one that you pose that will be answered through your research. For example, Why is *Swan Lake* considered a classical Ballet? The research question will guide your project. Listed are some topics written by former students. You can choose one of these topics or choose your own. I always enjoy students trying to find their own unique topic. The only topics that I will not allow is music performers (Michael Jackson, Elvis, etc.) or Quinceanera. **Former topics:** street dance, swing dance, two step, disco, history of black dance, Irish dance, Mikhail Baryshnikov, ballet shoes, ballet costumes, ballet dancer, modern dance, African dance, praise dance, evolution of dance, roaring 20's, ritual dance, vaudeville shows, theatre dance, medieval dance, Indian rain dance, ice dancing, benefits of dance, appreciating dance, importance of dance, why do we dance, belly dance, romantic dance, folk dance, ballet across the sports, dance fitness, dance schools, dance fighting, choreography, choreographers.

- **Two pages** (a two-page paper means two totally covered pages of word-processed writing).
  Double-space entire paper and use font size 12 and Times New Roman or Calibri font**. You do not have to use a specific format but follow all guidelines on this page.**

- **Cite** your references (minimum of 2 sources)

- Indent new paragraphs. The first line of each paragraph should be a key phrase that tells us what the paragraph is going to be about. Once you change subject, then create a new paragraph.

- Provide an introduction to inform reader of paper content.

- Work to establish a flow in your writing by paying attention to sentence and paragraph transitions.

- Avoid contractions such as can't, don't, weren't. Spell all words out and avoid slang terminology.

- Proof your writing; read it out loud so that you can hear what your writing sounds like.

- **Conclude your paper or insert personal comments about your topic.**

**50 points possible**
Heading – 5pts
References – 5pts
Introduction – 5pts
Personal Comments – 5pts
Core of Paper – 30pts (complete sentences, paragraphs, length, etc.)

**Critical Thinking Skill/Communication Skill**

## Assignment

As you learned in chapter 8, many countries have specific dances that are a major part of their culture. These dances usually portray something that is important to them like religion, moral values, or historical information relating to the culture. I want you to be able to observe just a few traditional cultural dances to show you how different they are from our own culture.

Below you will find videos of 6 different traditional dances native to its country. You will need to view each cultural dance **(12 pts)** and then **discuss your perception (minimum of 3 comments) about each dance**. **(18 pts)** I have provided you with a list of ideas from which you can comment, but you are not limited to these ideas, you can choose to say whatever you want. **I would also like to know which dance style was your favorite.**

- costumes
- music/rhythm/instruments
- style
- ages/gender
- movements of hands, arms, legs, head, eyes
- repetition
- dance in a line, circle, etc.
- props
- singing/chanting
- did you like/dislike
- what did you find interesting or fascinating

**Order of dances**: Native American, Australian Aboriginal, Indonesian, Mexican, African, Hawaiian

**Critical Thinking Skill/Communication Skill**

# Assignment

View the video **(5 pts)** and answer the following questions:

This dance was choreographed by Michael Jackson's long time choreographer Travis Payne. This dance takes place at the Cebu Provinicial Detention Center, a maximum security prision. Prisoners are dancing to Michael Jackson's *This Is It - They Don't Care About Us*.

From the element of **Space**, discuss what type of shape/line the dance appeared to have? **(1 pt)**

From the element of **Time,** do you feel that the music influenced the rhythmic pattern? Why? **(2 pts)**

From the element of **Energy**, what movements do you feel created dynamics for this dance? **Discuss** at least 2 movements. **(2 pts)**

# Clovis Community College
# DANC 1110 Dance Appreciation
# Fall 2019

**INSTRUCTOR**: Jan Williams
**OFFICE:** Health & Fitness Center #310
**OFFICE PHONE:** 575-769-4154 (leave a message)
**OFFICE HOURS:** **M** 8-9am & 3-4pm, **T** 10-11am, **W** 8-9am, **TH** 10-11am
**CONTACT INFO:** Through the Canvas Inbox
**E-MAIL:** jan.williams@clovis.edu – This is a secondary email, PLEASE email me within the online course.

**TEXTBOOK: Paperback or Digital**
**Paperback Textbook**: Learning About Dance: Dance as an Art Form and Entertainment, Nora Ambrosio, eighth edition, 2018 ISBN 978-1-5249-2212-2
**Digital Textbook**: Purchase directly from Kendall Hunt https://www.kendallhunt.com/ambrosio/

**INSTRUCTOR AVAILABILITY:**
Students should communicate with the instructor through the Canvas inbox. The instructor will strive to respond to all messages within 24 hours, but response time may take up to 72 hours.

**COURSE DESCRIPTION:**
This course introduces the student to the diverse elements that make up the world of dance, including a broad historic overview, roles of the dancer, choreographer and audience, and the evolution of the major genres.

**STUDENT LEARNING OUTCOMES:**
1. Explain a range of ideas about the place of dance in our society.
2. Identify and apply critical analysis while looking at significant dance works in a range of styles.
3. Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.
4. Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal expression, within the human experience across historical periods and cultures.
5. Use dance to consider contemporary issues and modes of thought.

**ONLINE COURSE GUIDELINES:**
**It is very important that you view this document! It contains information that applies to all online courses. This document is located within your canvas course - click on Online Course Guidelines located on your course home page.**
**GRADING POLICY:**

Performance will be based on a combination of assignments, quizzes and a final exam.

**Grades will be based on the following using a point system:**

- Chapter Discussion Questions/Video Questions **150 points**
- Mid-term Paper **50 points**
- Power Point Presentation **50 points**
- Quizzes **100 points**
- Final Exam **75 points**

**Total Points - 425**

**Grading Scale**

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below
***Point values may change but percent values will not***

**SUBMITTING ASSIGNMENTS:**

All assignments must be submitted through Canvas. **Pay close attention to due dates.** Please note that all online course messages and submissions are automatically date and time stamped using Mountain Standard Time (MST). All assignments are due at 11:00 PM MST. Odd, unlikely things happen in cyberspace: internet goes down, servers disconnect temporarily, etc. Allow time to meet deadlines. Reply and check for replies on every email sent and received (check your Canvas inbox at least twice a week). Be sure to check the **Announcements** area each time you log on for important messages.

**QUIZZES:**

The chapter quizzes will be True/False and multiple choice. Quizzes will come from the material presented in the textbook.

**EXAMS:**

The final exam will come from the material presented in the textbook**. If you do not take the final exam your final grade will be dropped one letter grade.**

**EXTRA CREDIT:**

Not available for this course.

**MAKE-UP WORK:**

Must be discussed with the instructor.

**SYLLABUS CHANGES:**

The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students.

**COURSE EVALUATION:**

Each semester, Clovis Community College provides students the opportunity to evaluate their course(s). Students are strongly encouraged to participate in this evaluation. This evaluation is completely anonymous and the instructor will not see the report until after the semester has concluded and all the grades have been submitted. Students will receive an email and Canvas announcement with specific instructions to participate in the evaluation.

**PROCTORED FINAL EXAM:**

**CCC approved proctor options:**

- **CCC's Testing Center (no fee for CCC students // ID required)**
- **Military Education Centers (may have a fee // DoD ID required)**
- **Testing Centers at other Colleges/Universities (may have fee // ID required)**
- **ProctorU (has a fee // webcam required // 2 forms of ID required)**

**If you live within 50 miles of Clovis Community College**, you will be required to take your proctored exam at **CCC's Testing Center** or use **ProctorU.** If you are using the CCC testing center, I will turn in your name to the testing center towards the end of the semester. ***Do not contact me to schedule your exam***. **Testing Center hours of operation are M – Th 8am – 8pm and Fri 8am – 4:30pm.**

**If you live more than 50 miles from Clovis Community College**, you may use any of the above proctor options. Students with a valid DoD ID card may use a military education center if desired. If you want to take your exam at CCC, let me know through the Canvas inbox and I will inform the testing center towards the end of the semester. I understand that this can be inconvenient (or expensive) for some of you but it is a requirement for this course.

- **If you use a Certified Testing Center**, have them fill out the Proctor Approval Form, located in the **Online Course Guidelines**, and send it back to me through Canvas (**due date for proctor approval form is located in the Syllabus Course Schedule and in the Module**). Once I approve your location, I will let you know and send your proctor the information regarding the exam as the date for the final exam draws near.

- **If you use ProctorU**, you need to let me know through the Canvas inbox that you are using ProctorU (you do not need to submit a proctor approval form to me). You can take the test on demand or by appointment. Appointments need to be scheduled at least 3 days in advance. Go to http://www.proctoru.com/portal/clovis/ for more information about ProctorU.

- It is the student's responsibility to find a suitable proctor, make testing arrangements, and pay any associated fees for proctoring services. Be aware that All proctors require a valid photo ID, some proctors charge a fee, and some proctoring options require a webcam.

**Critical Thinking Skill/Communication Skill**

## Assignment

As you learned in chapter 8, many countries have specific dances that are a major part of their culture. These dances usually portray something that is important to them like religion, moral values, or historical information relating to the culture. I want you to be able to observe just a few traditional cultural dances to show you how different they are from our own culture.

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- costumes
- music/rhythm/instruments
- style
- ages/gender
- movements of hands, arms, legs, head, eyes
- repetition
- dance in a line, circle, etc.
- props
- singing/chanting
- did you like/dislike
- what did you find interesting or fascinating

**Order of dances**: Native American, Australian Aboriginal, Indonesian, Mexican, African, Hawaiian

**Personal & Social Responsibility Skill**

## Assignment

Listed are factors that can influence how a person views art and what makes them decide what is aesthetically pleasing or moving **(read Art and the Aesthetic Experience pages 14 - 16 in your textbook).**

- A person's moral, religious and ethical values
- An individual's education, intellect, imagination, tastes and personal experiences
- Socioeconomic background and his/her emotional state (in general and at the time of viewing the art work)
- Conservative background verses liberal background

**Instructions:**

1. Research the term aesthetics and define it in your own words. **(5 pts)**
2. Choose a picture (does not have to be dance related) and write a paragraph (discuss a minimum of three feelings) about how it **aesthetically** moves you. You will need to upload your picture with this assignment. **(5 pts)**
3. Answer the following discussion question: **(5pts)**

Discuss your experience with dance. For example, did you take dance lessons, was dancing a part of your childhood such as at family gatherings, how does dancing fit into your life now. Discuss a minimum of three experiences.

**Personal & Social Responsibility Skill**

## Assignment

### Contemporary Influences on World Dance

In many societies, it is difficult to understand the power and important function that dance has in the culture. It is also difficult to know exactly how much contemporary influences have had an impact on these cultures and their dances. Because of outside influences many cultural dances have undergone changes to the point of distortion. The influence of contemporary society upon world concert/ritual dances is an emotional topic in all countries that have a strong dance tradition. Today many world/ritual dances are being commercialized and presented in ways that are unrecognizable in comparison to the ways they were once performed. People of many different cultures, especially the elders, are upset and frustrated with what they see as the trivialization of their dance forms.

There is an argument that these dances are used for ritualistic purposes and should possess the traditional movements and meaning developed by their ancestors and should be respected. Since many feel that having the opportunity to present their dances to other cultures is necessary and important, they are willing to accept this mainstreaming.

### Discussion Question

What do think about the controversy surrounding the different world concert and ritual dances that are becoming too commercialized? Do you think that it is appropriate for dances to change in order to please an audience? What solution would you present to this issue?

# English 2620: American Literature from 1865

Literary Analysis Essay

5 pages

1-2 Secondary Sources

Must be in MLA format and include a Works Cited page

**Definition:**

Analysis is the practice of looking closely at small parts to see how they affect the whole. A literary analysis essay is an attempt to evaluate and understand the work of an author, either a single work or an entire body of work. Literary analysis focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning.

**Prompt:**

For this essay you will be examining any of the readings we have covered in class and write a literary analysis for that reading.

When writing a literary analysis, you will focus on specific attributes of the text. When discussing these attributes, you will want to make sure that you are making a specific, arguable point (thesis) about these attributes. You will defend this point with reasons and evidence drawn from the text, as well as scholarly secondary sources.

- An analysis of a literary work may discuss:
  - How the various components of an individual work relate to each other.
  - How two separate literary works deal with similar concepts or forms.
  - How concepts and forms in literary works relate to larger aesthetic, political, social, economic, or religious contexts.

You want to make a unique argument developed from your point of view. The ideas developed as *you* were reading the text are valuable and are worth some further analysis. In this essay you should include at least one secondary source that discusses a similar topic, the same text, or the theory that you may implement in your essay. However, this is your essay and your analysis so make sure that your ideas are presented as the main ideas and not hidden behind secondary sources.

Secondary sources need to be credible and relevant. Sources should not be websites like *Sparknotes* or *Shmoop*. I recommend using the *Ebsco* or *ProQuest* database, but you are not limited to them.

Remember, your thesis is the most important part of your essay, so make sure you have a solid thesis before writing your essay.

Name:
Date:

**Quiz 5: Childhood Poverty, Chronic Stress, Self-Regulation, and Coping**

1. "In the last two decades, many scholars have investigated the underlying psychological processes that explain why childhood poverty has such pervasive ill effects on human development." Two pathways have been focused on, what are they? What is the third pathway mentioned? Briefly explain how researchers could work to address this third pathway. (3 pts)

2. Researchers conclude by discussing the current understanding of chronic stress and self-regulation, but address the gaps in knowledge. Five issues that need to be further studied are highlighted, what are they? (4 pts)

3. Explain cumulative risk as it relates to effects of poverty in the human population. (1 pt)

4. What did you find most interesting about the link between *poverty, stress, and the brain*? (1 pt)

5. What did you learn from this research that you did not know before? How are you likely to utilize this research in your own daily life? (1 pt)

## Chapter 9: Physical and Cognitive Development in the Middle Childhood Years

### Journal Exercise #9

*The purpose of this exercise is to reflect on the influence of family characteristics on your socialization and development. All information shared is confidential, shared only between the instructor and you. The goal is to better understand your own development in relation to those around you. For an alternative prompt, please contact the instructor.*

What socioeconomic status was your family? On what do you base your answer?

What ethnic group(s) did your family identify with? List any values, beliefs, attitudes, holidays, foods, etc., supported by your ethnic group(s).

What religion did your family practice? Describe the effects of that religion on your school years.

How did your family feel about education and future goals? Were they supportive?

Did you experience any school difficulties (e.g., poor or failing grades, behavior problems, truancy, etc.) during your elementary school years? How did your family react to these?

How do you think your upbringing affects how you plan to (or already do) raise your own family?

NEW MEXICO HIGHER EDUCATION DEPARTMENT

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*GOVERNOR*

DR. BARBARA DAMRON
*CABINET SECRETARY*

# New Mexico General Education Curriculum Course Certification Form

## A. Institution and Course Information

| | |
|---|---|
| Name of Institution | **WESTERN NEW MEXICO UNIVERSITY** |
| Department | **SCHOOL OF BUSINESS** |
| Course Number, Title, Credits | **ECON 201, PRINCIPLES OF MACROECONOMICS, 3 Credit Hours**<br>**CCN # 2110 Macroeconomics Principles** |
| Co-requisite Course Number and Title, if any | |
| Is this application for your system (ENMU, NMSU, & UNM)? | **NO** |
| Name and Title of Contact Person | **Dr. Miguel A. Vicens, Associate Dean School of Business** |
| Email and Phone Number of Contact Person | **Miguel.vicens@wnmu.edu , 575-538-6403** |

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

☒ Yes ☐ No

**This course will fulfill general education requirements for (check all that apply):**

☒ AA/AS/BA/BS/BBA ☒ **AAS**

## B. 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

## C. Learning Outcomes

**This course follows the CCNS SLOs for**

**ECON 2113 New Mexico Business Articulation/201 PRINCIPLES OF MACROECONOMICS/ CCN # 2110 Macroeconomics Principles**

**List all learning outcomes that are shared between course sections at your institution.**

| **Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)** |
|---|
| 1. Explain the concepts of opportunity cost, comparative advantage and exchange. 2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events. 3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances. 4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured. 5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy. 6. Define fiscal policy and monetary policies and how these affect the economy. 7. Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy. |

| **Institution-specific Student Learning Outcomes** |
|---|
| 1. Demonstrate proficiency in economic concepts and their relationship with national and global issues. 2. Analyze, interpret, and synthesize economic data to make decisions. 3. Exhibit effective oral and written communication skills related to economics activities. |

## D. Narrative

**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

This course introduces macroeconomic theory and explores relationships involving inflation, unemployment, gross national product, taxes, government spending and the domestic and world monetary systems. The students develop communication, critical thinking, and personal and social responsibility skills by completing a variety of assignments during the semester. These assignments are listed on page five of the ECON 201 syllabus.

Students will develop the essential skills (critical thinking, communication, and social responsibility) by analyzing articles, watching TED Talks, using basic statistical analysis, and responding to discussion questions related to the decisions we make as a society that provides opportunities and choices at the macroeconomic level. The class uses rubrics to grade and assess learning. The rubrics tie the learner performance to the student learning outcomes for the course and tie them into the entire business programs SLO's.

**METHODS OF ASSESSMENT:**

1. Will include exams, quizzes, and homework. The list of assignments on page five of the syllabus lists exercises, discussions and analyses supporting the learner's development of the essential skills throughout the term.
2. Students evaluate the instructor through student evaluation process.

| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
|---|
| The course include in-class discussions and assigned homework that permit assessing the student's communication |

skills. The course require analyses in which the students will apply the concepts learned in class, from the textbook and from additional readings. For example, the students will analyze and present of a series of graphs and their relationship with the macroeconomic concepts of supply and demand (Chapters 1-2). The students then will discuss their rationale with the class (written posts or in class discussion), and debate with the group their reasoning in reaching the stated conclusions (Genre and Medium Awareness, Application and Versatility, strategies for understanding and evaluating messages and evaluation and production of arguments).

The course also include inquiries and exercises such as "where does my money comes from?" that introduce questions that does not have a right or wrong answer, fostering also critical thinking (Strategies for understanding and evaluating messages). The students will individually give their answers and explain their reasoning (Evaluation and production of arguments). The students are required to participate in these debates and to follow instructions, find reliable sources of information and provide appropriate citation (multiple means to assess the Genre and Medium Awareness, Application and Versatility).

The course allows the student to create original content based on the concepts learned in class. For example, the students are required to create an infographic from one of the chapters in the textbook (Application and versatility; strategies for understanding and evaluating messages; evaluation and production of arguments). Then the class will vote on their favorite infographic using an establish rubric for accuracy (strategies for understanding and evaluating messages).

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

The course require the students to use the scientific method to develop and assess their critical thinking skills. The scientific method is used to analyze economic problems and theories (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion).

The class introduces the students to economic models used in drafting and implementing macroeconomic policies. For example, the class introduce the student to the high level thinking that leads to fiscal and monetary policies in the U.S. The student will define current economic situations; gather information using real time data (U.S. Government sources) and draw conclusions based on the authority and credibility of the data (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). The student will be required to identify critical information and evaluate evidence while developing conclusions to current issues (evidence acquisition; evidence evaluation). The student will be required to provide alternative solutions to ideas debated in class or to evaluate the differences between theory and practice in current economic policies (evidence evaluation; and reasoning/conclusion).

Other examples in developing critical thinking skills include open-ended questions requiring the student to analyze the effects of the inflation on the aggregate demand and aggregate supply of goods and services (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). Additionally, students will make distinctions between facts and opinions and will use the scientific method to draw conclusions about economic issues affecting the U.S. and its interactions with the rest of the world (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion).

Students are evaluated in this area using homework and exams through the different chapters and modules. For

example, topics including economic systems, unemployment and inflation, fiscal policy and monetary theory and policy have several assessment and evaluation methods. These assessment methods include essay questions, multiple choice and external tools (Kahoot quizzes). Using multiple assessment tools ensure that the content knowledge and critical thinking skills that are introduced in class are tested and reinforced during the course.

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

**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 course provides the students with a variety of homework that develop and assess their personal and social responsibility skills. Using normative analyses, the students recognize the similarities and differences among several countries and their macroeconomic decisions. The students are required to include in their analyses (homework through the semester) an element of sustainability in their answers. For example in a policy analysis homework the student must differentiate between the monetary impact and the social impact of the policies (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning).

Students also recognize theories of sustainability, social equity, ethics, and fairness involved in international trade and the impact of the sustainable allocation of scarce resources. For example, students are required to create a country profile that include the analysis of the country's political system, history, economic indicators, social issues, and trade (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 discuss their work (individually or in teams) with the rest of the class and receive feedback on their findings (collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement-local and global).

In addition, students are able to understand the role of individuals in the economy, the power of the consumer and fiscal and monetary policy decisions when completing exams and homework. The students engage in collaborative activities with a group project that require the analysis and valuation of social and economic issues. The students gather a better understanding of the importance of cultural awareness in globalized business transactions by exchanging ideas with their peers (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning; collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement-local and global).

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

## E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

**Link to Institution's General Education Assessment Plan**

**This course meets institutional standards for general education.**

_____ _____

Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on _____
Date

☐Approved ☐Denied

If denied, rationale:

Institution Notified on _____
Date

WESTERN
NEW MEXICO UNIVERSITY

ACBSP
GLOBAL BUSINESS ACCREDITATION

**ECON 201**
**(ECON 2113 in New Mexico Business Articulation)**
**Principles of Macroeconomics**
**CRN 10099 (3 credit hours)**
**Fall 2018**
**ONLINE**

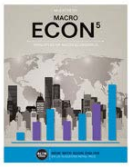
Professor: **Dr. Francisca Reyes**
Phone: **575-538-6326**
Email: **Francisca.Reyes@wnmu.edu**
Office Location: **Light Hall #107**
Office Hours: **Mondays and Wednesdays from 11 a.m. to 12 p.m. (noon) and from 2 p.m. to 4 p.m. and also by appointment.**

**COURSE DESCRIPTION:**
Introduces macroeconomic theory and explores interrelationships involving inflation, unemployment, gross national product, taxes, government spending and the domestic and world monetary systems.

**COURSE OBJECTIVES:**
Upon successful completion of the course the student will be able to:

1. Explain the concepts of opportunity cost, comparative advantage and exchange.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
6. Define fiscal policy and monetary policies and how these affect the economy.
7. Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.

**REQUIRED TEXT AND MATERIALS:**




McEachern, William (2015), "Macro Econ 5e," Cengage Learning. Student Edition ISBN: 978-1-305-65908-7, Student Edition with Online ISBN: 978-1-305-65909-4. **You do NOT need to buy the access card.**

**PREREQUISITES:** NONE

**WNMU PROGRAM OUTCOMES:**

**Management Program Outcomes**

1. Implement foundational concepts of management and explain management roles - INTRODUCED
2. Illustrate management skills - INTRODUCED
3. Analyze and interpret data to make decisions - INTRODUCED
4. Synthesize information from applicable disciplines and management concepts – INTRODUCED

**Accounting Program Outcomes**

1. Demonstrate proficiency in the accounting process - INTRODUCED

**Marketing Program Outcomes**

3. Analyze and interpret data to make decisions - INTRODUCED
4. Synthesize information from marketing and applicable disciplines – INTRODUCED

**Economics Program Outcomes**

1. Demonstrate proficiency in economic concepts and their relationship with national and global issues - INTRODUCED
2. Analyze, interpret, and synthesize economic data to make decisions - INTRODUCED
3. Exhibit effective oral and written communication skills related to economics activities - INTRODUCED

**MEANS OF ASSESSMENT:**

How the student's achievement of the above academic outcomes will be evaluated:

| Assessment Means | Outcomes Assessed | How Counted in Final Grade |
|---|---|---|
| Quizzes | 1-8 | 20% |
| Homework | 1-8 | 20% |
| Exam 1 | 1,2 | 15% |
| Exam 2 | 5 | 15% |
| Exam 3 | 3,4 | 15% |
| Exam 4 | 6,7,8 | 15% |
| | **Total** | **100%** |

Each student is responsible for monitoring his/her grade in the class. The student can ask for revision of it, but after this period the grade will be final, without exception.

Grading will be based on a regular percentage scale as follows:

90-100% =A
80- 89% =B

| | |
|---|---|
| 70- 79% | =C |
| 60-69% | =D |
| 59% or below | =F |

**QUIZZES**:
Quizzes will consist of multiple choice questions. **There are no make-ups.**

**HOMEWORK**:
Homework assignments will also be done through CANVAS. Some of the homework assignments will consist of multiple choice questions and others of problems. We will have writing assignments, so you will be informed of those when needed. **There are no make-ups for missing homework assignments.**

**EXAMS:**
Exams will consist of multiple-choice questions mostly. There will be 4 examinations given during the semester. The dates are as follows:
Exam 1 Chapters 1-4: September 7, 2018
Exam 2 Chapters 5 -10: October 5, 2018
Exam 3 Chapters 11- 16: November 9, 2018
Exam 4 Chapters 17-19: December 10, 2018

**Dates are subject to change. The dates will be announced in class within two weeks before the exam.**

**COURSE EXPECTATIONS**
<u>You are taking this class online and there are several expectations for the course.</u>
1. Review canvas on a **daily** basis, not only for assignments, but announcements.
2. Do your work ahead of time, so the day of the deadline, you have time to solve technical problems.
3. If the weather is bad, please try to do your work ahead of time, so you can prevent disruptions on your internet service.
4. Make sure you have access to Microsoft Office (Word, Excel, PowerPoint, etc.) since you will need to prepare a lot of documents.
5. Communicate with the instructor on a regular basis, do not wait until the next minute to address problems or questions.

**INFORMED CONSENT**
Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

**PROFESSIONALISM**

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines.

**DISABILITY SUPPORT SERVICES**

Services for students with disabilities are provided through Disability Support Services Office (DSS) in the Juan Chacon Building. Services include, but are not limited to: alternate text, assistive technology information, campus housing arrangements, campus accessibility, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs. (Available to all WNMU students). In order to qualify for these services, documentation must be provided by certified health care professionals. Please contact the Coordinator of Disability Support Services and Advisor for students with disabilities located in Student Health Services. (JoBeth Erling, MSW(p)575.538.6138(f)575.538.6017,erlingj@wnmu.edu)

**COMMUNICATION POLICY STATEMENT REGARDING OFFICIAL EMAIL**

**WNMU's** policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

**Example:** Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com
Martin would follow the direction provided at http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm

**ACADEMIC INTEGRITY POLICY AND PROCEDURES:**

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include "any behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain" (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.
Penalties for infractions of academic integrity in this class are as follows:

**Plagiarism:** "the intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work" (WNMU Faculty Handbook, 2008).

**Cheating:** "using or attempting to use unauthorized materials…and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge" (WNMU Faculty Handbook, 2008).
**The minimum penalty for infractions of academic integrity is an F in the class. Other Academic actions could be taken, depending on the severity of the misconduct.**

| Week | **Chapters Required** |
|---|---|
| 1 | Chapter 1 & Graphs, The art and science of economic analysis<br>Pre-Test<br>Homework: Graphs in Economics<br>Exercise- Graphs |
| 2 | Chapter 2- Economic Tools and Economic Systems<br>Chapter 3- Economic Decision Makers<br>Homework: Posting responding to the topic of opportunity cost, absolute advantage and comparative advantage. |
| 3 | Chapter 4 Demand and Supply Exercise<br>Quiz Ch. 4 |
| **3** | **Review & Exam 1** |
| 4 | Chapter 5- Introduction to Macroeconomics<br>Chapter 6- Tracking the US economy<br>Homework: Country Economics Profile |
| 5 | Chapter 7- Unemployment and Inflation<br>Chapter 8- Productivity and Growth<br>Homework: Analysis of Labor Statistics |
| 6 | Chapters 9- Aggregate Demand<br>Chapter 10- Aggregate Supply<br>Homework: Group project in infographics<br>Aggregate demand and Supply exercise |
| **7** | **Review & Exam 2** |
| 8 | Chapters 11- Fiscal Policy<br>Chapter 12- Federal Budgets and Public Policy<br>Homework: Budget deficit and National debt<br>Familiarize with the Federal Budget |
| 9 | Chapter 13 – Money and the Financial System<br>Chapter 14- Banking and the Money Supply<br>Homework: The FED and other Central Banks<br>Where does my money come from? |
| 10 | Chapters 15- Monetary Theory and Policy<br>Chapter 16-Macro Policy Debate: Active or Passive?<br>Quiz Ch. 15&16 |
| 11 | Review |
| **12** | **Exam 3** |
| 13 | Chapter 17- International trade |
| 14 | Chapter 18- International finance |
| 15 | No class – Thanksgiving Break |
| 16 | Chapter 19 |

| | |
|---|---|
| 17 | **Finals Week – Exam 4** |

Sample Assessments

WNMU ECON 2110 Communication, Critical thinking and Personal and Social Responsibility skills

The Principles of Macroeconomics class require the students to write essays and to evaluate and communicate multifaceted ideas from the meetings, textbook and discussions provided in class. Written assignments and projects such as the Country Profile are evaluated using rubrics that permit the student to gather feedback. Essay questions require the students to apply economic analysis, ethical analysis, policy analysis and social analysis of the concepts introduced in class. The Country Profile include open normative questions in which the student will show the understanding of the concepts and it's personal and social responsibility skills.

Other assessment tools such as multiple-choice exams, class discussions and external tools (Kahoot quizzes) allow for the application of the economic analysis, and the ethical and normative concepts introduced in class. The essay/open questions allow for evaluation of alternative scenarios, policy choices and social consequences.

Example/Assessment tool- Country Profile-Critical thinking and personal and social responsibility skills.

This assignment was discussed at the beginning of the semester and it will cover most of the topics that we explored during class. You might have most of the content for this assignment because we did many assignments related to these topics.

Instructions: Prepare a country profile report about your selected country. This should be done in essay form, so no bullet points will be accepted (three pages minimum). The country profile needs to include the following elements:

1. Country's name, location and surrounding countries. If your selected country is on an island, please explain the oceans that surround it.

2. Explain the political system. What is the form of government? Who is the current president/king/prime minister?

3. Briefly write about the country's history. When was it formed? Was it a colony? When did it gain independence? Who was the first president?

4. Do external research and find Real GDP per capita for the last 5 years for this country and for the U.S. Create a table that compares them. Explain the table and write conclusions about your findings.

5. Do external research and find other economic indicators that you want to compare this country against the U.S. for example unemployment, poverty rates, percentage of GDP. Write about your findings.

6. Do external research about the composition of the population by gender and by age and create a population pyramid. Try to find population information for year 2017 or 2016, not older than that. Explain which age group is the largest for females and which one is the largest for males.

7. Do external research to find information about how the country is affected by migration. Do people from this country migrate to other countries? Do people from other countries migrate into this country?

If the country suffers from immigration, from which countries? If the country suffers from out migration, to what countries do they go? Explain the consequences of these events.

8. Write about trade. What products does this country export the most? To which countries? What are the social and economic consequences of trade?

9. Do external research and find out if the country receives funds from the IMF or not? If yes, try to find the amounts they owe. If not, check if the country supports any type of international aid campaigns. Explain the ethical, legal, political and social consequences of these elements.

Example/Assessment tool- Open Ended Questions- Communication, critical thinking and personal and social responsibility skills.

In chapters 2 & 3, the concepts of opportunity cost, absolute advantage and comparative advantage are introduced. Please watch the TEDx Talks video titled What global trade deals are really about (Links to an external site.)Links to an external site. Minimize Video and answer the following questions:

1) Do you think trade between countries is good or not? Why?

2) Do you think protections like tariffs or quotas benefit or hurt trade?

3) Do you think countries need to engage in trade agreements? Yes or no? Why?

4) Do you think countries should specialize on the production of goods/services? If yes, why?

Record your answers in essay format. Bring a copy to class; questions will be discussed in class with your peers. Participation will be graded.

## ECON 201 Country Profile

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Country's location | **10.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information.** | **5.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information.** | 10.0 pts |
| Population and demographics | **15.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student analyzed demographics clearly.** | **7.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Student listed demographics/ no explanation.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to analyze demographics.** | 15.0 pts |
| Politics and History | **20.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. The student explained political systems and historical events clearly.** | **10.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. The student mentioned political systems and historical events.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. The student failed to explain clearly political systems and historical events.** | 20.0 pts |
| GDP table and analysis | **25.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Table created was clear and analysis was thorough.** | **10.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Table created and some analysis written.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to create table and provide analysis.** | 25.0 pts |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Trade between U.S. and selected country | **15.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student research and analysis was thorough.** | **7.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Some analysis and research was delivered.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to research meaningful information and analysis.** | 15.0 pts |
| Migration | **10.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Information presented was analyzed insightfully and correctly.** | **5.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Information was researched and presented.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to present and analyze information.** | 10.0 pts |
| IMF and international aid | **5.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student analyzed the social and financial implications of the IMF in the analysis.** | **2.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. The student performed an analysis of the IMF and international aid.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. The student failed to present an analysis of the IMF and international aid.** | 5.0 pts |
| Learning Outcome 3- Exhibit effective oral and written communication skills related to economics activities.<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Learning Outcome 2- Analyze, interpret and synthesize economic data to make decisions<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |
| Learning Outcome 1- Demonstrate proficiency in economic concepts and their relationship with national and global issues<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |
| Total Points: 100.0 | | | | |

**Sample assessment**

The following assessment sample contains essay questions in a project that covers communication skills, critical thinking skills, and personal and social responsibility skills.

**ECON 202- Know your company- Business Report**

Purpose: This is the final assignment for the class and I hope you take this opportunity to reflect on how Microeconomics affects every business, and its consequences to society. When you submit your assignment, please make sure that all the sections are completed.

Your assignment must have the following content:

1. Name of your selected company.
2. When was it created, where and by whom?
3. Which was the main purpose of your company when it was founded?

    - Introduce a new product
    - Improve an existing product
    - Introduce a new production method
    - Introduce a new business model (new way of doing business)

Expand on the main objective of the company, to include its vision, mission and philosophy. Focus on the economic and social elements of the vision, mission and philosophy.

4. Is this a private company or a public company? If this is a public company, write information about the IPO (Initial Public Offer) and the current market value of its stocks.
5. Type of company. Is this a non-profit, for –profit, small business, corporation, cooperative, partnership, etc.? Would it make a difference in the company current situation if it was a different type of company?
6. Where is it headquartered? Please write the name of the city, the county, and the state. If your company does not have headquarters in the U.S., please check if they have an operations office in the U.S. that you can use. What are the advantages of the company having headquarters in the U.S.?
7. Who is the current CEO or President of the company?
8. To what type of industry does your company belong? What is its competitive position? Is it perfectly competitive? Is the company a price taker? Is it a monopoly? Explain how a monopolistic position would determine production and price.
9. Please go to the Miller library website and visit the Business Insights http://bi.galegroup.com/essentials/?u=nm_a_wnmu (Links to an external site.)Links to an external site. Search your company and write key information about like Net Revenue, Employees, etc. You can access this by going to wnmu.edu (Links to an external site.)Links to an external site, miller library, and online resources scroll down until you find Business Insights: Essentials.
10. Please use Business Insights or any other source to write about the market and your company's closest competitors and if possible, write about how the market is divided among companies within the same industry.

11. Research about the company's corporate social responsibility efforts. Provide your insights on the company efforts to be socially responsible.

12. Please visit the U.S. Census Quick Facts https://www.census.gov/quickfacts/fact/table/US/PST045217 (Links to an external site.)Links to an external site. In addition, search for the county where your company is headquartered. Please get the following information about that county:

- Population estimates, July 1, 2017
- Race and Hispanic Origin: percentage of White people, African American, Hispanic
- Housing: Median gross rent, 2012-2016
- Education: Percentage of people with a Bachelor's degree or higher
- Economy: Percentage of people in civilian labor force
- Income and poverty: median household income and the percentage of persons in poverty
- Business: Total employer establishments, Women-owned firms, and Veteran-owned firms

13. Please, visit the U.S. Census Quick Facts https://www.census.gov/quickfacts/fact/table/US/PST045217 (Links to an external site.)Links to an external site. and search for GRANT COUNTY, NM. Please get the following information about that Grant County:

- Population estimates, July 1, 2017
- Race and Hispanic Origin: percentage of White people, African American, Hispanic
- Housing: Median gross rent, 2012-2016
- Education: Percentage of people with a Bachelor's degree or higher
- Economy: Percentage of people in civilian labor force
- Income and poverty: median household income and the percentage of persons in poverty
- Business: Total employer establishments, Women-owned firms, and Veteran-owned firms.

14. Prepare a table that compares the information from both counties. Write a paragraph about your observations.

15. Based on your research, class discussions, and textbook information, analyze and write a conclusion about your company.

**Please consider this a writing assignment (Maximum 5 pages and minimum of 2 pages). Therefore, please write in complete sentences when answering the questions. You will be able to write this as a business report. Points will be deducted if you only answer the questions in a bullet point fashion. You can use tables and/or graphs to illustrate your points, but you will have to write paragraphs that explain them.**

Week 1 Assignment

Please answer the following questions based on the video Malaria and Sickle Cell Anemia and Textbook Chapter 2. Make sure to read all questions thoroughly and answer **all**parts of each question, using complete sentences. Your answers should include information that you learned from the course materials and/or information from the textbook.

**1)** Using information from your textbook, lectures, and/or Malaria and Sickle Cell Anemia, please explain why there are higher frequencies of the sickle cell allele in areas where malaria is more prevalent.

**2)** Define natural selection and explain how Dr. Allison's work provides an example of natural selection in humans.

**3)** Why are we discussing natural selection, malaria, and sickle cell in an anthropology class? Why is this research relevant to anthropology (the study of humankind)?

**4)** How can we benefit from understanding how genetic mutations, like the sickle cell allele, have had an impact on us as humans over time?

Week 2 Assignment

After you have read Chapters 3 and 4 in your textbook and reviewed Lectures 3 and 4, please answer the following questions using complete sentences:

1) According to the biological species concept, what is a species? Why do some biologists define species in this way?

2) What is the ecological species concept? Why have some biologists questioned the biological species concept?

3) What is the difference between ancestral traits and derived traits? Why is it important to make this distinction?

4) You will often see phylogenetic diagrams like the one in Figure 4.16, which can be based on morphological or genetic data. Why do trees based on genes provide more powerful insights than trees based on morphology?

**Week 3 Assignment**

**After you have read Chapters 5, 6, and 7 in the textbook and reviewed Lectures 5, 5.2, 6, and 7, please answer the following questions:**

1. Name and describe 4 primate characteristics that distinguish them from other mammals.

2. Differentiate between New World and Old World monkeys. Be sure to refer to at least two characteristics—such as features of anatomy—that distinguish these two.
3. What factors influence the reproductive success of females? How do these factors contribute to variance in female reproductive success?
4. There are relatively few good examples of reciprocal altruism in nature. Why is reciprocal altruism uncommon? Why might we expect reciprocal altruism to be more common among primates than among other kinds of animals?

Week 4 Assignment

After you have read Chapter 8 in your textbook and reviewed Lecture 8, please create a new thread and answer the following questions:

1. There is a positive correlation between brain size and longevity in animal species. One interpretation of this correlation is that selection for longer life spans was the primary force driving the evolution of large brains. An alternative interpretation is that selection for larger brains was the primary force driving the evolution of longer life spans. Explain which of these interpretations is more likely to be correct and why this is the case.

2. Primates evolved from small-bodied insectivores that were arrayed somewhere along the fast/short end of the life history continuum. What ecological factors are thought to have favored the shifts toward slower/longer life histories in early primates, monkeys, and apes?

Week 5 Assignment

After you have read Chapters 10 and 11 in your textbook and reviewed Lectures 10 11, please answer the following questions using complete sentences:

1. What are the anatomical/skeletal characteristics that indicate bipedality?
2. What are the main differences between gracile and robust australopithecines? Please include at least 2 differences in your response.
3. *Homo erectus* was the first hominin species to spread out of Africa to other areas of the globe. Use specific biological and cultural features and the concepts of survival, reproduction, and migration to explain why *H. erectus* was the first species capable of such a widespread existence.

**Week 6 Assignment**

**After reading Chapters 11 and 12 and reviewing Lectures 11 and 12, please answer the following questions:**

1. What are the anatomical characteristics that identify the emergence of modern humans? In other words, what defines modern human anatomy? Where do we find the earliest modern humans, and what do they look like?

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| On-Time | **10.0 pts**<br>**On-Time** | **5.0 pts**<br>**1 day late** | **0.0 pts**<br>**2 days late** | 10.0 pts |
| Spelling and Grammar | **10.0 pts**<br>**Few spelling and grammatical mistakes** | **5.0 pts**<br>**Some spelling and grammatical mistakes** | **0.0 pts**<br>**Numerous spelling and grammatical mistakes** | 10.0 pts |
| Content | **20.0 pts**<br>**Answers all questions** | **10.0 pts**<br>**Answers most questions** | **5.0 pts**<br>**Answers few questions** | 20.0 pts |
| Ideas | **10.0 pts**<br>**Includes student's own ideas** | **5.0 pts**<br>**Includes some ideas, opinions** | **0.0 pts**<br>**No ideas or opinions included** | 10.0 pts |
| | | | | Total Points: 50.0 |

**ANTH 125G: Introduction to World Cultures**

**Student Assignment: Ritual Practices and Culture (Day of the Dead Altar)**

Handout:

Assignment Due:

The essay should be 3-5 pages in length, typed, double-spaced, 1 inch margins on both sides and on top and bottom. There should be no quadruple spacing between paragraphs. You must answer the questions indicated below. You may use material from lecture, films, and your own observation. You may use outside material if you choose, but you must cite your sources.

In this project, you will document the ritual of the Day of the Dead.

1.Provide an overview of the Day of the Dead/Dia de los Muertos.
What is it? Where is it celebrated? How is it celebrated?
Why is this ritual an example of religious syncretism?

2. What is a ritual of intensification?
How does this apply to the Day of the Dead?
Who are the participants?

3. Document one altar from your observation of the Dia de los Muertos. You may attend any of the events listed at the end of this handout. If you yourself participate because of your faith in constructing an altar for All Saints' Day, you may document your own altar.
Provide a short summary/overview of the event you observed.
Provide a drawing or photographs of the altar.
Identify some of the important elements contained in the altar. Explain what they are. How are they selected?
What is a religious symbol? What are the symbols you see on the altar you documented?

4. What is the religious significance of this ritual practice for participants (if applicable)?
If this is not a religious altar, then explain its significance to popular culture.

5. Did you learn anything new?
If so, what?

Grading will be based on the following:

| | |
|---|---|
| On-time | 20 |
| Spelling and grammar | 20 |
| Organization | 20 |
| Content | 20 |
| Ideas expressed | 20 |
| **Total** | **100** |

## Locations for Dia de los Muertos altars:

**1.Mesilla Dia de los Muertos**
What: altars, arts and crafts, food vendors, entertainment, dancing, processions.
When: festival and altars, 10 a.m.-6 p.m., October 30 and 31. Procession from Mesilla Plaza to San Albino Cemetery at 6:30 p.m. Nov. 2. Build altars from 5-7 p.m., October 29 (overnight security provided) or 8-10 a.m. October 30.
Where: Mesilla Plaza
How much: free, donations of 3 cans of food to create altar display.
Info: 575-646-2639.

**2.Dia de los Muertos Altar and Celebration**
Who: Jose Tena and dancers of Ballet Folklorico de la Tierra del Encanto
When: altar, October 28-November 9; celebration, 11 a.m.-1 p.m., October 30 with performance by Ballet Folklorico de la Tierra del Encanto and posole dinner
Where: Branican Cultural Center, Downtown Mall
How much: free
Info: 575-541-2154

**3. Altar for Extinct Animals**
When: October 22 to November 1.
Where: Las Cruces Museum of Natural History, Mesilla Valley Mall
How much: Admission free
Info: 575-522-3120

**4. Dia de los Muertos Ofrenda/Day of the Dead Altar by Romy Saenz Hawkins**
Exhibit: Traditiones y simbolos/ Traditions and Symbols
When: October 30-January 30
Where: El Paso Museum of Archaeology, 4301 Trans Mountain Road, El Paso
How much: Free
Info: 915-755-4332

**5. Group Juried Dia de los Muerto Exhibit**
When: Oct. 30-Nov. 27
Where: Branigan Cultural Center, 501 N. Main Street, Downtown Mall
Who: Regional artists
How much: free
BCC hours: 9 a.m.-4:30 p.m., Tuesday through Saturday
Info: 575-541-2154

**6. Dia de los Muertos altar**
When: October 30-November 2
Where: Department of Anthropology, 331 Breland Hall, NMSU
Who: anthropology students, and any interested students
How much: free
Hours: 8:00 a.m.-5:00 p.m.
Info: Christine Eber (ceber@nmsu.edu) or 646-2725.

**7. Mercado Mayapan Annual Day of the Dead Celebration (Chiapas)**
When: Saturday and Sunday, October 30-31
Where: Mercado Mayapan, 2101 Myrtle, El Paso
Who: Artisans, Latino artists
How much: free
Hours: 3-10 p.m.
Info: 915-582-6200

**8. Smithsonian Dia de los Muertos Festival in Second Life**
When: October 29-November 2
Where: http://latino.si.edu/education/LVMDayoftheDeadFestival.htm
Or http://latino.si.edu/index.htm

**ANTH 125G: Introduction to World Cultures**

**Student Assignment: Film Questions: "Mother Tongues"**

While watching film, write down notes in response to questions below. These questions will be the basis for class discussion following this film.

How many languages are spoken on the African continent? What is the reason given for the amount of languages spoken? How many languages are spoken in Nigeria alone?

What are some of the languages spoken in African countries?

How many languages, roughly, are spoken in Oceania?

How many of the worlds languages are spoken in Austronesia alone? Why might this be?

How many Chinese dialects are there?

Why is tone important in some languages, such as Chinese?

What is the classical language of India? What are the people who brought this language known as? What would be a descendant language of Sanskrit?

What are some of the branches of the Indo-European language family? From where did this language family originate? What are some Indo-European languages?

What language has no known related languages?

What are some of the changes that English undergoes as it has spread around the world?

How many language families are there in the Americas?

What are some of the languages spoken in the Americas?

What most surprised you in this film about languages around the world?

**ANTH 125G: Introduction to World Cultures**

**Student Assignment: Ethnic Identity Project**

Handout:

Assignment Due:

The essay should be 3-5 pages in length, typed, double-spaced, 1 inch margins on both sides and on top and bottom. There should be no quadruple spacing between paragraphs. You must answer the questions indicated below. You may use material from lecture, films, and the text. You may use outside material if you choose, but you must cite your sources.

In this project, you will conduct an interview with one individual focusing on ethnicity and ethnic identity. You will submit an essay based on your interview. Follow the list of interview questions on the back of this assignment.. You will write up a report, following the guidelines identified below. During the interview, focus on the questions, the informant's discussion, and learning about the informant and your chosen topic.

Your report should actually include the following components:

1. Discussion, overview of your informant's ethnic background. You may draw on material from the interview and also from other sources, i.e., published and/or personal knowledge.

2. Summarize the overall themes and issues identified from the interview. In this discussion, you may want to include transcribed sections from the interview, that is, to capture your informant's "voice," particularly when he/she most eloquently speaks about his/her identity, cross-cultural issues, etc.

3. If you knew your informant, what did you learn that you hadn't known before? In general, what kinds of new information, insights, etc. about ethnic identity did you acquire from this interview? Did you learn anything that you could only learn from interviewing people? If so, what?

Grading will be based on the following:

| | |
|---|---|
| On-time | 20 |
| Spelling and grammar | 20 |
| Organization | 20 |
| Content | 20 |
| Ideas expressed | 20 |
| **Total** | **100** |

**Assignment: Ethnicity Assignment Project**

**Suggested Interview Questions**
**(Please feel free to delete or to include other questions, as you wish)**

1. What can you tell me about your ethnic heritage and background?

2. Could you tell me about how your family, ancestors, etc. came to this country?

3. What kind of childhood experiences do you remember that reinforced your ethnic identity?

4. Can you explain some of the differences between those that were positive and those that were negative?

5. What kinds of dilemmas did you face as a child or teenager that conflicted with your sense of ethnic identity?

6. How have you deal with these ambiguities, differences? How do you see yourself now?

7. What kinds of ways (behaviors, dress, beliefs, whatever) do you use to reinforce your sense of identity?

8. Do you ever feel that you're different than others (at NMSU, in your community, etc)? In what kinds of situations do you notice this?

9. Do you ever feel that you move between different cultural worlds? Can you explain more about these situations to me?

10. How do generational differences affect your sense of identity?
    a. That is, with your parents, how do you see yourself as different than they were?

    b. If you have children, or plan to have, what are your plans for your children?

11. Is there anything else about yourself that you would like me to know?

ANTH 130G Name:_____

**Description**

"Anthropology, the study of humankind everywhere throughout time, produces knowledge about what makes people different from one another and what we all have in common" (Haviland et al. *Anthropology: The Human Challenge*, 2012). This assignment focuses on human cultural and social institutions, both present and past; how these institutions have affected human development and continue to influence cultures in an increasingly multicultural environment; and other topics traditionally studied by anthropologists.

Addresses the following Student Learning Objective:

- Describe the key concepts and methods of anthropology

**Assignment**

Based on the video, *Understanding Race*, please write a short essay (5 to 7 sentences) that explains how this video relates to specific topics that have been discussed in class and/or the textbook. Please identify at least **3** specific examples and explain how the video addressed those topics. For example, we talked about the race concept in class, do not simply say this video talks about race and we did too. Your essay needs to include more information about exactly what the video said and how that connects to class lectures and/or the textbook. **Lastly, explain how this video provides additional information on topics covered in this course.**

ANTH 130G: Natural Selection in Action Name:_____

Please answer the following questions based on the video Malaria and Sickle Cell Anemia. Make sure to read all questions thoroughly and answer **all** parts of each question, using complete sentences. Your answers should include information that you learned from the course materials and/or information from the textbook.

1) Using information from your textbook, lectures, and Malaria and Sickle Cell Anemia, please explain why there are higher frequencies of the sickle cell allele in areas where malaria is more prevalent.

2) Define natural selection and explain how Dr. Allison's work provides an example of natural selection in humans.

3) Why are we discussing natural selection, malaria, and sickle cell in a class on "human's place in nature?" Why is this research relevant to anthropology (the study of humankind)?

4) How can we benefit from understanding how genetic mutations, like the sickle cell allele, have had an impact on us as humans over time?

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| On-Time | **10.0 pts**<br>**On-Time** | **5.0 pts**<br>**1 day late** | **0.0 pts**<br>**2 days late** | 10.0 pts |
| Spelling and Grammar | **10.0 pts**<br>**Few spelling and grammatical mistakes** | **5.0 pts**<br>**Some spelling and grammatical mistakes** | **0.0 pts**<br>**Numerous spelling and grammatical mistakes** | 10.0 pts |
| Content | **20.0 pts**<br>**Answers all questions** | **10.0 pts**<br>**Answers most questions** | **5.0 pts**<br>**Answers few questions** | 20.0 pts |
| Ideas | **10.0 pts**<br>**Includes student's own ideas** | **5.0 pts**<br>**Includes some ideas, opinions** | **0.0 pts**<br>**No ideas or opinions included** | 10.0 pts |
| | | | | Total Points: 50.0 |

# PICK-A-CULTURE PROJECT

Introduction to Anthropology, Fall 2013
Paper Assignment #2 (50 points)
**Due November 21st (in class)**

## TOPIC

The purposes of this assignment are to give you an opportunity to learn about another culture of interest to you and to improve your research (journals and/or books) and writing skills. Choose a society, subculture, or culture area and write a paper about marriage and kinship. Your task is to

**Compare and contrast kinship (in the broad sense) and marriage in the U.S. (or your own if you are international students) with a non-western culture around the world. Your discussion should include how the importance of kinship varies, how it functions within the society, and the purposes and basis for marriage. Briefly discuss why these differences exist.**

You may simply provide a general description of kinship/marriage in the culture, or you may instead wish to explain or analyze some aspects of kinship/marriage in the culture, in which case you might devote more attention to the particular issue you choose to emphasize (e.g., try to understand and explain "why" Japanese people have maintained the custom of arranged marriage for a long time?).

I have provided a list of possible cultures on the last page, but you are free to choose any except your own.

## MECHANICS

1). The paper should be approximately 3 pages double-spaced, typed pages.
2). Use at least two references; they must be an ***ARTICLE*** and/or ***BOOK***. Avoid using encyclopedias, as they are generally not considered scholarly sources. If you use encyclopedias, popular magazines, or any of our textbooks as a reference, it must be in addition to two other resources.
3). Include citations or footnotes in the text and a list of references at the end of your paper. Use the particular style to which you are accustomed.
4). The paper must be written by you for this class and cannot be a paper that you have written for another class.
5). The paper is due 11/21st!

## GRADING

Grading will be based on use of concepts discussed in class, creativity (in terms of thoughtfulness and originality) and completeness (don't leave ideas handing!). Please edit your paper carefully before hand it in!

If you choose only to **describe** another culture's kinship and marriage, the highest grade you can earn is a **B+**, provided the paper is well written and researched. In order to get an "**A**," your paper must include **your own analysis or explanation**. This is because description involves simply discussing research that has already been done, and so does

# Anthropology

Periodicals (Journals)

*Africa*
*American Anthropologist*
*American Antiquity*
*American Ethnologist*
*American Journal of Archaeology*
*American Journal of Physical Anthropology*
*Annual Review of Anthropology*
*Anthropological Quarterly*
*Current Anthropology*
*Ethnology*
*Ethnos*
*Human Biology*
*Human Organization*
*Journal of Anthropological Research*
*Journal of Asian Studies*
*Journal of Polynesian Society*
*Man*
*Oceania* *etc*

Indexes

*Abstracts in Anthropology*
*Anthropological Index*
*Anthropological Literature*
*Anthropology*

**Possible Choices for Your Paper (You are not limited to these!)**

| Africa | Pacific Islands | Latin America | Ancient Civilization |
|---|---|---|---|
| Kikuyu | Trukese | Cuna (or Kuna) | New World |
| Ashanti | Samoans | Miskito | Maya |
| Dogon | Toradja | Yanomami | Olmec |
| Azande | Tongans | Alacaluf | Aztec |
| Tiv | Maori | Mundurucu | |
| Dinka | Tahitians | Campa | Old World |
| Turkana | Dobuans | Aymara | Egypt |
| Mbuti Pygmies | Dani | Maya | Harappan |
| Swazi | Toradja | Siriono | |
| Zulu | Mende | Amahuaca | |

| Europe | Circum Mediterranean | North America | | Southeast Asia |
|---|---|---|---|---|
| Saami | Basques | Haida | Chippewa | Sherpa |
| | Kurds | Cherokee | Tlingit | Tamil |
| North Asia | Rawla | Shoshone | Nez Perce | Toda |
| Yakut | Basseri | Iroquois | Apache | Andamese |
| Chukchee | Bakhtiari | Hopi/Zuni | Omaha | Karen |
| Yukaghir | | Navajo | Pawnee | Balinese |
| Ainu | | Dene | Kwakiutl | |

You may also choose contemporary industrial societies (besides your own), such as the Japanese, Chinese, Pakistanis, Sudanese, French, etc.

# Garbage Exercise

**Anthropology 201**

**Introduction:**

This exercise will train you in two things archaeologists always do: data collection and material analysis. For **two days** you will make a detailed record of every object which goes into the garbage that you discard in your household trash. This is a selective sample; it won't include the stuff that you recycle (though you could record that as well), things you put in the kitchen sink disposal, composted goods, or throw out in a trash can outside your home. This is OK, remember, all archaeological and material contexts have such biases. Each person will hand in a garbage data record and also analyze and interpret somebody's garbage data.

After You Received the Assemblage of Somebody Else's!

## Garbage Analysis Paper (Due by 10/17/13)

After you have recorded your data, you start analyzing the assemblage from somebody else's. The analysis must examine at least the following issues:

1) **Contents**: What is in your sample? Describe the range of goods in the collection you analyzed. For example, does the collection reflect numerous different household activities? Or, does it reflect a few activities? What are those activities? What material goods did you use to come to this conclusion? For instance, food discards will be most common in many samples: how do these food discards represent the household's diet? What specific objects or range of objects suggest this conclusion?

2) **Analysis:** What specific sorts of things did you expect to find? Be as specific as possible about what you thought you would find. Why did you expect to find those things? Was this the quantity of objects you expected to find, or did the sample contain more or less than you expected? Were there things in your sample which you did not expect to find? What were they? Why did they surprise you? How did your own garbage compare to this sample? What sorts of different things did you discard? Why do you suppose there were these differences or similarities?

**Anthropology 201**

**Evaluation for the Garbage Analysis Paper**

This shows how we will grade your paper!

**Content:**

1). Content

Descriptions of the data **/10**

2). Analysis **/15**

3). Interpretation & Creativity **/15**

**Totals:** **/40**

**Additional Comments:**

The following is a guide to understanding how I graded your garbage paper. I gave points based on the following criteria.

If it was excellent or insightful – generally you received full credit. If you lost a point or two in a particular area that meant that while good, this particular aspect of your paper needed additional information or improvement. If you lost more than a point or two in a category, this generally meant this section lacked substantive detail. Finally, if you received a zero or one in a particular category, this signified that this aspect of your paper was incomplete or poorly put together.

# Film Journal Entry #1

Published

For each documentary film, prepare a journal entry that addresses the following:
1) The title of the film/episode
2) A concise summary of its major points
3) How does the content of the film relate to topic(s) we have discussed in class?
4) What does the film help us understand about human cultural change in general?
5) What does the film help us understand about the specific region or problem that it covers?
6) Why do you think Dr. Jenks elected to show this film?
7) Provide any additional comments you see as appropriate. For example, what details stand out to you the most, and why? Are there unanswered questions? Does the film contradict what we learned in class?

The complete film journal (entries + synthesis) must be typewritten in 12-pt font, double spaced, and uploaded as a Word document (.doc or .docx file) to Canvas by the due date indicated on the syllabus. Individual journal entries should be approximately two pages each (400-500 words). There is no maximum word count.

**Points** 15
**Submitting** a file upload
**File Types** doc and docx

| Due | For | Available from | Until |
|---|---|---|---|
| Sep 6, 2018 | Everyone | - | - |

**Film Journal Rubric**

| Criteria | Ratings | | Pts |
|---|---|---|---|
| Writing: follows formatting/length requirements and communicates clearly, presenting enough information to make a coherent point (1 = inadequate, 3 - adequate, 5 = excellent). | **5.0 pts Full Marks** | **0.0 pts No Marks** | 5.0 pts |
| Content: identifies and provides a concise summary of the material presented in this film. This summary must be original--no plagiarism! (1 = inadequate, 3 = adequate, 5 = excellent). | **5.0 pts Full Marks** | **0.0 pts No Marks** | 5.0 pts |
| Reflection: addresses all questions in the prompt, drawing on information specific to this film and class (1 = inadequate, 3 = adequate, 5 = excellent). | **5.0 pts Full Marks** | **0.0 pts No Marks** | 5.0 pts |
| | | | Total Points: 15.0 |

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess a historical document, placing it in historical context. The students are required to summarize the basic ideas presented in the different parts of the document, and evaluate the perspectives of the author. The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the author's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

**HIST 102G: MODERN EUROPE**

WRITING ASSIGNMENT

READ: selections from Hitler, *Mein Kampf*

The Nazi Party Platform

Hitler, Letter on the Jewish Question 1919

WRITE a paper at least 3 full pages in length (double spaced, 12 point font, standard margins) in which you analyze these materials in connection with how they relate to Hitler's views of the Jews. Assume that the Nazi Party Platform reflects Hitler's own views. For example, how does Hitler explain his hatred of Jews? How does the Nazi Party Platform deal with the "Jewish question"? Based on these materials, what would you expect the Nazi Party to do once they came to power in Germany? In this paper and all papers, make sure you back up your views with concrete historical references.

**GRADING RUBRIC FOR HIST 102G: MODERN EUROPE**

# Grading Rubric for Hist 102G Assignments

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Overall Impression | Author directly addresses main question or issue. Author successfully synthesize this knowledge | Author competently addresses main question or issue | Author attempts to address main question or issue, but fails. | Essay does NOT address main question or issue | P L A G I A R I S M |
| Argument | Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. | An argument is present, but reader must reconstruct it from the text. | Author attempts, but fails, to make an argument | No attempt is made to articulate an argument. | |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Sources<br><br>The specific assignment will describe what kinds of sources are required. | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. | |
| Citations | All evidence is properly cited in footnotes or endnotes. | All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. | No attempt is made to cite evidence. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Organization | Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together. | Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper. | Essay contains an intro, main body, and conclusion. However, the introduction does not adequately lay out the main argument, and the conclusion does not adequately summarize the main argument and evidence. | Essay has no clear organizational pattern. | |
| Clarity and Style | All sentences are grammatically correct and clearly written. Paper has been spell-checked AND proofread and contains no errors. | All sentences are grammatically correct and clearly written. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay. | A few sentences are grammatically incorrect or not clearly written. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors. | Paper is full of grammatical errors and bad writing. Several words are misused. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors. | |

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess the selections from the Debate on Salt and Iron, placing them in historical context. The students are required to summarize the basic ideas presented in these selections, and evaluate the perspectives of the authors. The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the authors' perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

**HIST 211G: EAST ASIA TO 1600**

WRITING ASSIGNMENT

READ: selections from the Debate on Salt and Iron

WRITE a short paper at least two-three full pages in length (double spaced, 12 point font, standard margins) in which you analyze these selections. In this essay, explain the context of these debates, the two primary opinions of the debaters and, finally, your own opinion about the debate. Please use quotations from the document itself to bolster your argument.

**RUBRIC FOR WRITTEN ASSIGNMENTS FOR HIST 211G: EAST ASIA TO 1600**

# Grading Rubric for Hist 211G Assignments

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Overall Impression | Author directly addresses main question or issue. Author successfully synthesize this knowledge | Author competently addresses main question or issue | Author attempts to address main question or issue, but fails. | Essay does NOT address main question or issue | P L A G I A R I S M |
| Argument | Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. | An argument is present, but reader must reconstruct it from the text. | Author attempts, but fails, to make an argument | No attempt is made to articulate an argument. | |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Sources<br><br>The specific assignment will describe what kinds of sources are required. | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. | |
| Citations | All evidence is properly cited in footnotes or endnotes. | All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. | No attempt is made to cite evidence. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Organization | Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together. | Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper. | Essay contains an intro, main body, and conclusion. However, the introduction does not adequately lay out the main argument, and the conclusion does not adequately summarize the main argument and evidence. | Essay has no clear organizational pattern. | |
| Clarity and Style | All sentences are grammatically correct and clearly written. Paper has been spell-checked AND proofread and contains no errors. | All sentences are grammatically correct and clearly written. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay. | A few sentences are grammatically incorrect or not clearly written. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors. | Paper is full of grammatical errors and bad writing. Several words are misused. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors. | |

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess these selections from K'ang Hs'i's The Sacred Edict, placing them in historical context. The students are required to summarize the basic ideas presented in these selections, and evaluate the perspectives of the author. The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the author's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

**HIST 212G: EAST ASIA SINCE 1600**

WRITING ASSIGNMENT

READ: selections from K'ang Hs'i: The Sacred Edict

WRITE a short paper at least two-three full pages in length (double spaced, 12 point font, standard margins) in which you analyze these selections. In this essay, be sure to tell your reader what you've read, who wrote it, when, where, and what the circumstances were. Tell your reader the context for the document. Use quotations from the original document to enhance your commentary. (Example, "The Emperor was obviously concerned with filial piety because he stated, '…..'")

# Grading Rubric for Hist 212G Assignments

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Overall Impression | Author directly addresses main question or issue. Author successfully synthesize this knowledge | Author competently addresses main question or issue | Author attempts to address main question or issue, but fails. | Essay does NOT address main question or issue | P L A G I A R I S M |
| Argument | Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. | An argument is present, but reader must reconstruct it from the text. | Author attempts, but fails, to make an argument | No attempt is made to articulate an argument. | |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Sources<br><br>The specific assignment will describe what kinds of sources are required. | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. | |
| Citations | All evidence is properly cited in footnotes or endnotes. | All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. | No attempt is made to cite evidence. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Organization | Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together. | Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper. | Essay contains an intro, main body, and conclusion. However, the introduction does not adequately lay out the main argument, and the conclusion does not adequately summarize the main argument and evidence. | Essay has no clear organizational pattern. | |
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The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess the different components of the document selections, placing them in historical context. The students are required to summarize the basic ideas presented in the different parts of the document, and evaluate the perspectives of the author(s). The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and evaluating the document's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

**HIST 221G: ISLAMIC CIVILIZATION TO 1800**

WRITING ASSIGNMENT

READ: selections from *The Quran*

WRITE a paper at least two full pages in length (double spaced, 12 point font, standard margins) in which you analyze these selections from *The Quran*. Questions to answer:

1. What characteristics are attributed to Allah or God in the selections? Why can one infer from them that Muhammad is not to be regarded as the divine son of Allah?
2. What kind of ethical behavior seems to be sanctioned by *The Quran*? How will people be judged for their behavior?

Answer both questions, one full page for each question. In addition, provide at least 2 short quotations to support your answer for each question. After a quotation, note in parentheses the sura from which the quotation is taken, such as "_____" (Sura 1).

**GRADING RUBRIC FOR HIST 221G: ISLAMIC CIVILIZATION TO 1800**

# Grading Rubric for Hist 221G Assignments

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Overall Impression | Author directly addresses main question or issue. Author successfully synthesize this knowledge | Author competently addresses main question or issue | Author attempts to address main question or issue, but fails. | Essay does NOT address main question or issue | P L A G I A R I S M |
| Argument | Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. | An argument is present, but reader must reconstruct it from the text. | Author attempts, but fails, to make an argument | No attempt is made to articulate an argument. | |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. | |

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Sources<br><br>The specific assignment will describe what kinds of sources are required. | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. | |
| Citations | All evidence is properly cited in footnotes or endnotes. | All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. | No attempt is made to cite evidence. | |

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| Organization | Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together. | Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper. | Essay contains an intro, main body, and conclusion. However, the introduction does not adequately lay out the main argument, and the conclusion does not adequately summarize the main argument and evidence. | Essay has no clear organizational pattern. | |
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The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess the different components of some selections from the writings of Ayatollah Khomeini, placing them in historical context. The students are required to summarize the basic ideas presented in the selections, and evaluate the perspectives of the author. The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by the close reading of a primary source and showing how the information is organized and presented, as well as evaluating the author's perspective. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

**HIST 222G: ISLAMIC CIVILIZATION SINCE 1800**

WRITING ASSIGNMENT

READ: selections from writings by Ayatollah Ruhollah Khomeini

WRITE a paper at least two full pages in length (double spaced, 12 point font, standard margins) in which you analyze these selections. Questions to answer:

1. What is Khomeini's attitude towards monarchy? What does he think should be done about it?
2. What kind of government does Khomeini favor? What role, if any, does he assign to the ulema in the government? What goals should government pursue?
3. Do you see reflected in Khomeini's writings any suggestion of traditional Shi'i feelings of martyrdom and persecution? How does the ayatollah seek to prove his points?

Answer all three questions. In addition, provide quotations from the selections to support your answer for each question.

**GRADING RUBRIC FOR HIST 222G: ISLAMIC CIVILIZATION SINCE 1800**

# Grading Rubric for Hist 222G Assignments

| | Excellent | Good | Needs Improvement | Poor | F |
|---|---|---|---|---|---|
| Overall Impression | Author directly addresses main question or issue. Author successfully synthesize this knowledge | Author competently addresses main question or issue | Author attempts to address main question or issue, but fails. | Essay does NOT address main question or issue | P L A G I A R I S M |
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**Sample Problems**
**Problem 1**
Consider the polynomial $P(x) = x(x+2)^3(x-5)^2$.

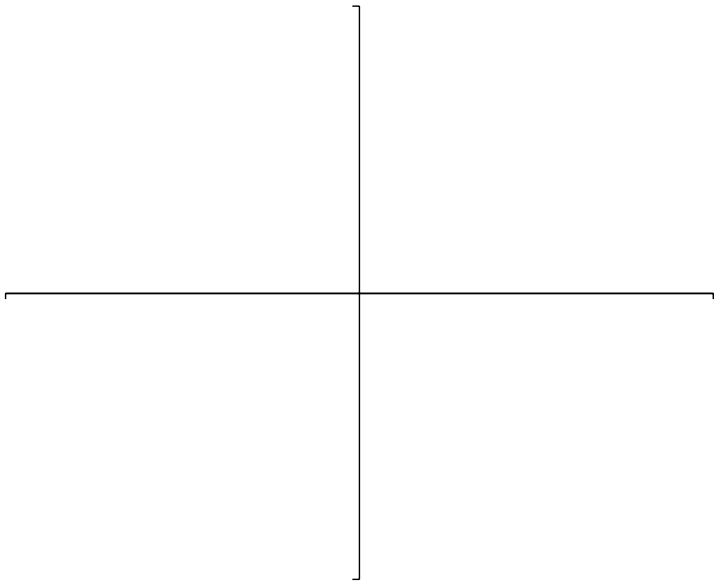
1. Find the zeroes of $P$ and their multiplicities. (You might not need the whole table.)

| Zero | | | | |
|---|---|---|---|---|
| Multiplicity | | | | |

2. Describe the "end behavior":

   As $x \to -\infty$, $P(x) \to$ _____ As $x \to +\infty$, $P(x) \to$ _____

3. Sketch the graph of $P$.



4. Construct a sign chart for $P$.

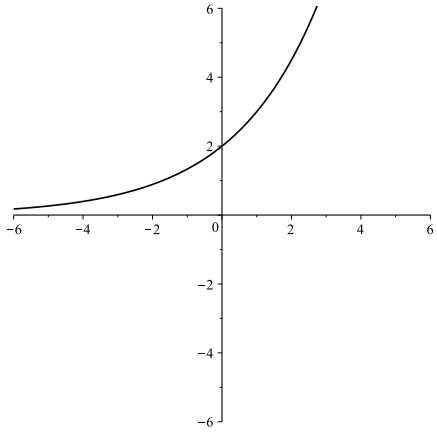
_____

**Problem 2**

Match each of the following functions with its graph.

(a) $y = 2(0.5)^x$ (b) $y = 2 + \ln(x+1)$ (c) $y = 2 + 0.5x$

(d) $y = x^3 - 1.5x^2 + 0.5x + 2$ (e) $y = 6 - (x+2)^2$ (f) $y = 2(1.5)^x$

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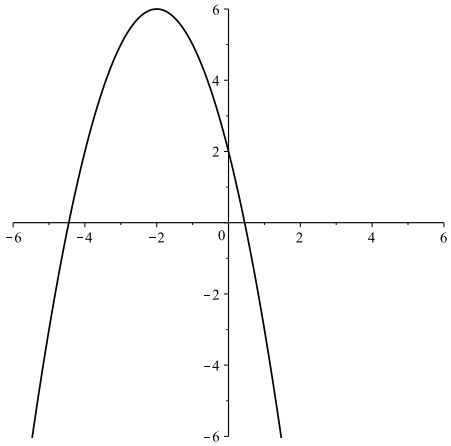


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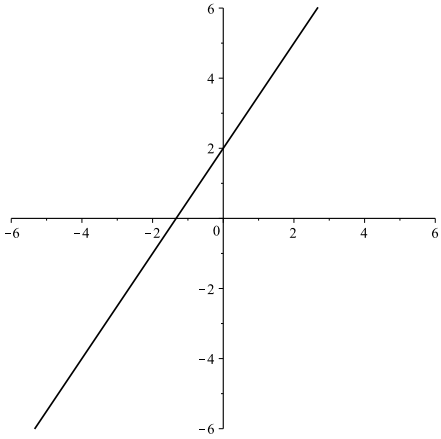


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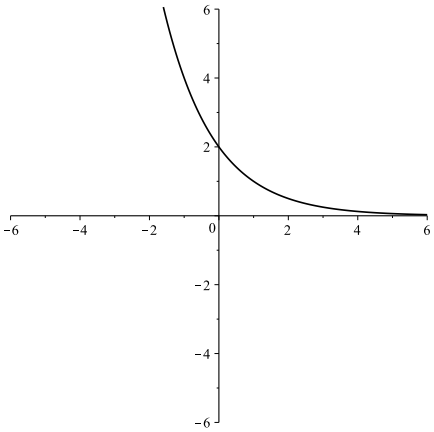


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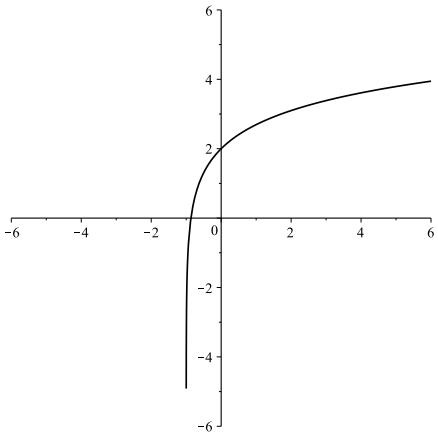


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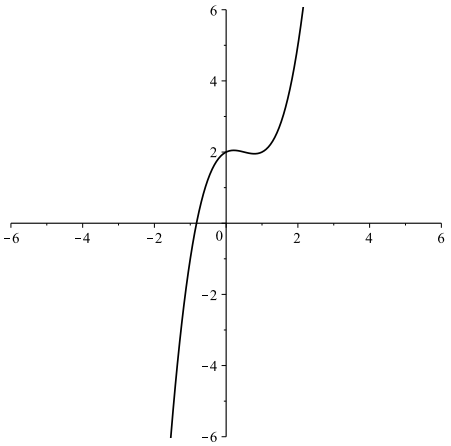


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**Problem 3**
An on-demand publisher charges \$22.50 to print a 600 page book and \$15.50 to print a 400 page book.

1. Find a linear model that models the cost of a book $C$ as a function of the number of pages $p$.

2. Interpret the slope of the linear function in the context of the application.

3. Find $C(0)$ and interpret it in the context of the application.

4. How much would it cost to produce a 450 page book?

5. What size book can be printed for \$18?

## Sample Problems

### Problem 1

Now that you have practiced sketching a function from a description, it's your turn to generate the descriptions for yourself for a given function. Gather the information you will need and then sketch the graph.

Sketch the graph of the function $f(x) = \dfrac{x^2+9}{x^2-9}$.

(a) domain of $f$

(b) $x$- and $y$- intercepts

(c) vertical and horizontal asymptotes

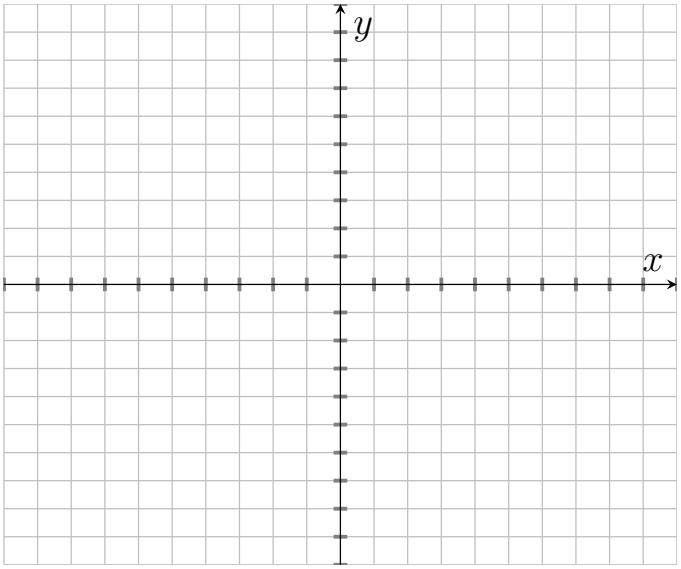
(d) critical numbers of $f$; $x$ in the domain where $f'(x)$ DNE or $f'(x) = \dfrac{-36x}{(x^2-9)^2} = 0$

(e) intervals of increase and decrease: given by the sign of $f'(x)$.
A sign chart for $f'$ will help you here.

(f) concavity and points of inflection (if they exist): given by $f''(x) = \dfrac{108(x^2+3)}{(x^2-9)^3}$.
A sign chart for $f''$ will help you here.

(g) relative maxima and minima: first or second derivative test

(h) Sketch the graph of the function on the axes provided.




### Problem 2

There are 50 apple trees in an orchard. Each tree produces 80 apples. For each additional tree planted in the orchard, the output per tree drops by 5 apples. How many trees should be added to the existing orchard in order to maximize the total output?

**Problem 3**
Let's start with a match-'em-up game. Each of the given Function Graphs (G1-G10) has a set of matching cards including

- Description (D 1- D 10)
- First Derivative Graph ($dy/dx$ 1 - $dy/dx$ 10)
- Second Derivative Graph ($d^2y/dx^2$ 1 - $d^2y/dx^2$ 10)

Complete the table to indicate the matches for the sets of cards given.

| **Function Graph** | **Description** | **1st Derivative Graph** | **2nd Derivative Graph** |
|---|---|---|---|
| **G1** | | | |
| **G2** | | | |
| **G3** | | | |
| **G4** | | | |
| **G5** | | | |
| **G6** | | | |
| **G7** | | | |
| **G8** | | | |
| **G9** | | | |
| **G10** | | | |

| | |
|---|---|
| Description D1<br><br>The function is periodic with domain all real numbers and range [ -1, 1 ].<br><br>A periodic function is one that returns to the same value at regular intervals. | Description D2<br><br>The graph of the function has three zeros, two relative minima and one relative maximum. It is differentiable everywhere. |
| Description D3<br><br>The graph of the function has one absolute minimum and no points of inflection. | Description D4<br><br>The graph of the function has three zeros, one maximum, one minimum, and one point of inflection. |
| Description D5<br><br>The graph of the function has one absolute maximum and the x-axis is an asymptote. | Description D6<br><br>The graph of the function is always increasing and has the y-axis as an asymptote. |
| Description D7<br><br>The graph of the function has two relative maxima and two relative minima. | Description D8<br><br>The graph of the function is always concave up and<br>$\lim_{x \to -\infty} f(x) = +\infty$ *and* $\lim_{x \to +\infty} f(x) = 0$ |
| Description D9<br><br>The graph of the function has one relative maximum and two relative minima.<br><br>It is not differentiable everywhere. | Description D10<br><br>The graph of the function has the x-axis and y-axis as it horizontal and vertical asymptotes, respectively. |

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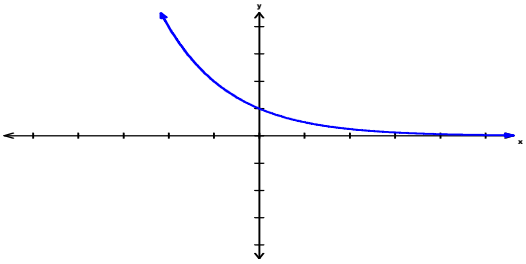
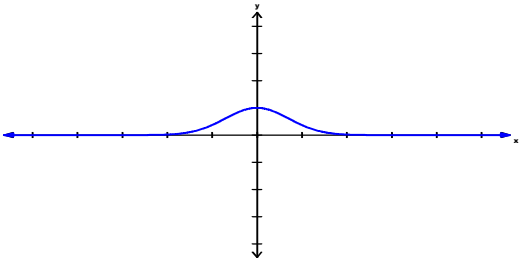
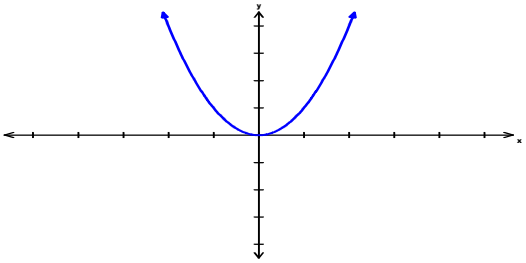
Function Graph G1



Function Graph G2



Function Graph G3



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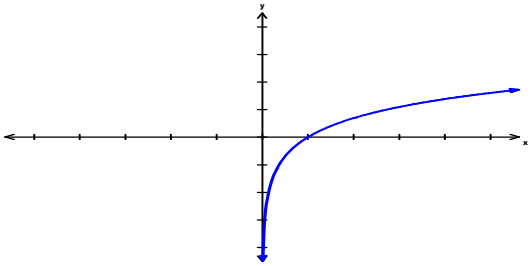
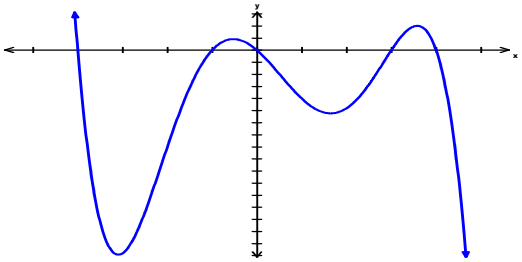


Function Graph G5



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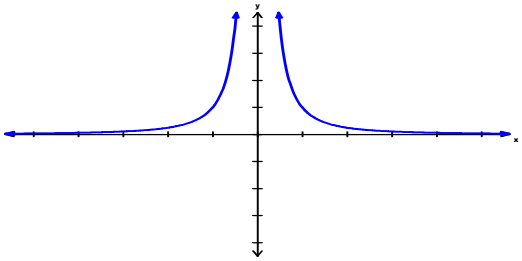
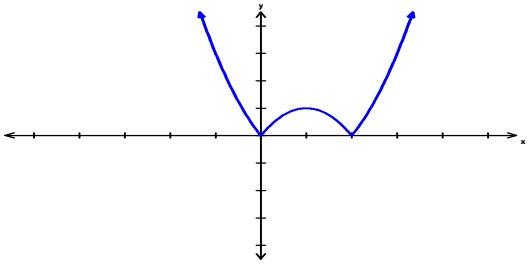
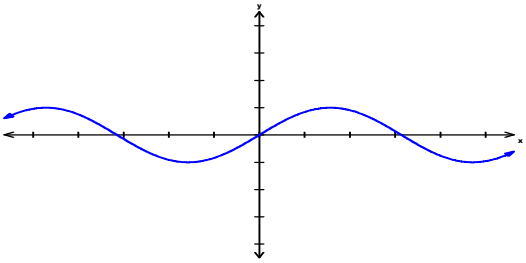


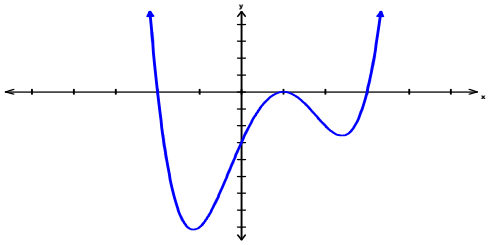
Function Graph G7



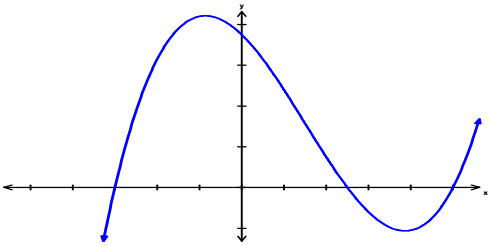
Function Graph G8



Function Graph G9



Function Graph G10



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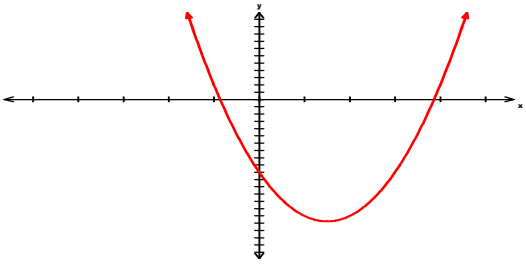
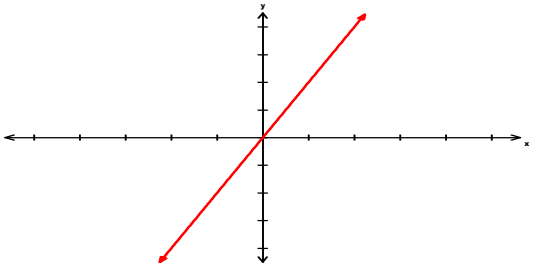
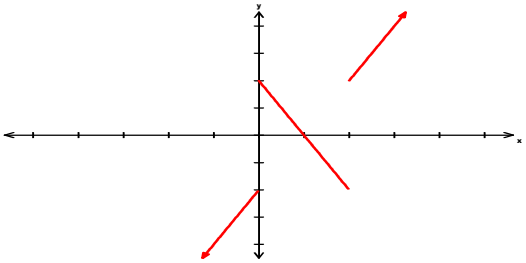
First Derivative Graph dy/dx 1



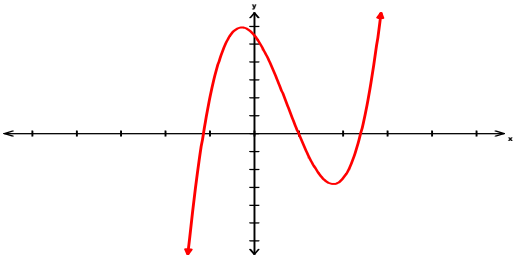
First Derivative Graph dy/dx 2



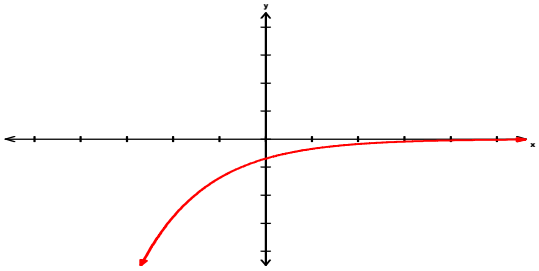
First Derivative Graph dy/dx 3



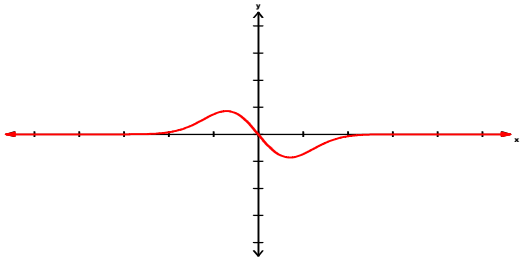
First Derivative Graph dy/dx 4



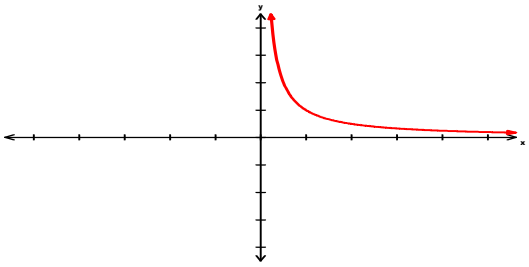
First Derivative Graph dy/dx 5



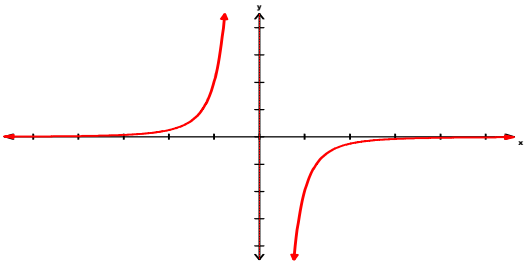
First Derivative Graph dy/dx 6



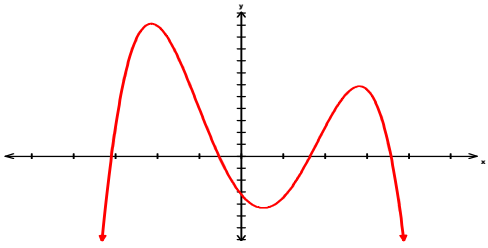
First Derivative Graph dy/dx 7



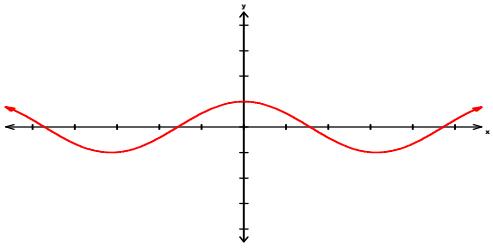
First Derivative Graph dy/dx 8



First Derivative Graph dy/dx 9



First Derivative Graph dy/dx 10



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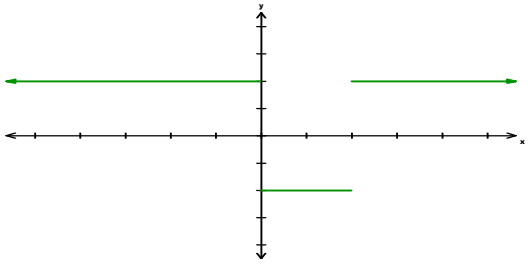
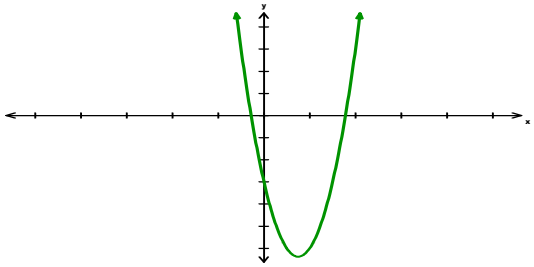
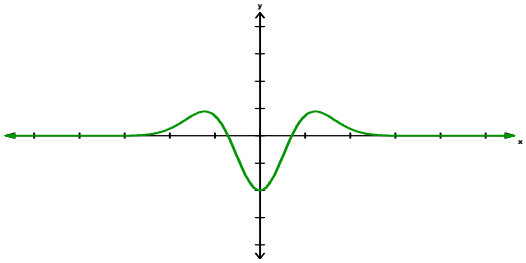
Second Derivative Graph $d^2y/dx^2$ 1



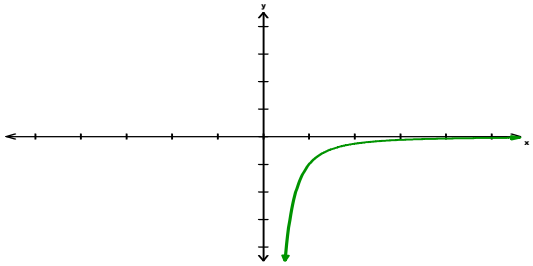
Second Derivative Graph $d^2y/dx^2$ 2



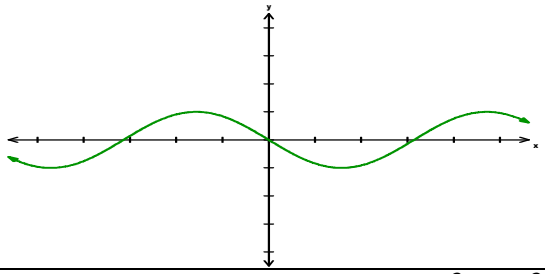
Second Derivative Graph $d^2y/dx^2$ 3



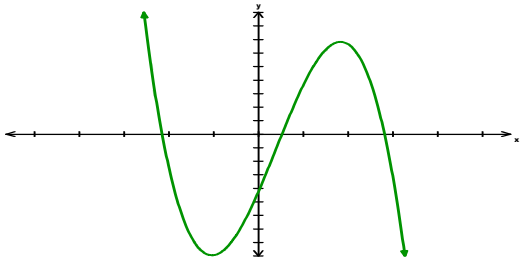
Second Derivative Graph $d^2y/dx^2$ 4



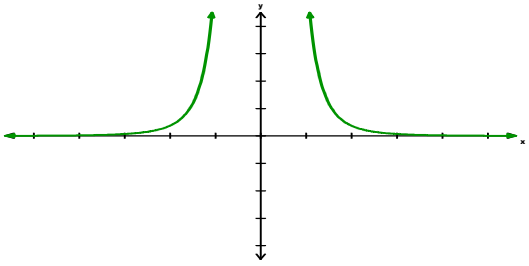
Second Derivative Graph $d^2y/dx^2$ 5



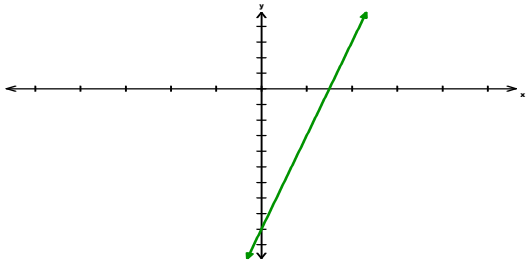
Second Derivative Graph $d^2y/dx^2$ 6



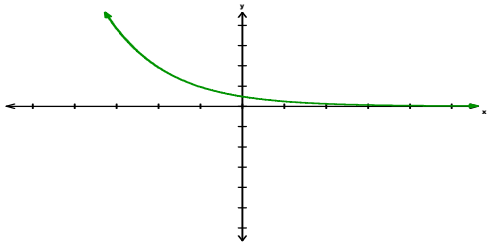
Second Derivative Graph $d^2y/dx^2$ 7



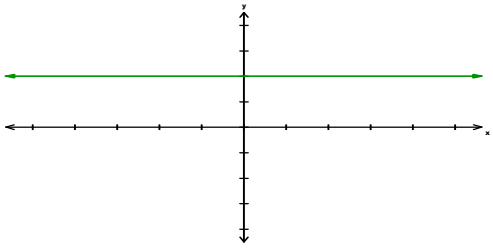
Second Derivative Graph $d^2y/dx^2$ 8



Second Derivative Graph $d^2y/dx^2$ 9



Second Derivative Graph $d^2y/dx^2$ 10



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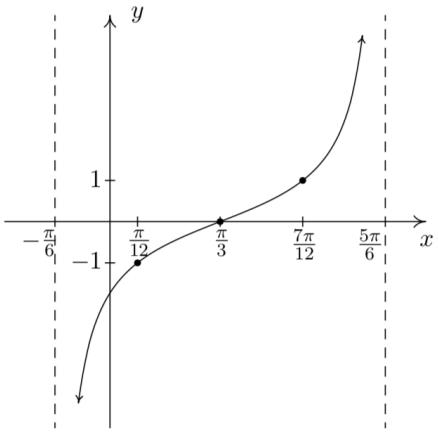
## Sample Problems

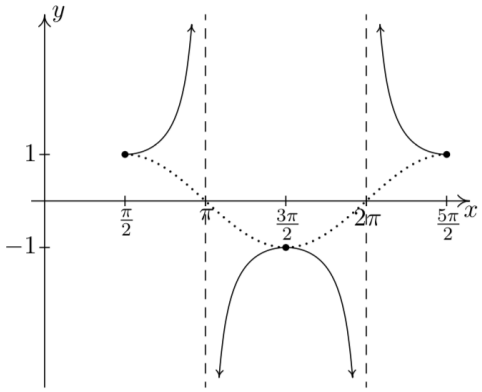
**Problem 1**
Match each function with its corresponding graph.

(A) $y = 3\sin(\theta)$ (B) $y = \sin(3\theta)$ (C) $y = \cos\left(\theta - \frac{\pi}{2}\right)$

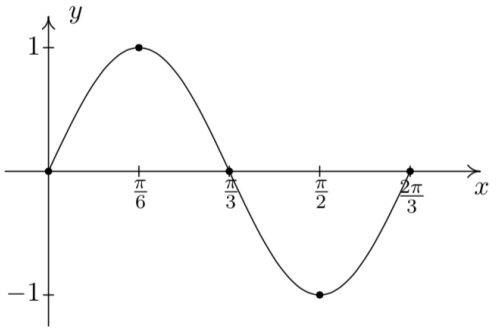
(D) $y = \sin(2\theta - \pi)$ (E) $y = \tan\left(\theta - \frac{\pi}{3}\right)$ (F) $y = \sec\left(\theta - \frac{\pi}{2}\right)$



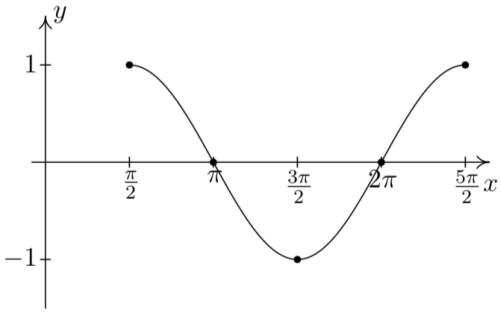

FUNCTION: _____



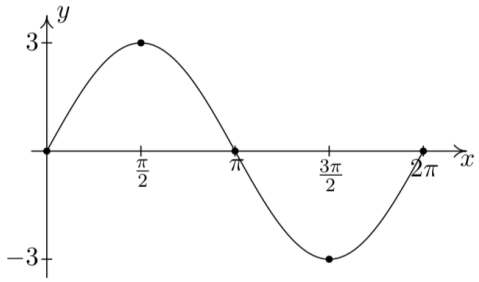

FUNCTION: _____



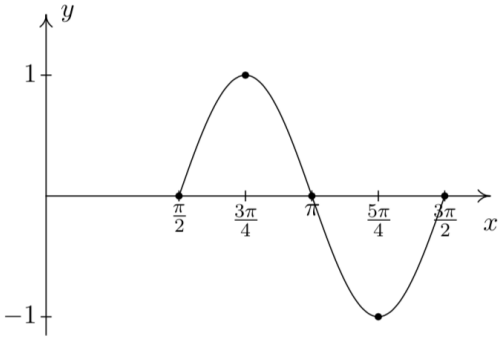

FUNCTION: _____




FUNCTION: _____




FUNCTION: _____




FUNCTION: _____

**Problem 2**

We'd like you to tackle a problem involving Newton's Law of Cooling, which states that the rate of cooling of an object at a given time $t$ is directly proportional to how much of a temperature gap exists between the object at time $t$ and room temperature. In other words, the object cools faster initially, and as its temperature nears room temperature, it cools ever more slowly. Of course, if we take an item from the refrigerator and let it sit out in the kitchen, the object's temperature will rise to room temperature, and since the physics behind warming and cooling is the same, we combine both cases in the equation below.

The temperature $T$ of an object at time $t$ is given by the formula

$$T(t) = T_a + (T_0 - T_a)e^{-kt},$$

where $T(0) = T_0$ is the initial temperature of the object, $T_a$ is the ambient temperature and $k > 0$ is the constant of proportionality. At the end of the day, this is simply a model of exponential decay that has been transformed.

A pork roast was taken out of a hardwood smoker when its internal temperature had reached $185^o$F and it was allowed to rest in a $80^o$F house for 15 minutes after which its internal temperature had dropped to $175^o$F. Assume that the temperature of the roast follows Newton's Law of Cooling. Newton's Law of Cooling (Warming), above.

1. What is $T(0)$? $T(0) =$_____

2. Interpret $T(0)$.

   (a) When it is removed from the oven, the roast beast is $T(0)^o$F.

   (b) When the roast beast is first put into the oven, it is $T(0)^o$F.

   (c) After it has completely cooled, the roast beast is $T(0)^o$F.

   (d) $T(0)$ has no significance.

3. Using the given information, find $k$ (the constant of proportionality).

4. Express the temperature $T$ as a function of time $t$ in minutes. (This amounts to identifying the parameters $T_a$, $T_0$, and $k$ of the model and the putting them into the expression for $T(t)$.

   $T(t) =$_____

5. Find the time at which the roast would have dropped to $140^o$F had it not been carved and eaten. (Round your answer to the nearest whole number.)

**Problem 3**

A wire 1000 feet long is attached to the top of a tower. When pulled tight it makes a $43^o$ angle with the ground. How tall is the tower? How far away from the base of the tower does the wire hit the ground? **Note: Draw a picture!**

Express the height of the tower and distance from the base as an exact numbers, and **then** evaluate it using a calculator (in your phone, for example). Does your answer make sense in terms of the information provided?

## Sample Problems

### Problem 1: Lab

Consider the function $f(x) = x - 2\sqrt{x}$.

(a) Give the domain of $f(x)$.

(b) Find any critical points

(c) Find where $f(x)$ is increasing and where it is decreasing.

(d) Find any local maxima and local minima.

(e) Find where $f(x)$ is concave up and where it is concave down.

(f) Find any inflection points.

(g) Give any pertinent limits.

(h) Sketch.

### Problem 2: Homework

Joan is driving due north along Interstate 57 at 60 mph and Ted is driving due West along Interstate 22 at 80 mph. How fast are the two cars approaching one another when Joan is 5 miles South of the intersection of these roads and Ted is 10 miles East of the intersection?

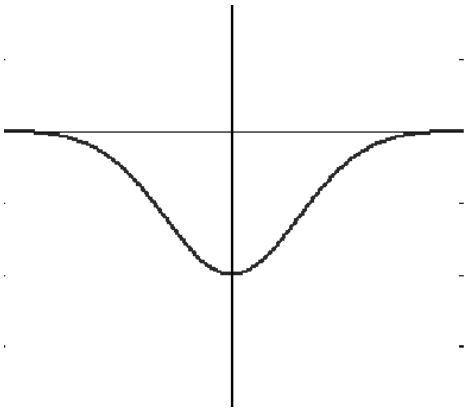
### Problem 3: Quiz

There are 50 apple trees in an orchard. Each tree produces 80 apples. For each additional tree planted in the orchard, the output per tree drops by 5 apples. How many trees should be added to the existing orchard in order to maximize the total output?

continued ...

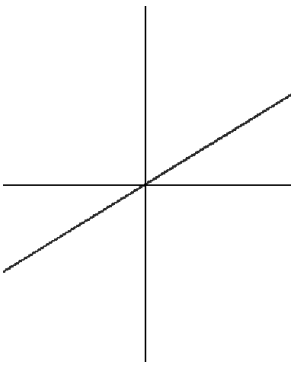
**Problem 4: Test**

The graph of $f$ is shown below.

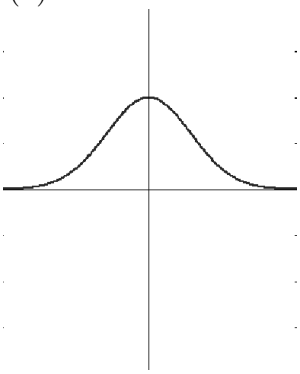


Which of the following is the graph of $f'$?

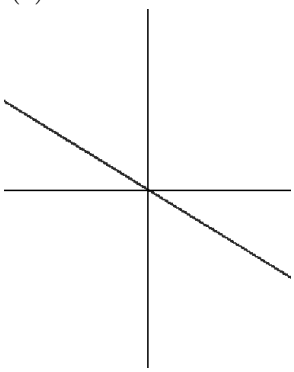
(a)



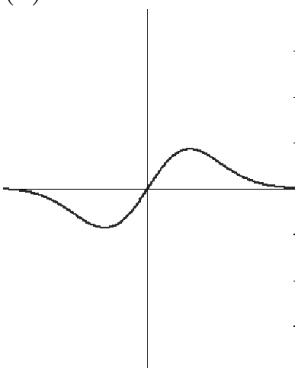
(b)



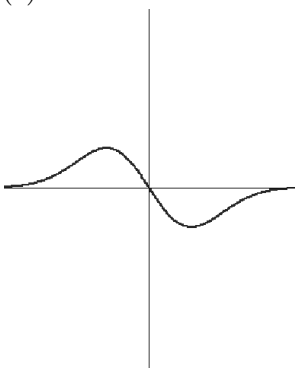
(c)



(d)



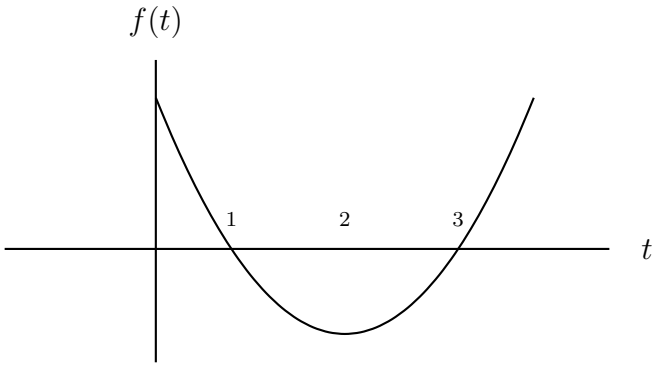
(e)



## Sample Problems

### Problem 1

The graph of a function $f(t)$ is shown below. Let $A(x) = \int_0^x f(t)\,dt$




(a) Where is $A(x)$ increasing? decreasing? Explain your answers in terms of both area ($A$ as the area under $f$) and derivatives ($f$ as the derivative of $A$).

(b) Give the location of any local maxima, minima of $A(x)$. Explain your answers in terms of both area ($A$ as the area under $f$) and derivatives ($f$ as the derivative of $A$).

(c) Where is $A(x)$ concave up? concave down?

(d) Give the location of any inflection points of $A(x)$.

(e) Sketch $A(x)$.

### Problem 2

(a) A 50 ft long rope weighs 1/2 lb/ft and hangs over the side of a building. How much work is done in pulling the rope to the top of the building?

(b) The same 50 ft long rope lies coiled on the ground. How much work is required to pull it up 50 ft so that the bottom just touches the ground?

(c) Compare your answers. Do they make sense? Explain.

### Problem 3

A conical tank has radius 1 m at the top and is 5 m tall. Use slices to find its volume and compare your answer with what you know about the volume of a cone.

### Problem 4

A conical tank has radius 1 m at the top and is 5 m tall. It is full with water. Calculate the work required to pump all of the water out of a full tank.

**Problem 5**

Use the comparison test, limit comparison test, ratio test, or root test, to determine convergence of the following series.

(a) $\sum_{n=1}^{\infty} \frac{1}{n^2+n+2}$

(b) $\sum_{n=1}^{\infty} \frac{3}{\sqrt{n}+1}$

(c) $\sum_{n=1}^{\infty} \frac{2^n}{n!}$

(d) $\sum_{n=1}^{\infty} \left(\frac{n}{3n+1}\right)^n$

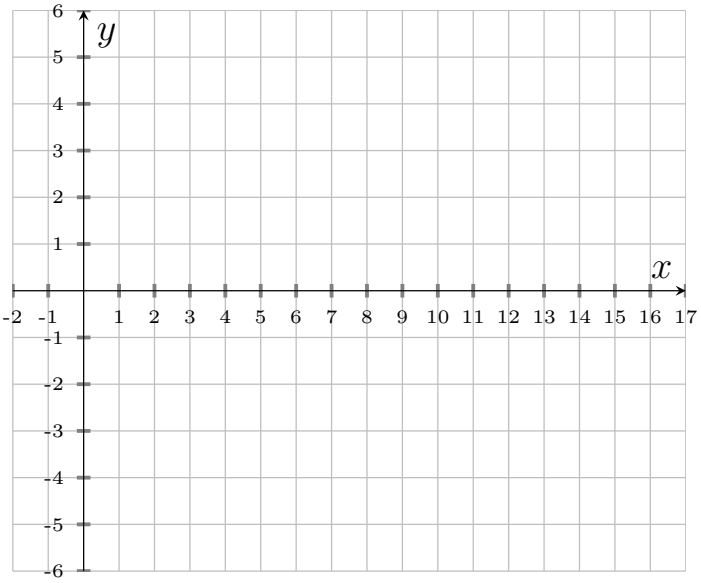
(e) $\sum_{n=1}^{\infty} \frac{n!}{n^n}$ (Hint: $\lim_{n\to\infty} (1+\frac{1}{n})^n = e$)

## Sample Problems

### Problem 1

(a) Fill in the table below and then graph $y = \log_2 x$.

| $x$ | $\log_2(x)$ |
|---|---|
| $\frac{1}{4}$ | |
| $\frac{1}{2}$ | |
| 1 | |
| 2 | |
| 4 | |
| 8 | |
| 16 | |




(b) Estimate $\log_2 12$ using the table, the graph, and what you know about logarithms. Then use the change of base formula in your calculator to approximate $\log_2 12$ correctly to three decimals. Explain your answers very carefully.

(c) The distance between the sun and each of the planets listed below are given on a logarithmic scale. What would be their true distances, rounded to the nearest million?

| Planet | $\log(d)$ | $d$km |
|---|---|---|
| Mercury | 7.756 | |
| Jupiter | 8.849 | |
| Neptune | 9.653 | |
| Pluto | 9.769 | |

**Problem 2**

Compute the monthly payments and interest paid on a $160,000 house loan if the interest rate is 4.3% APR and the life of the loan is:

(a) 30 years

(b) 20 years

How many years you will pay the mortgage of $160000 if your monthly payment is $1000? Round to the nearest year.

**Problem 3**

Garbage trucks entering a particular waste management facility are timed for their processing time. Data suggests that the processing follows a normal distribution with a mean $\mu = 13.0$ minutes and a standard deviation of $\sigma = 3.9$ minutes.

(a) What is the percentage of garbage trucks that have processing times above 17.5 minutes?

(b) What percentage of garbage trucks have a processing time between 8.7 and 19.1 minutes

(c) The manager would like to review all processing times in the top 3%. What would be the cutoff for the top 3% of all processing times?

**Problem 4**

A fruit basket contains seven bananas and four oranges. Two pieces of fruit are chosen without replacement.

(a) Show all possible outcomes using a tree diagram.

(b) Compute the probability of each outcome. Round your answers to three decimals.

(c) Find the probability that the second fruit chosen is a banana.

**Sample Problems**

**Problem 1**

For $u$, $v$, $w$ vectors in $\mathbb{R}^3$ and $c$ a scalar, state whether the following are vectors, scalars, or undefined.

(a) $u + c(u - v)$

(b) $u \cdot (v \times w)$

(c) $(u \cdot v) + (u \times w)$

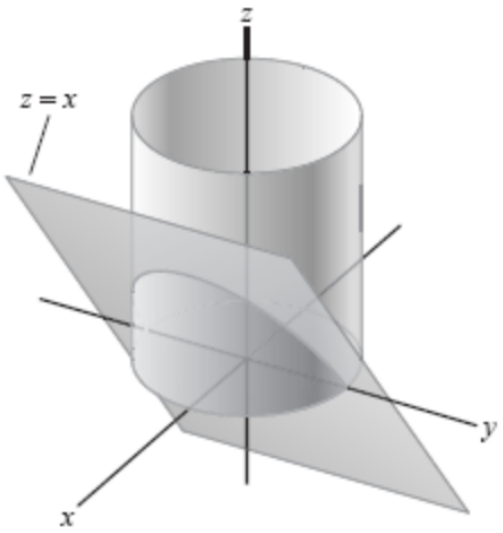
(d) $v \times ((u \cdot v)w)$

**Problem 2**

A bullet is fired from the ground at an angle of $45^o$. What initial speed must the bullet have in order to hit the top of a 130 m tower located 180 m away?

**Problem 3**

Find the volume of the wedge-shaped region on the figure below contained in the cylinder $x^2 + y^2 = 36$, and bounded above by the plane $z = x$, and below by the $xy$-plane.




**Problem 4**

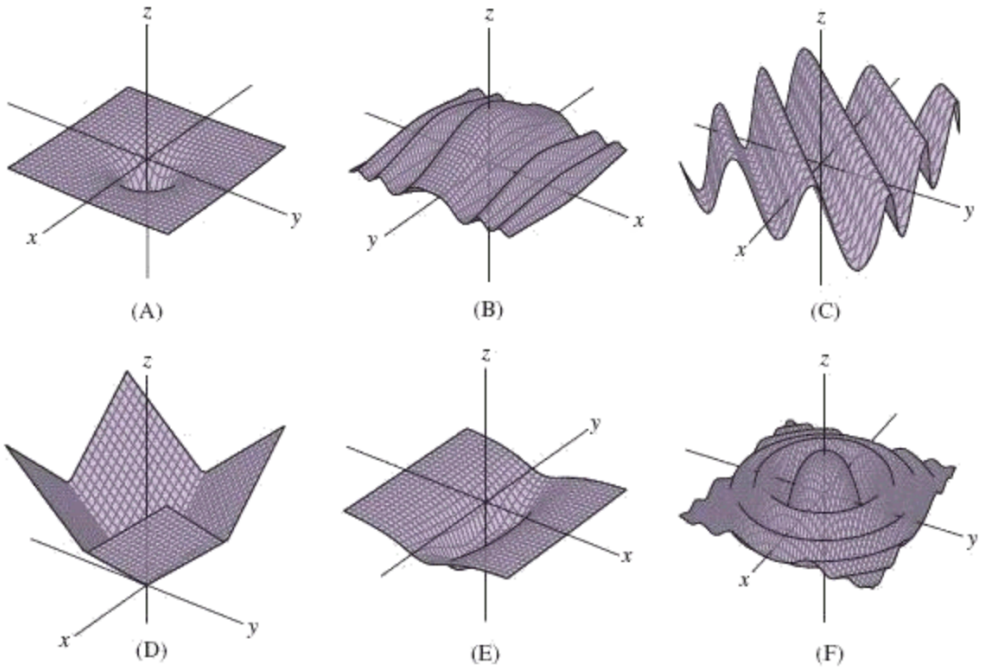
Consider $\dfrac{x^2}{9} + y^2 + \dfrac{z^2}{4} = 1$.

(a) Sketch the traces in the coordinate planes.

(b) Identify and sketch the generated surface.

**Problem 5**

Match the functions below with their graphs (A) through (F).




1. $f(x, y) = |x| + |y|$

2. $f(x, y) = \cos(x^2 + y^2)e^{-0.1(x^2+y^2)}$

3. $f(x, y) = \cos(x - y)$

4. $f(x, y) = \cos(x^2)e^{-0.1(x^2+y^2)}$

5. $f(x, y) = \dfrac{-1}{1 + 9x^2 + y^2}$

6. $f(x, y) = \dfrac{-1}{1 + 9x^2 + 9y^2}$

**HON 216G: Encounters with Art**

**Final Research Paper**

The purpose of this paper is to give you an opportunity to further explore a topic, issue, or theoretical perspective that we discussed in class this semester that you find most interesting. Over the course of this term we have mastered the vocabulary art critics and historians use to discuss art (*genre awareness),* and applied these to important themes that are universal in the human experience with art, such as spirituality and artistic expression, the life cycle, love and sex, and identity (race, gender, body), and power and hierarchy (*intercultural reasoning & competence, ethical reasoning)*. You will select a work of art, or a group of similar pieces and discuss which concepts are applicable in regards to this work (*understanding & evaluating messages, production of arguments, all critical thinking, ethical reasoning, intercultural reasoning)*, and how this work reflects the cultural and historical context in which it was produced (*intercultural reasoning & competence, evidence acquisition & evaluation).*

***Assignment:*** This assignment asks you to write an academic research paper that explores in greater depth the work of one theoretical perspective that we have discussed in class during the semester. In your paper, you should at the least include the following:

1. An introduction that includes an overview of your topic and defines the parameters of your paper.
2. A detailed discussion of the topic, issue, or theoretical perspective as you are examining it in the paper.
3. A focused review of several art works used in class and how they relate to your topic.
4. Your analysis of the historical, social, and religious context of the works of art you chose.
5. A conclusion that both summarizes the paper and leaves the reader with something to think about.

***References:*** Your references should include both material from the class and additional resources in art history and related areas. You should have at least 10 references, but you are welcome to include more.

***Format:*** Please use Times New Roman, 12-point font, double-spacing, 1-inch margins. The title, your name, and any other information you wish you include at the beginning of the paper should be on a title page instead of on the first page of the paper. Your paper should be approximately 8 pages in length.

***Submission:*** Submit your paper on Canvas.

***Grading:*** Papers are worth 25% of your grade. Please refer to the grading rubric on Canvas for details about grading criteria for this paper.

**Grading Rubric**

Points: 100

| **Criteria** | **Points Possible** |
|---|---|
| Completeness: Required items carefully included, all directions followed. | 10 |
| Organization: Student writes in logical, interesting sequence that reader can follow. There is a clear beginning, middle, and end. | 10 |
| Content Knowledge: Student demonstrates depth of knowledge and provides illuminating explanations and elaborations. | 20 |
| Analysis: A powerful and illuminating interpretation and analysis of the importance/meaning/significance of the research material. | 30 |
| Connections: Student makes excellent, appropriate connections with other course readings. | 20 |
| Mechanics: Student has few or no grammar, spelling, and word usage mistakes that distract the reader | 10 |
| TOTAL | 100 |

**Intro to Sociology**

**Soc. 100, Summer 2019**

**Midterm exam**

**Answer questions as completely as you can. Please write legibly. I need to be able to read your answers.**

**Answer <u>one</u> of the following questions (33 points).**

What is the sociological perspective? Explain how the sociological perspective helps us understand that society shapes our lives. Give some examples.

What is culture? Identify common elements of culture.

Explain the importance of various types of groups (Primary and Secondary) to social life.

Does your social class influence which groups and organizations you belong to? Give at least two examples and explain why or why not social class influences the groups and organizations you belong to.

**Answer <u>one</u> of the following questions (33 points).**

Analyze how a society's level of technology shapes its culture. Please give a detailed explanation.

How can culture limit the choices we make? As cultural creatures, how do we have the capacity to shape and reshape our world?

Have colleges and universities been affected by the process called Mc Donaldization? Do large anonymous lecture courses qualify as an example? Why? What other examples of Mc Donaldization can you identify?

How is modern day society organized? How does this contribute to the declining number of "mom and pop" businesses?

**Answer <u>one</u> of the following questions (33 points).**

Explain in detail how family, school, and peer groups guide the socialization process and explain in detail how family, school, and peer groups have helped socialize you.

Explain in detail how the media guides the socialization process. How has the media influenced your beliefs and thought process?

Does race operate as an element of class in the United States? Explain your answer.

How does our culture emphasis on self- reliance help explain the controversy surrounding public assistance? Why do people not criticize benefits such as (home mortgage interest deductions) for people that are better off?

**Extra Credit**

How does society actively recreate gender? Please explain how you personally contribute to the recreation of gender?

How can a girl go 25 days without sleep?

# MOVIE RESPONSE ASSIGNMENT

## Format

The response paper is limited to no less than 1 ½ pages and no more than 2 ½ pages. The must be a title page.

**It has three parts:**

(a) Choose 1 of the documentaries viewed in class. Then, 1-3 paragraphs should summarize the documentary. Students must clearly identify the documentary/ video.
(b) 2-3 paragraphs must connect the movie in a compelling /interesting/ fascinating way to 2 (TWO) of the readings assigned in your book. The student must identify the 2 readings/topics selected.
(c) One paragraph consists of a **reflective, independent, unique thought** that the video stimulated in the student.

**Important additional notes**

1. The paper must be double spaced
2. The paper must have a title page (the title page is page 0)
3. The student's name should only appear on the title page
4. The paper must be stapled in the top left corner
5. The paper must have normal margins, normal font, and 12 font size
6. Please include a reference page
7. Be sure to watch your writing and proofread- this is a formal assignment that will be graded
8. Students are strongly encouraged to watch the documentary of their choice more than once
9. Failure to cite ALL sources ( sources from class and outside sources) will result in an automatic "F"

Essay #10

Select a political party. Using that party, select a policy that they have taken a stance on. Examples can include economics, domestic policy, criminal justice reform, law and regulations and so on.

Explain how this party has used their platform to advocate for and shape this policy. How does the party you selected view the particular policy? What are these groups arguing for? How do they use their platform to argue for their goals?

Do not give just opinion. Your essay must include at least two (2) academic, credible sources. Wikipedia does not count as a source. For questions about sources, please email me.

The essay should be in the standard 5 paragraph form with a good introduction and conclusion and supported with references. Please refer to the syllabus for the grading rubric.

Essays are due no later than 4-15-19 at 6:00PM.

POLS167: State and Local Government

Bill Assignment

As this year's legislative session is underway, it is important to know how our states laws are created. For this assignment, you will select a bill proposed to this year's legislation. You will give the bill number (Ex. HB 1), who sponsored it, and what actions have been taken.

After introducing this bill, pick a side. Do you support this bill or not? Defend your position in research, such as by citing other states with similar laws or other occasions where this type of bill was passed. Use outside sources, such as cost estimates and analysis of impacts similar legislation has had on other states. Finally, conclude your argument. List how this bill impacts the citizens of New Mexico. How does it change our relationship with the federal government, if it does at all? What political interest groups have donated money or supported the legislators involved? These factors all play a huge role in creating laws and policy at the state level.

You must use a minimum of two (2) outside sources. You may use your textbook and handouts from class but these do not count to your sources. Your essay should be between 3-5 pages, Calibri or Times New Roman 12 point font and double spaced. See the syllabus for the grading rubric for written papers. **PAPERS SHORTER THAN # PAGES WILL BE MARKED DOWN A LETTER GRADE. PAPERS SHORTER THAN 2 PAGES WILL GET AN F.**

**Sample Assessments**

As part of a set of sample assignments, an assignment and grading rubric is given in the laboratory portion of the class and covers the following skills.

1. Critical Thinking

    Problem Setting

    Evidence Acquisition

    Evidence Evaluation

    Reasoning and Conclusions

2. Quantitative Reasoning

    Communication/Representation of Quantitative Information

    Analysis of Quantitative Arguments

    Application of Quantitative Models

# Lab practical for PHYS 110G

In this lab practical, a team of students will be provided the following devices:

A pencil, a roll of labeling tape, a metal inclined track, one protractor that can be mounted on the incline to determine the tilt angle of the incline, a meter stick, a car or cart that can slide down on the incline, and a stopwatch (students might choose to use their cell phone timer in place of the stopwatch).

Each team will be required to design two different experiments to determine the gravitational acceleration using the devices provided. They will compare the results obtained from two different experiments with the true value of 9.81 m/s$^2$ and determine the percent error and standard deviation of each experiment. All students should work together to design the experiments, take the measurements and collect and record the data from the experiments, but each individual student is required to complete all calculations and finish the lab report independently.

The possible experiments students are expected to design:

1. Record the time that it takes for the car/cart to slide down the incline and calculate the acceleration along the incline surface using 1-D kinematics ($a = gsin\theta$) to get gravitational acceleration.
2. Record the height a student's hand can reach and the time that the student stays in air when jumping as high as possible and using, 1 D kinematics, calculate gravitational acceleration.

| | Emerging | Developing | Proficient |
|---|---|---|---|
| Critical Thinking | Students design insufficient experiments | Students design sufficient experiments, but do not show all of their evidence and/or properly assess the results. | Students design sufficient experiments, show all of their evidence and properly assess the results. |
| Quantitative Reasoning | Students insufficiently tabulate experimental results, but still try to assess the reliability of the data, and/or use appropriate equations to check experimental results. | Students clearly tabulate experimental results, but do not properly assess the reliability of the data, and/or use appropriate equations to check experimental results. | Students clearly tabulate experimental results, assess the reliability of the data, and use appropriate equations to check experimental results. |

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As part of a set of sample assignments, an assignment and grading rubric is given in the homework portion of the class and covers the following skills.

1. Critical Thinking

    Problem Setting

    Evidence Acquisition

    Evidence Evaluation

    Reasoning and Conclusions

2. Quantitative Reasoning

    Reasoning/Conclusion

3. Personal and Social Responsibility

    Ethical Reasoning

    Collaborative Skills, Teamwork and Value Systems

# Ethics in Current Applications of Science

Homework Instructions

Read a book or an article of your own choosing about current applications of science to evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research.

With the other students in your team, evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research.

Your instructor will lead you in a discussion of the article/book at your table. The instructor will also ask each table for other examples that you have experienced or heard in the news.

For next week, write an essay that gives specific claims from this book/article and assess it for credibility, probable truth, and relevance to scientific research. You will be graded using the following rubric.

| | Emerging | Developing | Proficient |
|---|---|---|---|
| Personal and Social Responsibility | Students describe a broad category of military applications but give no specific examples. | Students give specific examples but do not address the ramifications of the military application. | Students give specific examples and address the ramifications. |
| Critical Thinking | Students give insufficient evidence/data | Students give sufficient evidence/data, but do not show all of their evidence and/or properly assess the results. | Students give sufficient evidence/data, show all of their evidence and properly assess the results. |
| Quantitative Reasoning | Students insufficiently tabulate evidence/data, but still try to assess the reliability of the data, and/or use appropriate equations to check results. | Students clearly tabulate evidence/data, but do not properly assess the reliability of the data, and/or use appropriate equations to check experimental results. | Students clearly tabulate evidence/data, assess the reliability of the data, and use appropriate equations to check experimental results. |

As a sample assignment, the following assignment and grading rubric is given in the laboratory portion of the class and covers the following skills.

1. Critical Thinking

    Problem Setting

    Evidence Acquisition

    Evidence Evaluation

    Reasoning and Conclusions

2. Quantitative Reasoning

    Communication/Representation of Quantitative Information

    Analysis of Quantitative Arguments

    Application of Quantitative Models

## Building a Musical Instrument for PHYS 120G

The defining assignment for the course is a semester long group project (2-3 students per group) which is worth 40% of their semester grade once all of the components are taken into account. The project involves selecting an acoustical principle Germaine to your field of study (e.g. formants in human speech, harmonic coupling, storage/reproduction of sound, etc.) followed by the construction of a device (instrument or portion of an instrument that focuses on the principle is typical) that will explore and demonstrate the acoustical principle chosen. There are several benchmarks throughout the semester to ensure that the group is on track. The device must be designed and constructed by group. I am involved in the integrated lab as well as the lecture course and we have several build days in which the proper tools and materials are made available to students. At the end of the semester project deliverables include the following:

❖ Group Presentation followed by Question/Discussion Period

    ➢ The Group presents their work in a 15-20 minute PowerPoint presentation in which each member must participate and demonstrate a knowledge of the work done.

    ➢ The Question/Discussion Period involves inquiries by the other students in the course as well as the Professor, and Lab TA. Every member of the group presenting must engage in this and every student in the course must be present for everyone else's presentation and discussion period.

❖ Demonstration/Discussion of the Device Constructed

    ➢ The device constructed to demonstrate the acoustical principle must be on-hand for the oral presentation and must be demonstrate and incorporated into the discussion of the acoustical principle being discussed.

➢ Of particular importance is the critique of the devices design, materials used, and construction. This is very important as a lot is learned from what went wrong, what went right, and how things would be different if done again.

➢ The devices are left with me until after grades are due so that I can ensure that the data used in the presentations and final report are in fact produced by the devices constructed.

❖ Final report (Individual)

➢ An 8 – 10 page final report on the project and its findings submitted individually by each member of the group. While the group members all have the same acoustical principles, constructed the same device, and generated the same set of data it is expected that each report will be different. The ethics involved in group work can be complicated and it is important for the students to realize that they each have a different take on the projects outcomes because they each have a different set of experiences and application interests (e.g. vocal student vs. a horn player) and these should manifest themselves in the final report.

| | Emerging | Developing | Proficient |
|---|---|---|---|
| Critical Thinking | Students design is attempted but insufficient | Students design is sufficient, but they do not have sufficient theory, design and/or implementation in the report. | Students design is sufficient and they have sufficient theory design and implementation in the report. |
| Quantitative Reasoning | Students design is not professional. | Students design is professional, but theory and/or implementation is not presented in a clear and professional manner. | Students design, theory and implementation is presented in a clear and professional manner. |

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As part of a set of sample assignments, an assignment and grading rubric is given in the homework portion of the class and covers the following skills.

1. Critical Thinking

    Problem Setting

    Evidence Acquisition

    Evidence Evaluation

    Reasoning and Conclusions

2. Quantitative Reasoning

Reasoning/Conclusion

3. Personal and Social Responsibility

Ethical Reasoning

Collaborative Skills, Teamwork and Value Systems

# Ethics in the Creative Arts

Homework Instructions

Read a book or an article of your own choosing about current ethical practices in the music industry to evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research.

With the other students in your team, evaluate evidence/data within this work for credibility (e.g. bias, reliability, validity), probable truth, and relevance to scientific research.

Your instructor will lead you in a discussion of the article/book at your table. The instructor will also ask each table for other examples that you have experienced or heard in the news.

For next week, write an essay that gives specific claims from this book/article and assess it for credibility, probable truth, and relevance to scientific research. You will be graded using the following rubric.

| | Emerging | Developing | Proficient |
|---|---|---|---|
| Personal and Social Responsibility | Students describe a broad category of military applications but give no specific examples. | Students give specific examples but do not address the ramifications of the military application. | Students give specific examples and address the ramifications. |
| Critical Thinking | Students give insufficient evidence/data | Students give sufficient evidence/data, but do not show all of their evidence and/or properly assess the results. | Students give sufficient evidence/data, show all of their evidence and properly assess the results. |
| Quantitative Reasoning | Students insufficiently tabulate evidence/data, but still try to assess the reliability of the data, and/or use appropriate equations to check results. | Students clearly tabulate evidence/data, but do not properly assess the reliability of the data, and/or use appropriate equations to check experimental results. | Students clearly tabulate evidence/data, assess the reliability of the data, and use appropriate equations to check experimental results. |

**Sample of Short Essay Assignment**

**Death Penalty Dilemmas as We Mess with Texas**

No one should advocate littering the scenic Texas highways, but the Texas approach to capital punishment might warrant some review.

1) Do you think states like Texas should be allowed to use experimental drugs for lethal injections? Why or Why not?

2) Does incarcerating an intellectually disabled prisoner for life amount to cruel and unusual punishment? Why or Why not?

3) Is the incarceration of an intellectually disabled prisoner for life consistent with the moral foundation of the United States? Why or Why not?

## CJ 101 Grading Rubric - Short Written Assignment

| Criteria | Ratings | | | | Pts |
|---|---|---|---|---|---|
| **Professional Communication**<br><br>The response uses tone, grammar, etc. that are appropriate for the criminal justice system. | 10.0 pts<br>Exceeding<br>*High degree of proficiency exceeding expectations. No errors are present.* | 9.0 pts<br>Strong<br>*Strong degree of proficiency meeting or exceeding expectations. One error may be present.* | 7.0 pts<br>Competent<br>*Meeting basic expectations. 1-3 errors may be present.* | 6.0 pts<br>Needing improvement<br>*Not meeting basic expectations or not present at all. Three or more errors present.* | 10.0 pts |
| **Identification**<br><br>The response correctly identifies and describes the appropriate fact(s) and/or issue(s) as well as the relevant standard(s). | 20.0 pts<br>Exceeding<br>*High degree of proficiency exceeding expectations. No errors are present.* | 18.0 pts<br>Strong<br>*Strong degree of proficiency meeting or exceeding expectations. One error may be present.* | 14.0 pts<br>Competent<br>*Meeting basic expectations. 1-3 errors may be present.* | 12.0 pts<br>Needing improvement<br>*Not meeting basic expectations or not present at all. Three or more errors present.* | 20.0 pts |
| **Application**<br><br>The response correctly explains, analyzes and/or applies the fact(s) or issue(s) to the relevant standard(s). | 35.0 pts<br>Exceeding<br>*High degree of proficiency exceeding expectations. No errors are present.* | 30.0 pts<br>Strong<br>*Strong degree of proficiency meeting or exceeding expectations. One error may be present.* | 24.0 pts<br>Competent<br>*Meeting basic expectations. 1-3 errors may be present.* | 21.0 pts<br>Needing improvement<br>*Not meeting basic expectations or not present at all. Three or more errors present.* | 35.0 pts |
| **Conclusions**<br><br>Conclusions are clearly stated and supported by the relevant standard, empirical evidence, and/or critical thinking. | 35.0 pts<br>Exceeding<br>*High degree of proficiency exceeding expectations. No errors are present.* | 30.0 pts<br>Strong<br>*Strong degree of proficiency meeting or exceeding expectations. One error may be present.* | 24.0 pts<br>Competent<br>*Meeting basic expectations. 1-3 errors may be present.* | 21.0 pts<br>Needing improvement<br>*Not meeting basic expectations or not present at all. Three or more errors present.* | 35.0 pts |
| | | | | | **Total Points: 100.0** |

**Clovis Community College**
**ARTS 1610 – Drawing I**
**Fall 2019**
Tuesdays 9:00 – 11:30


**INSTRUCTOR:** Carolyn Lindsey
**PHASE V OFFICE:** (575) 769-4932
**E-MAIL:** lindseyc@clovis.edu

**OFFICE HOURS:** Mon.4:00-6:00 p.m., Tues. 4:00-6:00 p.m., Wed. 8:00-9:00 a.m. & by appointment
**TEXTBOOK:** Drawing Essentials by Deborah Rockman

## COURSE DESCRIPTION:

Course Description This course introduces the basic principles, materials, and skills of observational drawing. Emphasis is placed on rendering a 3-D subject on a 2-D surface with visual accuracy. Other topics include historical and contemporary references as well as an investigation of linear perspective, line, value, shape, space & composition.

## STUDENT LEARNING OUTCOMES:

1. Produce drawings that demonstrate techniques and mechanics of observational drawing.
2. Demonstrate competency in the following practices: measuring and sighting, gesture, contour line, negative space, shape, value, space, volume, plane and texture.
3. Create drawings primarily from observation with black and white traditional drawing media.
4. Demonstrate effective verbal or written response to one's own art and the art of others.

## ATTENDANCE REQUIREMENTS:

Attendance is required for all sessions. When circumstances make attendance impossible, you should notify the instructor of your absence. You are responsible for making sure you are caught up with the class lectures and assignments, so you are able to attend the next class session prepared. **Three absences will lower the student's final grade by one letter.** The final assignment and critique will be due the last day of class May 7, 2019.

## WITHDRAW:

If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

## TECHNOLOGY REQUIREMENTS

Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please click here to see basic computer specifications for Canvas.

## COMPUTERS ON CAMPUS:

Computers for student use are available on campus in the Center for Student Success (Room 171)or the Library. Staff will not instruct and/or tutor students regarding assignments. When in Doubt, CONTACT

YOUR INSTRUCTOR. Students needing tutoring assistance should go to the Tutoring Center (Room 415A)

## STARFISH

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at http://www.clovis.edu/students/starfish.aspx . If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu
outside of this classroom, you may request a referral.

## GRADING POLICY:

Students are graded according to their own individual effort and progress, not against other student's work.

**To qualify for the grade of "C", students are expected to:**

1. Attend and participate in all the weekly class sessions.
2. Submit any 6 of the assigned art projects on designed due dates.
3. Participate in oral discussions and critiques.
4. Critique all scheduled art exhibits on campus. Be prepared to discuss.
5. Complete class assignments and reference assignments

**To qualify for the grade of "B", students are expected to:**

1. Attend and participate in all the weekly class sessions.
2. Submit a total of 7 projects on designed due dates.
3. Participate in oral discussions and critiques.
4. Critique all scheduled art exhibits on campus. Be prepared to discuss.
5. Complete class assignments and reference assignments

**To qualify for the grade of "A", students are expected to:**

1. Attend and participate in all the weekly class sessions.
2. Submit a total of 8 projects on assigned due dates.
3. Participate in oral discussions and critiques.
4. Critique all scheduled art exhibits on campus. Be prepared to discuss.
5. Complete all class assignments and reference assignments.

## QUALITY CONTROL:

Student work may receive a CHECK MARK indicating successful completion (100pts). Or a REDO, indicating some revision is needed ( 10 pts. ) This method is used to maintain high standards for all student work. Reference assignments (5 pts.) Reasons for re-do's:

1) Did not follow instructions.
2) Did not do your best work.
3) Did not apply element/elements of design presented for project.

4) Submitted in poor condition.

A - 815 pts.
B - 814 - 715 pts.
C - 714 - 615 pts.
D - 614 -515 pts.
F – below 514 pts.

**LATE WORK:**
Home work will only be accepted during the actual class time. **Three late assignments will lower the student's final grade by one letter**. No late assignment will be excused. Each assignment will only be marked "LATE" once. No late work will be accepted on the last day of class.

**QUALIFIED STUDENTS WITH DISABILITIES:**
Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

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It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

**EMERGENCY ALERT:**
In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. Students may sign up for text and email alerts at www.clovis.edu/getrave

**ACADEMIC DISHONESTY:**
Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity

**TECHNICAL SUPPORT:**
CCC Help Desk support is available by emailing helpdesk@clovis.edu or by calling 575-769-4747. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom. You may also find answers to common questions / problems on Canvas FAQs.

**ART EXHIBITS CRITIQUE:**
One of the basic requirements for completion of this class is to visit and critique all scheduled art exhibits during the semester. **Students cannot achieve a grade of "C", or higher without it.** There are two locations devoted to ongoing art exhibits. First is the Eula Mae Edwards Museum (room 146), the second is the Windows Gallery (in Faculty V). Both galleries change exhibits approximately every month. The average number of art exhibits on campus per semester is six. Be prepared to speak in class regarding your personal interpretations/view of each show.

**STUDENT WORK:**
The department of art reserves the right to keep for its permanent collection any work of any student done for class. Students are required to retain all homework assignments until final grades are assigned in case of a discrepancy. Students who are interested in pursuing an Art degree are encouraged to begin a portfolio of their best work. Questions pertaining to the portfolio can be directed to your instructor. Anything left beyond the last day may be discarded.
Homework submitted must be labeled in lower right corner as follows:

A.) **STUDENT'S NAME, DATE AND CLASS**
B.) **THE PROJECT NUMER**
C.) **IF THE PROJECT IS LATE, WRITE LATE ABOVE STUDENT'S NAME**
D.) **IF THE PROJECT IS BEING RESUBMITTED AFTER RECEIVING A REDO, WRITE REDONE AND RESUBMITTED ABOVE STUDENT'S NAME.**

**SUPPLY LIST**

Pencils: 6B, 2B, HB, 2H, 4H,
2 Woodless Pencils 2B, and 6B
Vine Charcoal (soft)
1 stick compressed charcoal
Pink pearl eraser
Sketchbook 9 x 12
Masonite Board 20 x 26 or Drawing board
2 Bulldog clips
Value Scale
View Finder
* Conte' sticks, white, black, brown
*1 or more sheets charcoal paper
Kneaded eraser
drawing paper pad 18 x 24
18" ruler

* (optional items)

**GENERAL INFORMATION:**
Consult the current semester calendar for information concerning course withdrawal deadlines.

*** Every attempt will be made to maintain the format and assignments outlined in the syllabus. However, due to unforeseen occurrences some assignments or scheduled elements may be altered at the volition of the instructor.

**COURSE SCHEDULE**

| **Date** | **Agenda** | **Assignment** |
|---|---|---|
| Week 1 | Introduction<br>Pretest & Slides | Text pgs. 42-58 |
| Week 2 | Lecture/Lab<br>Contour Drawing | Text pgs. 175-178<br>Reference I |
| Week 3 | Lecture\Lab<br>Intuitive Gesture | Text pgs. 105-119<br>**Project 1 Contour** |
| Week 4 | Lecture/Lab<br>Intuitive Perspective | Text. pgs. 3-14<br>**Project II Gesture** |
| Week 5 | Lecture/Lab<br>Negative Space | Text pgs. 14-33<br>**Project III Gradation** |
| Week 6 | Lecture/Lab<br>Relationships | Text pgs. 63-81<br>Reference 2 |
| Week 7 | Lecture/Lab<br>Value | Text pgs. 85-102 |
| Week 8 | Lecture/Lab<br>Value | Text pgs.266-267<br>**Project IV** |
| Week 9 | Lecture/Lab<br>Cross Contour | |
| Week 10 | Lecture/Lab<br>Interior Perspective | **Project V Perspective** |
| Week 11 | Lecture/Lab<br>Texture | Text pgs. 258-263 |
| Week 12 | Lecture/Lab<br>Final Project | Reference 3<br>**Project VI white/white** |
| Week 13 | Lecture/Lab<br>Final Project | |
| Week 14 | Lecture/Lab<br>Final Project | **Project VII Perspective** |
| Week 15 | Lecture/ Lab<br>Final Project | |
| Week 17 | Parting remarks<br>Final Critique | **Project VIII** |

**Clovis Community College – Clovis, NM**
**ENGL 2630: British Literature I**

| | |
|---|---|
| **Instructor:** | |
| **Meets:** | MW – 9:00-10:15 AM in Main Building, 213 |
| **Office Hours:** | MW – 11:45-12:15 PM, 1:30-2:30 PM / TR 11:45-12:45 PM |
| **Email / Phone:** | |
| **IT Support:** | 575-769-4969<br>Login to Pathway and "Submit a Help Desk Request"<br>Email: helpdesk@clovis.edu / Hours: M-R 7-6 PM, F 7-4:30 PM |

## Course Description

This course offers a study of British Literature from its origins in Old English to the 18th century. This survey covers specific literary works – essays, short stories, novels, poems, and plays – as well as the social, cultural, and intellectual currents that influenced the literature.

## Student Learning Outcomes

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

## Institutional Learning Outcomes

The student learning outcomes that will be covered in ENGL 2630 are as follows:

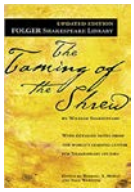
Students will be able to:

1. Read, interpret and recognize the conventions of British writing.
2. Identify historical events that influenced the time period and its influential writers.
3. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions.
4. Apply the concepts of literary criticism to works to evaluate their influence during and beyond the time period.

## Syllabus Clause & Contract

Although rare, this syllabus and the corresponding semester schedule may be revised and/or adapted throughout the semester to better serve the needs of the students. The instructor may assign additional reading, assignments or eliminate assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves students' acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

## Required Textbook(s)




*The Broadview Anthology of British Literature: Concise Edition, Volume A*

3rd edition
Publisher: Broadview, 2016
ISBN# 9781554813124

*The Taming of the Shrew*
by William Shakespeare
Publisher: Simon & Schuster, 2004
ISBN # 9780743477574

**The bookstore offers PRICE MATCHING** (Amazon, Barnes & Noble). Visit the bookstore with 1) website or location of lower price 2) Textbook ISBN 3) New, Used or Used Rental 3) Keep in mind: restrictions may apply.

## **Required** Supplies & Resources

**Reliable and Regular access to:**

- **Internet**
  - **CCC Email –** *course correspondence happens here*
    - **You are responsible for any emails you receive to your CCC student email**
    - **Instructors cannot communicate with you via your personal email address**
  - **Canvas –** *course correspondence, required documents and assignment submissions*
  - **Starfish –** *your academic progress is monitored here*
- **A computer**
  - Equipped with Microsoft Office (Word, PowerPoint) + Internet
    - Upon entering this class, you should have acquired basic skills needed to operate both a computer and Microsoft Office programs
  - Should be Five (5) years old or NEWER
  - Ability to save your documents
  - **Need a Computer?** Computers for student use are available on campus in the Center for Student Success (or the library)
    - Center for Student Success (Room 171)
    - Desktops available for daily use / Laptops can be checked out for seven (7) days at a time
    - Center for Student Success Hours: M-R 8:00-8:00 PM / F 8:00-4:30 PM
    - Staff is available to assist in computer operational (keyboard, printing etc.) instruction
    - Additional computers are available in the library
- **Notebook, pens/pencils –** for taking class notes

## Course Requirements & Evaluation

| ASSIGNMENT | % APPROX. |
|---|---|
| Discussion Posts | 10% |
| Midterm | 10% |
| Final Exam | 20% |
| Essay #1 (Biography Connection) | 20% |
| Essay #2 (Play Connection) | 20% |
| Participation | 20% |

## Discussion Posts

- Will reflect your understanding and analysis of the assigned course readings.
- Be sure to include three aspects: Summarizing, responding, and questioning.

**How to write a Discussion Post (in response to the instructor's question(s)):**

a) Read the questions critically and carefully
b) Be sure to answer ALL questions thoroughly
c) Write clearly using academic language (avoid clichés, grammatical errors etc.)
d) Reference course readings, handouts and/or PowerPoint presentations as necessary
e) Include IN-TEXT citations (APA format) for any information and/or words borrowed from an outside source
f) Initial post should be, at least, 500 words

**How to write a Substantive Reply: The Substantive Reply looks something like this**:

a) **Summarize** the writer's point that you want to respond to,
b) **Respond** to it, and then
c) **Ask a question** so that the original writer or someone else can respond.
d) Remain respectful, courteous and open toward the opinions of others
e) Include, at least, TWO replies to classmates
f) Replies should be, at least, 300 words

## Midterm & Final Exam

Midterm Exam: will consist of 50 multiple choice questions that address course readings and important course concepts covered during the first half of the semester.

Final Exam: will consist of 60 multiple choice questions that address course readings and concepts covered since the midterm. In addition, two essay questions will be included that will assess your ability to connect overall course concepts to assigned readings and their influence in literature.

## Essays

Essay #1: you will conduct research on one author from the time period and attempt to connect his/her life (education, profession, etc.) to one of the works by that writer. In addition, you will explain how the author's background is relevant to his/her work and the work's influence during the time period through to the present.

Essay #2: evaluate the concept of marriage, social roles or individual happiness as it is presented in William Shakepeare's *The Taming of the Shrew*. Connect your conclusions to how the concept is perceived or presented in society today.

Essay Format: Unless otherwise instructed, all essays, should be submitted as a WORD document in APA format. If applicable, sources should be properly cited THROUGHOUT the essay (in-text citations). Your essay should also include a source (References) page that lists the publication information of all referenced scholarly sources. Prior to submission, all essays should be revised (two or more times) and checked for correct grammar, punctuation, spelling and source citation.

## Writing Resources

- **Scholarly Research:** www.clovis.edu -> STUDENTS -> LIBRARY-> DATABASES BY SUBJECT
- **Email, call or make an appointment with me.**
- **Ask a fellow peer** to read your essay and offer suggestions for improvement.
- **Writing Center:** LOCATION: Library, next to the Cyber Café EXT: #4183 HOURS: M-R 10-5 PM

## Attendance & Participation

Attendance is expected and required at all sessions in each course for which the student is enrolled. If you miss class you are still responsible for all assignments and content covered. *It is not the instructor's responsibility to reiterate course content that was covered on the days students miss class.* Any missed assignments are considered late and will not be accepted.

***AFTER Aug. 23 (drop deadline):***

**Participation Points:** are available throughout the course of the semester: **30 pts. per class** period. Participation is based on your presence **and** participation in class. To receive participation points you must be present, participating, prepared, ask questions, contribute to class discussion and be engaged during class lectures. Any graded in class activities require the student's presence and participation in class. *A student's participation grade is ultimately determined by the instructor based on student's participation throughout the semester.*

| CONSIDERED ABSENT | NO or REDUCED PARTICIPATION POINTS |
|---|---|
| -Arriving to class late (at or after 15 minutes from the start time) | -Arriving to class late (at ANY TIME) |
| -Leaving class early (at any time prior to the last 15 minutes) | -Leaving class early (at ANY TIME) |
| -Missing the entire class period ***for any reason*** | -Excessively leaving and returning to class |
| | -Failing to adhere to class etiquette (above) |
| | -Not actively engaging and participating |
| | -Considered Absent (see left) |

**There are no "excused" absences. An absence is considered an "absence," regardless of the circumstance.***

## Academic Dishonesty

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the CCC Student Handbook Academic dishonesty is unacceptable at Clovis Community College and in this course.

Any student who commits any form of academic dishonesty, including plagiarism, risks receiving a lowered (or 0) grade on the assignment or FAILING THIS COURSE.

In this course, we will cover strategies on how to recognize and avoid plagiarism.

## Grading Policy

**Late assignments**: ***Late assignments will not be accepted***. *A technology issue is not an excuse for submitting late assignments.* If you know you will be absent, make arrangements to submit your assignment by the deadline.

**Extensions:** on rare occasions if you are granted an extension for an assignment and DO NOT submit the assignment by the revised due date you will receive a 0 on the assignment. Additional extension requests, following the first, will not be granted.

**Assignment Grading:**

- *Assignments & Essays:* will be graded using a point system 95/100 = A, 80/100 = B-, etc.
- *Final Grades:* will be determined using the following grade scale:
  90 - 100 A / 80 - 89 B / 70 - 79 C / 60 - 69 D / 59 or below F (failing grade)
- *Extra Credit:* No extra credit will be offered for this course
- *Grading Rubric for assignments:* see grade rubrics and/or CANVAS
- *Essay Grading:* Please allow a 2-4 week (from due date) grading period for all written essays.

## Submitting Assignments

- Many (not all) assignments will be required via CANVAS submission and must be submitted by the listed deadline on the Semester Schedule.
- Deadlines are automatically date and time stamped using MST.
- Assignments **cannot** be resubmitted, for a higher grade, once graded.
- No extensions will be given for incorrect or inaccessible files.
- File Formats:
  - Microsoft Word (**.doc or .docx files are best to use for writing assignments).**
  - **If you will use Google Docs,** please DOWNLOAD the document to a Word file before submitting it or sending it to me for review.
  - **You must make arrangements to ensure you are submitting a document that is compatible with CANVAS.**
- Technology issues: A technology issue (or submitting the incorrect document) is **NOT** an excuse for submitting late assignments. If you are experiencing technology issues via CANVAS….
  1) Please EMAIL (or attach to a CANVAS message) the assignment to ME PRIOR to the deadline
  2) Contact Technical Support for assistance (see CANVAS homepage/syllabus p. 1 for contact info)
  3) In the rare occurrence that BOTH CANVAS and CCC EMAIL are not working, call me immediately and leave a message, then contact Technical Support.

## Study Skills & Class Etiquette

*Be Prepared:* It is critical that all students dedicate sufficient time to complete course requirements and actively participate in all required discussions and assignments. Each student should **plan to spend 6 hours or more (per week) outside of class completing required readings and assignments**. All students are expected to arrive to each class with the completed assignment and prepared for any in-class discussion or work.

*Be Respectful:* During class discussion students should offer relevant comments related to the subject and remain respectful and courteous toward the opinions of others. Behavior that disrupts teaching and learning is unacceptable. If a student chooses in engage in any distracting, disrespectful or potentially dangerous behavior during the class period – **that student will be asked to LEAVE and/or Campus Security may be called.** The student will be considered absent (see attendance policy below) for the class period and the student's grade and/or current standing within the course will be affected if the situation merits.

**Electronic Devices and Cell Phones:** **Use is strictly prohibited unless approved by the instructor.** **Cell phones are to be turned off/set to "silent" and NOT accessed in the classroom.** Refraining from the use of cell phones is a college policy and will be enforced. If you need to use your cell phone for ANY REASON, please leave the room prior to using your cellphone. Students who choose to engage in unauthorized use of electronic devices will risk losing participation points and/or be asked to leave the class until the NEXT class period (see above).

**Laptops and/or tablets:** *may only* be utilized on the class days designated for these devices, see Semester Schedule.

*Course grade may be severely affected if the required class etiquette and study skills are not met.*

## Course "Drop" and Withdrawals

**Students have the ultimate responsibility of withdrawing from the course, by the withdrawal deadline, if they feel they will be unable to complete it successfully.**

Students may drop or withdraw this course by the designated deadlines as indicated on the Academic Calendar.
Drop - will not be reflected on the student's transcript, but may result in financial aid implications.
Withdrawal - the course WILL be listed on the student's transcript with a "W." "W" has no impact on the student's G.P.A.

**Drop deadline:** Aug. 23 **Withdrawal deadline:** Nov. 8

## Copyright

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## Early Alert & Retention: Starfish

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at http://www.clovis.edu/students/starfish.aspx. If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu.

## Qualified Students with Disabilities

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (575-769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside of the classroom. Students may also request a referral.

## Emergency Alert / Campus Closure / Cancelled Class

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If a class period will be cancelled due to an instructor absence, students will be notified via email from me and an announcement will be posted to CANVAS.

Weekly Schedule

## Week 1

M Aug. 19 – *Course Introduction*

W Aug. 21 – *Introduction to Early British Literature,* "Riddle 47" (p. 80)

***Reminder: Drop deadline is Aug. 23 (Friday)***

## Week 2

M Aug. 26 – "Ecclesiastical History of the English People," "Caedmon's Hymn in Old and Modern English," "The First Satire"

W Aug. 28 – "Beowulf"

**Discussion #1 Post DUE (to CANVAS)**

## Week 3

M Sept. 2 – ***LABOR DAY – no classes***

W Sept. 4 – "Ecclesiastical History," "Riddle 26"

## Week 4

M Sept. 9 – "Riddle 43," "Riddle 44"

W Sept. 11 – "Riddle 26"

**Discussion #2 Post DUE (to CANVAS)**

## Week 5

M Sept. 16 – "Map of Britain," "A History of the Kings of Britain"

W Sept. 18 – "The Four Branches of Mabinogi"

## Week 6

M Sept. 23 – "I lovede a child of this cuntree," "There's a Young Man in Pursuit of Me"

W Sept. 25 – "Sir Geoffrey Luttrell taking leave of his wife and daughter," "Marie de France," "Betwene Mersh and Averil"

**Discussion #3 Post DUE (to CANVAS)**

## Week 7

M Sept. 30 – *Midterm Review*

W Oct. 2 – **MIDTERM EXAM**

## Week 8

M Oct. 7 – *Essay #1 Review*

W Oct. 9 – **Essay #1 DUE**

## Week 9

M Oct. 14 – Introduction to William Shakespeare: *The Taming of the Shrew*

- "Statute of Laborers"
- "Chronicles"

* "Letter to the Common People of Essex"

W Oct. 16 – *The Taming of the Shrew:* Act I

**Discussion #4 Post DUE (to CANVAS)**

## Week 10

M Oct. 21 – *The Taming of the Shrew:* Act II

W Oct. 23 – *The Taming of the Shrew:* Act III, scene i

## Week 11

M Oct. 28 - *The Taming of the Shrew:* Act III, scenes ii-iii

W Oct. 30 – *The Taming of the Shrew:* Act IV, scenes i-ii

**Discussion #5 Post DUE (to CANVAS)**

## Week 12

M Nov. 4 – *The Taming of the Shrew:* Act IV, scenes iii-v

W Nov. 6 – *The Taming of the Shrew:* Act IV, scene vi – Act V, scene i

***Reminder: Withdrawal deadline is Nov. 8 (Friday)***

## Week 13

M Nov. 11 – ***VETERAN'S DAY – no classes***

W Nov. 13 – *The Taming of the Shrew:* Act V, scene ii

## Week 14

M Nov. 18 – *Essay #2 Review*

W Nov. 20 – **Essay #2 DUE**

## Week 15

M Nov. 25 – *Final Exam Review*

W Nov. 27 – ***THANKSGIVING BREAK – no classes***

## Final Exam Week

M Dec. 2 - **FINAL EXAM**

## ECON 2110 – Macroeconomic Principles

**Sample Assessments:**

Students are given a variety of topics throughout the semester and must either submit mini papers (minimum of 500 words) or online discussions. Here are a few of the topics they must address. For online discussions, students must submit an original post and then two responses to other student posts. In the original post, students are graded on how well they can identify the economic problem, acquire and evaluate evidence, develop reasonable conclusions, and analyze sustainability and civic discourse, ethical reasoning, and intercultural reasoning/competence. Students must back up their arguments with credible economic sources. When responding to other student posts, students are graded on how well they interact with student responses of varying viewpoints, demonstrate an understanding of various economic vantage points through the evaluation of other student's messages, and arguing for and against the economic reasoning demonstrated by others. Assignments that are submitted in face-to-face classes, submit mini-papers as their original arguments. These papers are then used in class for group discussions/projects.

**Topic:** In this module we learned about changes in aggregate demand. Specifically, we learned that changes in spending components (C, I, G, NX) changes aggregate demand. We also saw several factors that affect consumption include things such as wealth, expectations of future prices, expectations of future income, interest rates, and income taxes. Using this idea address the following scenario.

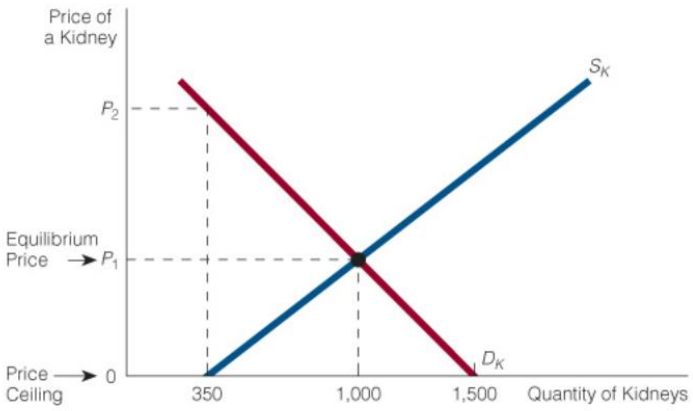
A newspaper article reads as follows: "Housing prices have fallen over the past six months, and economists are concerned that this might lead to less overall demand in the economy." Can you find the economics here? Do housing prices have anything to do with aggregate demand? Provide a very specific scenario of how housing prices might be related to aggregate demand using at least one of the factors that causes consumption to change.

**Topic:** In this module, we learned about the business life cycle and its five phases. As we learned, each phase can be related to Real GDP. Consider this scenario. You are currently in college, but you are getting close to graduating with your bachelor's degree. Your goal after graduation was to apply for jobs so that you could put your degree to work. One of your professors catches you after class and asks if you have thought about graduate school. He feels you would be a great candidate for it. You let him know that you will consider it. So now you have two options and a major choice to make. (1) You can get your resume ready and begin the job search process so you can get a job and start earning money, or (2) you can apply to graduate school, potentially finish in two years, and increase your future earning potential.

Do you think you are more likely to take a particular course of action in one phase of the business cycle versus another? If so, which one and why? Be sure to begin with a thorough explanation of the business life cycle, including all phase and how each relate to Real GDP.

**<u>Topic:</u> A price ceiling in the Kidney market.**

Just as some people want to buy houses, computers, and books, others want to buy kidneys. These people have kidney failure, and they will either die without a new kidney or have to endure years of costly and painful dialysis. This demand for kidneys is shown as Dk in the graph below, and the supply of kidneys is shown as Sk .




We have identified the demand for kidneys as Dk and the supply of kidneys as Sk . Given the demand for and supply of kidneys, the equilibrium price of a kidney is P1 . It does not follow, though, that simply because there is an equilibrium price, people will be allowed to trade at that price. Today, it is unlawful to buy and sell kidneys at *any* positive price. In short, there is a price ceiling in the kidney market, and the ceiling is $0.

Notice that, at a $0 price, the quantity supplied of kidneys is 350. These kidneys are from people who donate their kidneys to others, asking nothing in return. They may donate upon their death, or they may donate one of their two kidneys while living. We have drawn the supply curve as upward sloping because we assume that some people who today are unwilling to donate a kidney for $0 might be willing to do so for some positive dollar amount. Specifically, we assume that, as the price of a kidney rises, the quantity supplied of kidneys also will rise.

If there were a free market in kidneys, the price of a kidney would be P1 as shown in the graph. At this price, 1,000 kidneys would be purchased and sold; that is, 1,000 kidney transplants would occur.

Today, there is no free market in kidneys. Buying or selling kidneys is illegal at any dollar amount. In essence, then, there is a price ceiling in the kidney market, and the ceiling is set at $0. What is the effect of the ceiling?  List and explain two factors that you think would happen in the kidney market due to this price ceiling (hint: focus on the effects of price ceilings you learned in Lesson 2.6).

**Topic:** This discussion has two parts:

**Part I:** Define both fiscal and monetary policy. Be sure to include a discussion of expansionary and contractionary policy for both.

**Part II:** Pick one of the following scenarios to discuss. In order to address this economic concern, identify whether you would propose (1) expansionary fiscal policy, (2) contractionary fiscal policy, (3) expansionary monetary policy, or (4) contractionary monetary policy and explain why you would select this policy. Be sure to back it up with the economics you learned in this module. Identify what impact your proposal would have on the overall US economy as well as the global economy. What will this mean for the quality of life in your state, the overall US economy, and the global economy?

**Scenario 1:** Your state is experiencing high unemployment.

**Scenario 2:** Your state is experiencing high inflation and the stimulation of growth is needed.

This is a sample grading rubric for ECON 2110

| **Discussion 1 Grading Rubric** | | | |
|---|---|---|---|
| **SLO #1**: Explain the concepts of opportunity cost, comparative advantage, and exchange.<br>**Critical Skills:** Communication, Critical Thinking, Personal & Social Responsibility<br>Student will be scored based on a 5-point rubric.<br>5=Excellent *(Demonstrates strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior—A level work)*<br>4=Good *(Demonstrates good critical thinking skills and good ability to incorporate economics concepts with human behavior—B level work)*,<br>3=Meets minimum requirements *(Demonstrates some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior—C level work)*<br>2=needs improvement *(Demonstrates little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior—D level work)*<br>1=poor *(Demonstrates no critical thinking skills and/or ability to incorporate economics concepts to human behavior—F level work)*<br>0=missing | | | |
| **Discussion Original Post** | | | |
| **Student Learning Objective** (Student adequately addresses all concepts in SLO (opportunity cost, comparative advantage, and exchange) | | | |
| | | | |
| **Critical Skill—Communication** | | | |
| Application and Versatility | | Evaluation and Production of Arguments | |
| | | | |
| **Critical Skill—Critical Thinking** | | | |
| Problem Setting | Evidence Acquisition | Evidence Evaluation | Reasoning/Conclusion |
| | | | |
| **Critical Skill—Personal & Social Responsibility** | | | |
| Sustainability and the natural and human worlds | Ethical Reasoning | Civic Knowledge and Engagement-local and global | |
| | | | |
| **Discussion Responses** | | | |
| **Critical Skill—Communication** | | | |
| Strategies for Understanding and Evaluating Messages | Evaluation and Production of Arguments | Civic Discourse | |
| | | | |
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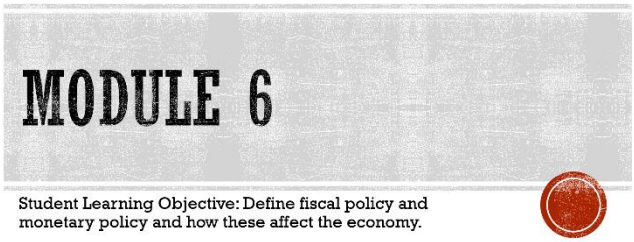
| **Critical Skill—Personal & Social Responsibility** | | | |
| Civic Discourse | | Civic Knowledge and engagement-local/global | |
| | | | |

**Macroeconomics Module 6 Study Guide Notes**

It is recommended that your print and fill this study guide out as you work through each lesson. You will have an Assessment assignment that is due at the end of the module. The assessment is directly built from this study guide. In addition, each Module Study Guide can be used to prepare for the mid-term and final.




**IN THIS MODULE, STUDENTS SHOULD DEMONSTRATE AN UNDERSTANDING OF:**

- Lesson 6.1 – The Three States of the Economy
- Lesson 6.2 – The Three States of the Labor Market
- Lesson 6.3 – Economic Views of Thought or Theories
- Lesson 6.4 - Classical View that the Economy is Self-Regulating
- Lesson 6.5 – Fiscal Policy to Overcome Recessionary and Inflationary Gaps
- Lesson 6.6 – Monetary Policy

**Lesson 6.1 – Three States of the Economy**

This section provides the background information for economists who believe the economy is self-regulating versus those who believe the economy is inherently unstable and not able to regulate on its own. Keep in mind that these two views are extreme and that most economists lie somewhere in the middle. This will set the stage for understanding fiscal and monetary policy .

1. The economy can be in one of three states:
   a. A/An _____ exists when Real GDP is less than Natural Real GDP.
   b. A/An _____ exists when Real GDP is greater than Natural Real GDP.
   c. _____ exists when the Real GDP is equal to Natural Real GDP.
2. Identify each economic state and the relationship between Real GDP and Natural Real GDP for each

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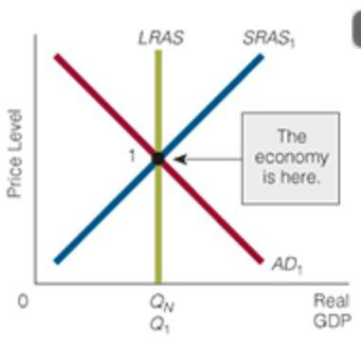
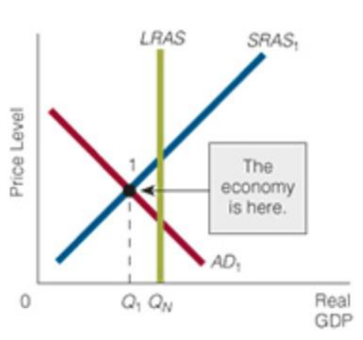
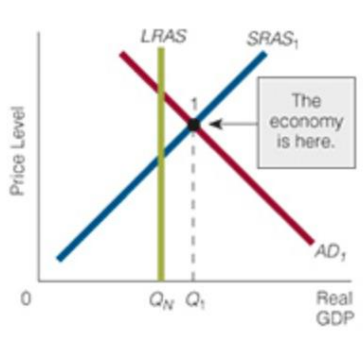
|  |  |  |
| State of Economy<br>_____<br><br>Real GDP _____ Natural Real GDP | State of Economy<br>_____<br><br>Real GDP _____ Natural Real GDP | State of Economy<br>_____<br><br>Real GDP _____ Natural Real GDP |

3. If AD crosses the SRAS curve on the left side of the LRAS curve, that means the economy is in a _____ _____ and Real GDP (Q) is _____ Natural Real GDP ($Q_N$). If AD crosses the SRAS curve on the right side of the LRAS curve, that means the economy is in a _____ _____ and Real GDP (Q) is _____ Natural Real GDP ($Q_N$). If AD crosses the SRAS curve at the same point it crosses the LRAS curve, that means the economy is in a _____ _____ and Real GDP (Q) is _____ Natural Real GDP ($Q_N$).

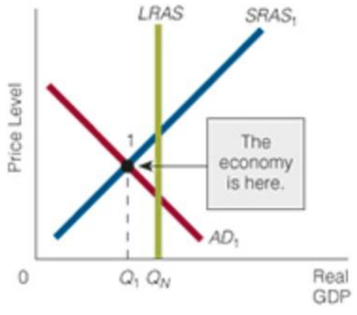
**Lesson 6.2 – Three States of the Labor Market**

1. Quantity _____ of labor refers to the number of individuals who are willing to work. Quantity _____ of labor refers to the number of jobs that are available.
2. Just as the economy can be in three states, the labor market can be in three states as well.
   a. _____ in the labor market exists when quantity demanded of labor is equal to quantity supplied of labor.
   b. _____ in the labor market exists when quantity demanded of labor is greater than the quantity supplied of labor (or quantity supplied of labor is less than quantity demanded of labor).
   c. _____ in the labor market exists when quantity demanded of labor is less than the quantity supplied of labor ((or quantity supplied of labor is greater than quantity demanded of labor).
3. If natural Real GDP is equal to $100 billlion and Real GDP is equal to $120 billion, it takes _____ (more/fewer/same number of) people to produce a Real GDP of $120 billion than it does to produce Natural Real GDP of $100; therefore the unemployment rate will be _____ (lower/higher/the same) at the Real GDP level than it will at Natural Real GDP.

4. If natural Real GDP is equal to $95 billlion and Real GDP is equal to $75 billion, it takes _____ (more/fewer/same number of) people to produce a Real GDP of $75 billion than it does to produce Natural Real GDP of $95; therefore the unemployment rate will be _____ (lower/higher/the same) at the Real GDP level than it will at Natural Real GDP.

5. If natural Real GDP is equal to $100 billlion and Real GDP is equal to $120 billion, it takes _____ (more/fewer/same number of) people to produce a Real GDP of $120 billion than it does to produce Natural Real GDP of $100; therefore the unemployment rate will be _____ (lower/higher/the same) at the Real GDP level than it will at Natural Real GDP.

6. Use the following graphs to answer each of the questions:

| | **What State is the Economy current in?** | **Identify as less than, greater than or equal to** | **State of the Labor Market** |
|---|---|---|---|
|  | | Real GDP _____<br>Natural Real GDP<br><br>Unemployment _____<br>Natural Unemployment | |

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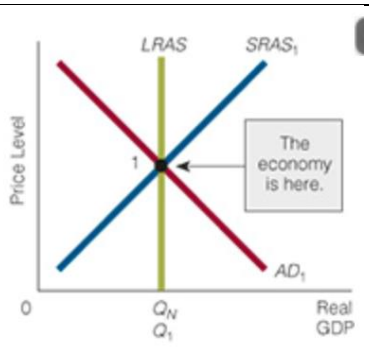
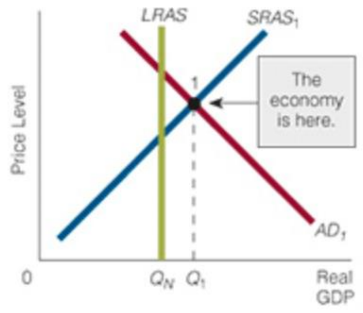
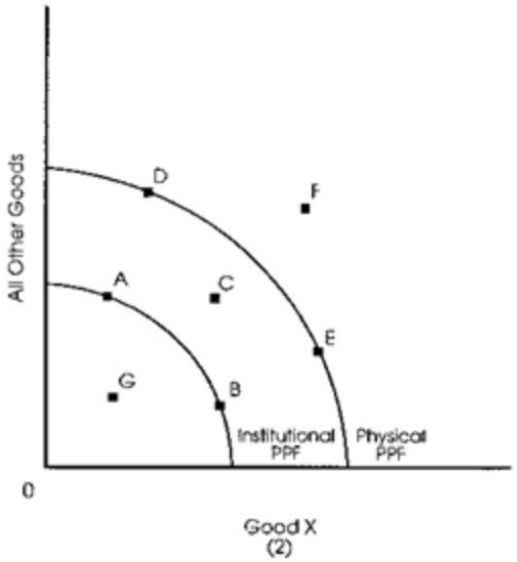
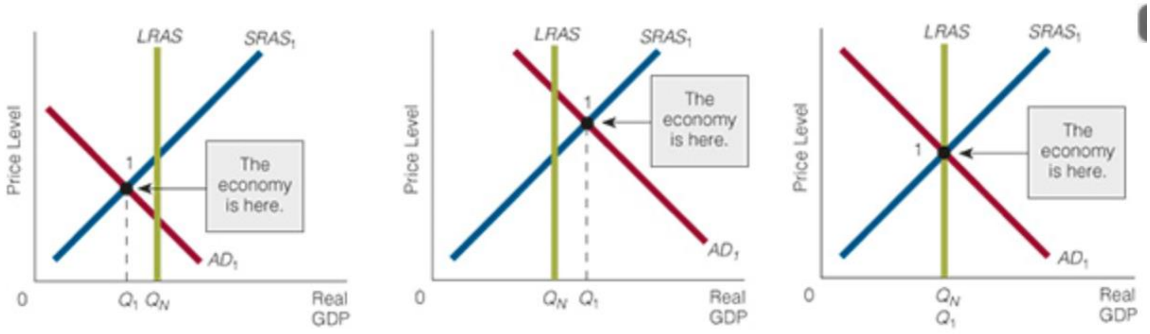
|  | | Real GDP _____<br>Natural Real GDP<br><br>Unemployment _____<br>Natural Unemployment | |
|  | | Real GDP _____<br>Natural Real GDP<br><br>Unemployment _____<br>Natural Unemployment | |

7. A/An _____ PPF represents the different combinations of goods that the economy can produce, given the physical constraints of (1) finite resources and (2) the current state of technology
8. A/An _____ PPF represents the different combinations of goods that the economy can produce, given the physical constraints of (1) finite resources, (2) the current state of technology, and (3) any institutional constraints
9. Use the graph below to answer of the following questions:
    a. If the economy is currently operating at point A or B on the institutional PPF, the economy is in a/an _____ where unemployment is _____ (greater than/less than/equal to) natural unemployment. Using the graphs of the states of the economy below, which graph corresponds with point A or B? _____
    b. If the economy is currently operating at point G below the institutional PPF, the economy is in a/an _____ where unemployment is _____ (greater than/less than/equal to) natural unemployment. Using the graphs of the states of the economy below, which graph corresponds with point G? _____




    c. If the economy is currently operating at point C above the institutional PPF and below the physical PPF, the economy is in _____ _____ where unemployment is _____ (greater than/less than/equal to) natural unemployment. Using the graphs of the states of the economy below, which graph corresponds with point C? _____
    d. Which point(s) are unattainable? _____




Graph A Graph B Graph C

**Lesson 6.3 – Economic Views of Thought: Classical View and Keynesian View**

1. Be aware that there are several different economic views. Classical, Keynesian, and Monetarist are the most popular. **Classical** represents the historical view of economics that indicates the economy is self-regulating and that government interference is not only unnecessary, but somewhat damaging to the economy. Classical economics is based on the notion that prices and wages are flexible both upward and downward. Keynesian is a more traditional approach to economics.

2. **Keynesian** economists do not necessarily contend that the economy is not self-regulating, but rather that it takes too long to self-regulate that the economy can get stuck in a recessionary or inflationary gap, causing prolonged times of high unemployment and inflation that can be damaging to the economy. They believe this happens simply because wages and prices are not flexible downward motion.

3. Although **monetarists** believe that prices and wages are flexible like classical economists, their primary focus is on controlling the money supply to keep inflation low. Therefore, they focus on reducing inflation more so than keeping unemployment low.

**Lesson 6.4 – Classical View that the Economy is Self-Regulating**

1. Because prices and wages are _____, classical economics believe the economy will _____ _____.

2. Fill in the missing information showing how an economy self-regulates
   a. Suppose an economy is in an inflationary gap where Real GDP (Q) is _____ Natural Real GDP ($Q_N$), this means unemployment rate (U) is _____ Natural Unemployment ($U_N$) causing a _____ (shortage/surplus/equilibrium) in the labor market. Because of this, wages will _____ (rise/fall/remain constant) causing the SRAS to _____ (increase/decrease/remain constant) and the SRAS curve to shift to the _____ (right/left/no change), thereby moving the economy into long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$).
   b. Suppose an economy is in long-run equilibrium where Real GDP (Q) is _____ Natural Real GDP ($Q_N$), this means unemployment rate (U) is _____ Natural Unemployment ($U_N$) causing a _____ (shortage/surplus/equilibrium) in the labor market. Because of this, wages will _____ (rise/fall/remain constant) causing the SRAS to _____ (increase/decrease/remain constant) and the SRAS curve to shift to the _____ (right/left/no change), thereby keeping the economy in long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$).
   c. Suppose an economy is in a recessionary gap where Real GDP (Q) is _____ Natural Real GDP ($Q_N$), this means unemployment rate (U) is _____ Natural Unemployment ($U_N$) causing a _____

(shortage/surplus/equilibrium) in the labor market. Because of this, wages will _____ (rise/fall/remain constant) causing the SRAS to _____ (increase/decrease/remain constant) and the SRAS curve to shift to the _____ (right/left/no change), thereby moving the economy into long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$).

3. _____ is a public policy of not interfering with market activities. This comes about from the classical view and contends that monetary and fiscal policy are not necessary to move the economy out of a recessionary or inflationary gap.

4. Suppose the economy is in long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$) and government spending **increases** causing Aggregate Demand (AD) to **increase**. This results in a _____ shift in the AD curve putting the economy in a/an _____ where Real GDP (Q) is _____ Natural Real GDP ($Q_N$) and unemployment rate (U) is _____ Natural Unemployment ($U_N$). This causes a _____ (shortage/surplus/equilibrium) in the labor market. Assuming the economy is self-regulating, wages will _____ (rise/fall) causing SRAS to _____ (increase/decrease/remain constant) and the SRAS curve to shift to the _____ (right/left), thereby moving the economy into long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$). This caused both short-run and long-run effects on the price level and Real GDP. In the short run, price _____ (increased/decreased/went back to natural levels) and Real GDP _____ (increased/decreased/went back to natural levels). In the long run, price _____ (increased/decreased/went back to natural levels) and Real GDP _____ (increased/decreased/went back to natural levels).

5. Suppose the economy is in long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$) and government spending **decreases** causing Aggregate Demand (AD) to **decrease**. This results in a _____ shift in the AD curve putting the economy in a/an _____ where Real GDP (Q) is _____ Natural Real GDP ($Q_N$) and unemployment rate (U) is _____ Natural Unemployment ($U_N$). This causes a _____ (shortage/surplus/equilibrium) in the labor market. Assuming the economy is self-regulating, wages will _____ (rise/fall) causing SRAS to _____ (increase/decrease/remain constant) and the SRAS curve to shift to the _____ (right/left), thereby moving the economy into long-run equilibrium where Real GDP (Q) equals Natural Real GDP ($Q_N$). This caused both short-run and long-run effects on the price level and Real GDP. In the short run, price _____ (increased/decreased/went back to natural levels) and Real GDP _____ (increased/decreased/went back to natural levels). In the long run, price _____ (increased/decreased/went back to natural levels) and Real GDP _____ (increased/decreased/went back to natural levels).

**Lesson 6.5 – Keynesian View of Fiscal Policy to Overcome Recessionary and Inflationary Gaps**

1. Federal budget composed of two parts:
    a. _____
    b. _____
2. _____ tax accounts for the largest part of government tax revenue. There are three types:
    a. _____ is a tax rate that increases as a person's taxable income level rises.
    b. _____ is a tax rate in which the same tax rate is used for all taxable income levels.
    c. _____ is a tax rate that decreases as a person's taxable income level rises.

3. _____ occurs in a given year when government expenditures are greater than tax revenues for that year.
4. _____ occurs in a given year when tax revenues are greater than government expenditures for that year.
5. _____ occurs in a given year when government expenditures = tax revenues for that year.
6. _____ is the part of the budget deficit that is a result of a downturn in economic activity.
7. _____ is the part of the budget deficit that would exist even if the economy were operating at full employment.
8. _____ is the total amount the federal government owes its creditors.
9. There are two ways the government can influence the economy: _____ policy and _____ policy.
10. _____ represents changes in government expenditures and/or taxes to achieve economic goals (low unemployment, stable prices, and economic growth).
11. _____ is considered changes in government expenditures and/or taxes that occur automatically without congressional action.
12. _____ is considered deliberate changes in government expenditures and/or taxes
    a. _____ includes increases in government expenditures and/or decreases in tax to achieve macroeconomic goals.
    b. _____ includes decreases in government expenditures and/or increases in taxes to achieve macroeconomic goals.
13. Changes in government purchases (G) affect aggregate demand and can shift the AD curve:
    a. An increase in government purchases shifts the AD curve to _____ (right/left). This is considered _____ fiscal policy.
    b. A decrease in government purchases shifts the AD curve to _____ (right/left). This is considered _____ fiscal policy.
14. Change in taxes (T) can affect consumption, investment, or both:
    a. An increase in income taxes causes disposable income to _____ (increase/decrease), which causes consumption to _____ (increase/decrease) and results in a _____ (leftward/rightward) shift in the AD curve. This is considered _____ fiscal policy.
    b. A decrease in income taxes causes disposable income to _____ (increase/decrease), which causes consumption to _____ (increase/decrease) and results in a _____ (leftward/rightward) shift in the AD curve. This is considered _____ fiscal policy.
15. _____ is the decrease in private expenditures (C, I, etc.) that occurs as a consequence of increased government spending (direct effect) or the financing of needs of a budget deficit (indirect effect). This effect suggests that expansionary fiscal policy does not work to the degree that Keynesian theory predicts. There are three types:
    a. _____ occurs when a decrease in one or more components of private spending (consumption or investment) completely offsets the increase in government spending. For example government spends $2 billion; and as a result the private sector spends $2 billion less (when $1 of government spending offsets $1 of private spending)
    b. _____ occurs when a decrease in one or more components of private spending (consumption or investment) only partially offsets the increase in government spending. For example, government spends $2 billion more, and as a result the private sector spends $1.2 billion less (private spending only partially offsets the increase in government spending)
    c. _____ occurs when private spending does not change when government spending increase. For example, government spends $2 billion more; private spending stays constant
16. Lags can also cause fiscal policy to not work as Keynesian theory predicts. There are five types of lags that can occur:
    a. _____ occurs because policy makers are not aware of change in the economy as soon as they happen

b. _____ occurs after policymakers are aware of a downturn in economic activity but they decide not to enact counteractive measures immediately. They want to be sure that the observed events are not just short-run phenomena
c. _____ occurs after policymakers decide that some type of fiscal policy measure is required; however, there is a delay because Congress or the president will have to propose the measure, build political support for it, and get it passed.
d. _____ occurs because after enacted, a fiscal policy measures take time to be put into effect.
e. _____ occurs because after a policy measure is actually implemented, it takes time to affect the economy.

17. Although fiscal policy is designed to move the economy out of recessionary and inflationary gaps, _____ and _____ may destabilize the economy not allowing the economy to move to long-run equilibrium.

**Lesson 6.6 – Keynesian View of Monetary Policy**

1. _____ is a government policy that involves changing the money supply in order to reach certain macroeconomic goals, such as lowering unemployment, reducing inflation, or stimulating growth.

2. _____ is the routes or channels traveled by the ripple effects that the money market creates and that affect the goods and services market (represented by the AD-AS framework).

3. The demand curve for money is _____ sloping, meaning there is an _____ relationship between quantity of money (money balances) and interest rates (price of holding money). The supply curve of money is _____ because it does not change based on price level.

4. Equilibrium in the money market exists when quantity supplied of money _____ quantity demanded of money.

5. Two types of transmission mechanisms exist: Keynesian, which is a/an _____ mechanism and Monetarist, which is a/an _____ mechanism.

6. The Keynesian theory indicates that there is a/an _____ (direct/indirect) transmission mechanism.
    a. An increase in the money supply brings on a _____ (higher/lower) interest rate. As a result, investment _____ (decreases/increases), which causes total expenditures to _____ (fall/rise) and the aggregate demand curve shifts _____ (leftward/rightward). This causes price level to _____ (fall/rise) and Real GDP to _____ (fall/rise).
    b. A decrease in the money supply brings on a _____ (higher/lower) interest rate. As a result, investment _____ (decreases/increases), which causes total expenditures to _____ (fall/rise) and the aggregate demand curve shifts _____ (leftward/rightward). This causes price level to _____ (fall/rise) and Real GDP to _____ (fall/rise).

7. Keynesian transmission mechanism can be blocked for one of two reasons:

a. Investment is _____, which means a change in the interest rate will not change investment; therefore, aggregate demand and Real GDP will not change. If this happens, when money supply increases, price level and Real GDP _____ (decrease/increase/remain constant).
b. The money market is in a _____, which is the horizontal portion of the demand curve for money. This occurs when people hoard cash because they expect an adverse event. If this occurs, an increase in the money supply _____ (will/will not) lower the interest rate; therefore, price level and Real GDP _____ (decrease/increase/remain constant).

8. Under the monetarist view, changes in the money market _____ (directly/indirectly) affect aggregate demand in the goods and services market. For example, an increase in the money supply leaves individuals with an _____ of money that they spend on a wide variety of goods.
    a. As money supply increases, AD _____ (decreases/increases/remains constant) causing price level and Real GDP to _____(decrease/increase/remain constant).
    b. As money supply decreases, AD _____ (decreases/increases/remains constant) causing price level and Real GDP to _____(decrease/increase/remain constant).
9. When the Fed increases money supply, this is called _____. When the Fed decreases money supply, this is called _____.

## ECON 2120 – Microeconomic Principles

**Sample Assessments:**

Students are given a variety of topics throughout the semester and must either submit mini papers (minimum of 500 words) or online discussions. Here are a few of the topics they must address. For online discussions, students must submit an original post and then two responses to other student posts. In the original post, students are graded on how well they can identify the economic problem, acquire and evaluate evidence, develop reasonable conclusions, and analyze sustainability and civic discourse, ethical reasoning, and intercultural reasoning/competence. Students must back up their arguments with credible economic sources. When responding to other student posts, students are graded on how well they interact with student responses of varying viewpoints, demonstrate an understanding of various economic vantage points through the evaluation of other student's messages, and arguing for and against the economic reasoning demonstrated by others. Assignments that are submitted in face-to-face classes, submit mini-papers as their original arguments. These papers are then used in class for group discussions/projects.

**Topic 1-Profit:** William works as a software engineer in Chicago, Illinois. His annual salary is $140,000. While William enjoys his work has a software engineer, he says that it has always been his wish to open a restaurants highlighting his grandmother's recipes that he grew up on. One day, he decides to quit his job and open his own authentic restaurant. In the first two years of operation, he earns $50,000 in accounting profit each year. At the end of the third year of operation he made $70,000 in accounting profit, and he is beginning to wonder if he should continue in the restaurant business. Can you help him decide by providing an explanation of both accounting and economic profit and whether or not it is better for him to go back to the software engineering field or continue his restaurant.

**Topic 2-Average Marginal Rule:** Olivia is sitting in class taking an exam, and her professor walks out of the room. She could easily look over at her neighbor's paper (which is uncovered) to see what he answer to question 35 is, but she doesn't. Why doesn't she cheat? Using the idea of average-marginal rule, explain why Olivia does not cheat. Make sure you are very specific as your ability to explain it is the only way I know you understand the concept and can apply it to this real-world scenario.

**Topic:** We discussed 4 market structures. Explain each market structure including the assumptions that define each. Identify a product you have purchased from each market structure and identify why it fits in this category. For each of these products, how does the firm determine the profit-maximizing output? (HINT: at what point is profit maximizing output determined?). How do each of these products (within their respective market structures) impact the local and global economy? How can changes in these market structures impact quality of life?

**Topic:** Prior to the internet, people had to go into a brick-and-mortar travel agency to book a vacation. This might involve getting in a car and driving to the travel agency, talking to an agent, and the agent booking flights, hotels, rental cars, etc., which requires him/her to talk to several other people to get everything booked. With the internet, that has all changed. Let's say you go online to travelocity.com, an online travel agency, to book a vacation to San Diego, California. Using the concepts you learned from Module 1, identify at least four economic concepts evident in going to travelocity.com to book a vacation to San Diego. Be sure to address local and global economies and quality of life.

Using recorded lectures for the course or the face-to-face lecture, students must also complete a Module Assessment. In order to prepare for the assessment, students complete Module Study Guides. The assessments utilize similar concepts as the study guide to test student knowledge.  A sample study guide is included:

This is a sample grading rubric for ECON 2120

| **Discussion 1 Grading Rubric** | | | |
|---|---|---|---|
| **SLO #1**: Explain the concepts of opportunity cost, comparative advantage, and exchange.<br>**Critical Skills:** Communication, Critical Thinking, Personal & Social Responsibility<br>Student will be scored based on a 5-point rubric.<br>5=Excellent *(Demonstrates strong critical thinking skills displayed and strong ability to incorporate economics concepts with human behavior—A level work)*<br>4=Good *(Demonstrates good critical thinking skills and good ability to incorporate economics concepts with human behavior—B level work)*,<br>3=Meets minimum requirements *(Demonstrates some critical thinking skills displayed and adequate ability to incorporate economics concepts with human behavior—C level work)*<br>2=needs improvement *(Demonstrates little to no critical thinking skills and marginal ability to incorporate economics concepts with human behavior—D level work)*<br>1=poor *(Demonstrates no critical thinking skills and/or ability to incorporate economics concepts to human behavior—F level work)*<br>0=missing | | | |
| **Discussion Original Post** | | | |
| **Student Learning Objective** (Student adequately addresses all concepts in SLO (opportunity cost, comparative advantage, and exchange) | | | |
| | | | |
| **Critical Skill—Communication** | | | |
| Application and Versatility | | Evaluation and Production of Arguments | |
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| Strategies for Understanding and Evaluating Messages | Evaluation and Production of Arguments | Civic Discourse | |
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| | | | |
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| Civic Discourse | | Civic Knowledge and engagement-local/global | |
| | | | |

**Microeconomics—Module 2 Study Guide Notes**

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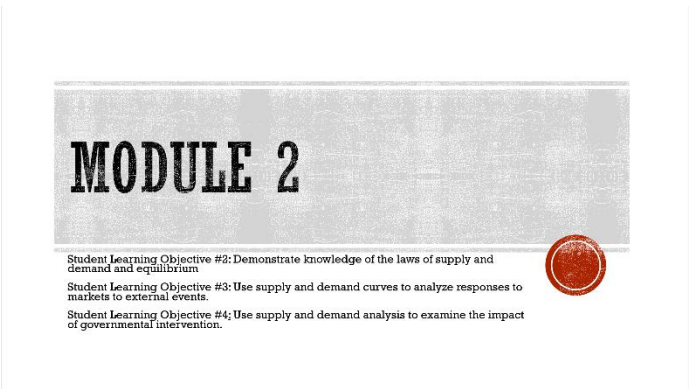
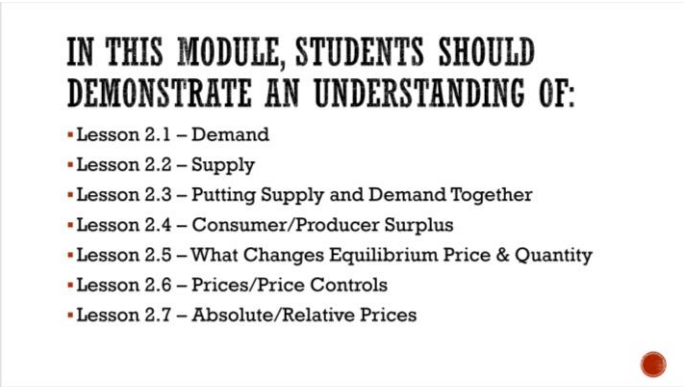



**Lesson 2.1—The Law of Demand**

1. The market has two sides. Demand is the _____ side of the market.
2. The _____ states that as the price of a good rises, the quantity demanded of it falls, and that as the price of a good falls, the quantity demanded of it rises, *ceteris paribus*. This law holds that price and quantity demanded are _____ related.
3. _____ is the total number of units of a good that buyers are willing and able to buy at a particular price.
4. What is the difference between *demand* and *quantity demanded*?

5. What are the three reasons the demand curve is downward sloping or why does quantity demanded go down when price goes up and quantity demanded go up when price goes down?
   a. _____means individuals will substitute lower priced goods for higher priced goods in order to gain utility (satisfaction).
   b. _____ means when price goes down, consumers purchasing power increase, which leads consumers to buy more.
   c. _____ means that the marginal (additional) utility or satisfaction gained by consuming equal successive units of a good will decline as each unit is consumed.
6. Identify the five factors that cause demand to shift.

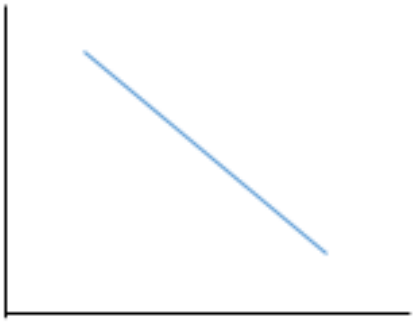
   _____ _____

   _____ _____

   _____

7. An increase in demand = a _____ shift in the demand curve.
8. A decrease in demand = a _____ shift in the demand curve.

9. The only factor that can directly cause a change in the quantity demanded of a good is a change in the good's _____. This results is a _____ along the curve. Draw this on the graph below. Be sure to label your axes.



10. The price of T-shirts keeps rising and rising, and people keep buying more and more. T-shirts must have an upward sloping demand curve. What is wrong with this statement?

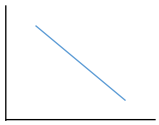
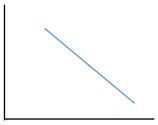
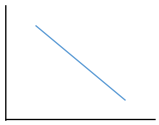
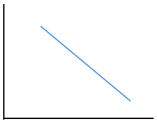
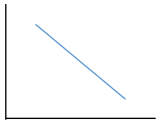
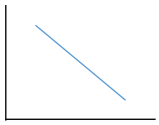
11. A/An _____ good is a good for which demand rises as income rises and falls as income falls. This is a/an _____ relationship.
12. A/An _____ good is a good for which demand falls as income rises and rises as income falls. This is a/an _____ relationship.
13. A/An _____ good is a good for which demand does not change as income rises or falls. This is a/an _____ relationship.
14. _____ are two goods that satisfy similar wants or needs. Give an example.

15. _____ are two goods that are used jointly in consumption. Give an example.

16. Finish the following statements:
    a. X is a normal good: If income ↑, then $D_X$ _____. If income ↓, then $D_X$ _____.
    b. Y is an inferior good: If income ↑, then $D_Y$ _____. If income ↓, then $D_Y$ _____.
    c. Z is a neutral good: If income ↑, then $D_Z$ _____. If income ↓, then $D_Z$ _____.
    d. X and Y are complements: If $P_X$ ↑, then $D_Y$ _____. If $P_X$ ↓, then $D_Y$ _____.
    e. A and B are substitutes: If $P_A$ ↑, then $D_B$ _____. If $P_A$ ↓, then $D_B$ _____.
    f. If a preference toward Good M ↑, then $D_M$ _____. If a preference toward a Good M ↓, then $D_m$ _____.
    g. If the number of buyers in a market for Good C↑, then $D_C$ _____. If the number of buyers in a market for Good C↓, then $D_C$ _____.
    h. If expectations of future prices for Good P ↑, then $D_P$ _____. If expectations of future prices for Good P↓, then $D_P$ _____.

17. With respect to each of the following changes identify whether the demand curve will shift rightward or leftward. Draw each change.

| Scenario | Demand increases or decreases? | Rightward or Leftward shift in Demand Curve? | Draw each curve to show the change |
|---|---|---|---|
| You receive an increase in income. What happens to the demand for soda if you consider soda to be a normal good? | | | |
| You consider fruit loops cereal and golden grahams cereal to be substitutes. The price of fruit loops increases, what happens to the demand for golden grahams? | | | |

| | | | |
|---|---|---|---|
| You receive an increase in income. What happens to the demand for hot dogs if you consider hot dogs to be an inferior good? | | |  |
| The price of iPhones are expected to go up next month. What happens to the demand for iPhones today? | | |  |
| You consider toothpaste to be a neutral good. What happens to the demand for toothpaste when the price rises? | | |  |
| A major business in a city relocates causing many people to move. This reduces the number of buyers in the market. What happens to demand? | | |  |
| You are trying to eat healthy and have sworn off fast food. What happens to the demand for fast food? | | |  |
| You consider cereal and milk to be complements. What happens to the demand for cereal if the price of milk increases? | | |  |

**Lesson 2.2—The Law of Supply**

1. The market has two sides. Supply is the _____ side of the market.
2. The _____ states that as the price of a good rises, the quantity supplied of it rises, and that as the price of a good falls, the quantity supplied of it falls, *ceteris paribus*. This law holds that price and quantity supplied are _____ related.
3. The _____ does not hold when there is no time to produce more units of a good during a given period or when goods cannot be produced at all over that period.
4. _____ is the total number of units a seller or producer are willing to sell or produce at a particular price.
5. What is the difference between *supply* and *quantity supplied*?

6. Identify the seven factors that cause supply to shift. *Keep in mind that the YouTube video only shows 5 of the 7, these are the 5 most common, but there are also these two additional that can cause supply to change.*

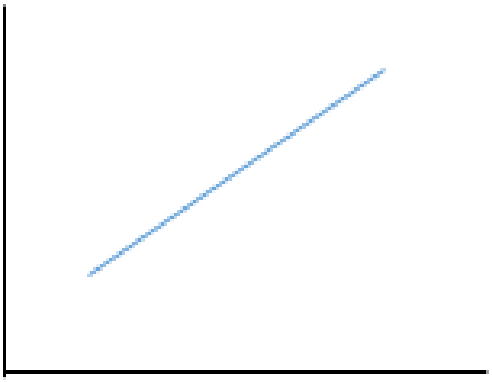
_____ _____

_____ _____

_____ _____

_____

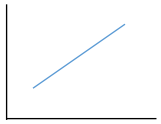
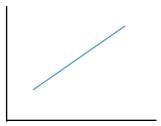
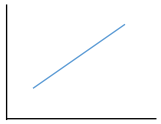
7. An increase in supply = a _____ shift in the supply curve.
8. A decrease in supply = a _____ shift in the supply curve.
9. The only factor that can directly cause a change in the quantity supplied of a good is a change in the good's _____. This results is a _____ along the curve. Draw this on the graph. Be sure to label your axes.



10. Finish the following statements:
    a. Flour is a resource used to produce bread. If $P_{Flour}$ ↑, then $S_{Bread}$ _____. If $P_{Flour}$ ↓, then $S_{Bread}$ _____.
    b. If there is an advance in technology in producing Good X, then $S_X$ _____.
    c. If the number of sellers for Good Y↑, $S_Y$ _____. If the number of sellers for Good Y↓ $S_Y$ _____.
    d. If expectations of future prices for Good A ↑, then $S_A$ _____. If expectations of future prices for Good A↓, then $S_A$ _____.
    e. If the government imposes or increases a tax on the production of Good Z, then then $S_z$ _____. If the government lifts or decreases a tax on the production of Good Z, then $S_Z$ _____.
    f. If the government grants or increases a subsidy for the production of Good B, then then $S_B$ _____. If the government removes or decreases a subsidy on the production of Good B, then $S_B$ _____.
    g. If the government imposes a quota on Good C, then $S_C$ _____. If the government lifts the quota on Good C, then $S_C$ _____.

11. With respect to each of the following changes identify whether the supply curve will shift rightward or leftward. Draw each change.

| Scenario | Supply increases or decreases? | Rightward or Leftward shift in Supply Curve? | Draw each curve to show the change |
|---|---|---|---|
| Your company produces computers. There is an increase in wage rates. What happens to the supply of computers? | | | |
| The government lifts a current quota on the amount of foreign coffee that can be imported into the US. What happens to the supply of foreign coffee in the US? | | | |
| A cheese manufacturing plant shuts down in your area. What happens to supply of cheese? | | | |
| The government increases the tax on every TV that is produced. What happens to the supply of TVs? | | | |

| | | | |
|---|---|---|---|
| You are a farmer and you currently produce corn on your land. The price of wheat increases and you decide to produce wheat instead. What happens to the supply of corn? | | |  |
| There is a shortage of green chili. The government offers you a $2 subsidy for every bushel of green chili you produce. What happens to the supply of green chili? | | | |
| The price of iPhones is expected to go up next month with the announcement of a faster network. What happens to the supply of iPhones today? | | |  |
| The government imposes a quota on the number of foreign computers that can be imported to the US. What happens to the supply of computers in the US? | | |  |

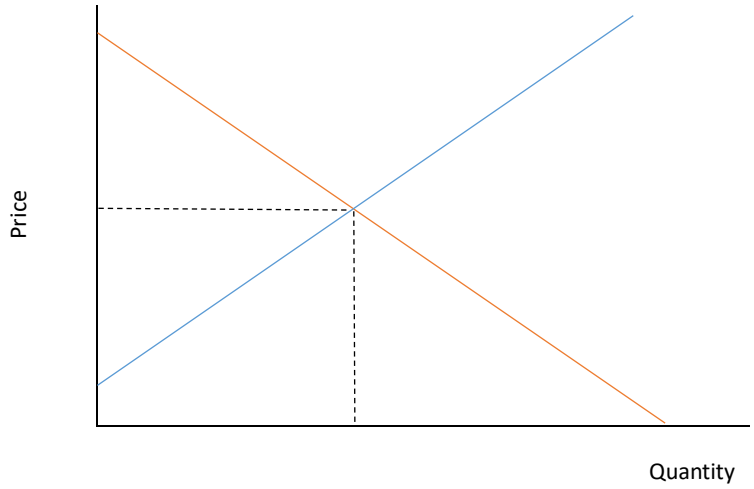
**Lesson 2.3—Putting Supply and Demand Together**

1. _____ _____ is the price at which quantity demanded is equal to quantity supplied. Another term for this is market-clearing price.
2. _____ _____ is the quantity that corresponds with the equilibrium price. It is the quantity at which the amount of the good that buyers are willing and able to buy equals the amount that sellers are willing and able to sell, and both equal the amount actually bought and sold.
3. _____ _____ a price other than the equilibrium price. A price at which the quantity demanded does not equal the quantity supplied.
4. _____ is a condition in which the quantity supplied is greater than the quantity demanded. This occurs at prices _____ the equilibrium price.
5. _____ is a condition in which the quantity demanded is greater than the quantity supplied. This occurs at prices _____ the equilibrium price.
6. _____ is the state of either a surplus or a shortage.
7. _____ means "at rest." Represents the price-quantity combination from which buyers or sellers do not tend to move away. Graphically, it is the intersection point of the _____ and _____ curves.
8. When a surplus exists, the market will put _____ pressure on the price until it reaches _____.
9. When a shortage exists, the market will put _____ pressure on the price until it reaches _____.
10. Draw a supply and demand curve below. Label the following on the graph.
    a. Price as Y Axis
    b. Quantity as X Axis
    c. Equilibrium
    d. Surplus
    e. Shortage
    f. Label equilibrium price as $10 and equilibrium quantity as 75.

11. Using the graph you drew in the previous question, if price is set at $4, quantity demanded is _____ than quantity supplied; therefore, a _____ exists in the market. Because of this, the market will put _____ pressure on the price. If the price is set at $12, quantity demanded is _____ than quantity supplied; therefore, a _____ exists in the market. Because of this, the market will put _____ pressure on the price.

**Lesson 2.4—Consumer and Producer Surplus**

1. _____ _____ is the difference between the maximum price a buyer is willing and able to pay for a good or service and the price actually paid.
2. _____ _____ is the difference between the price sellers receive and the minimum price for which they would have sold the good.
3. _____ _____ is the sum of consumer surplus and producer surplus.
4. In the following graph, label supply and demand curve. Label consumer and producer surplus.

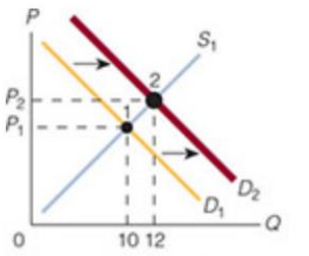
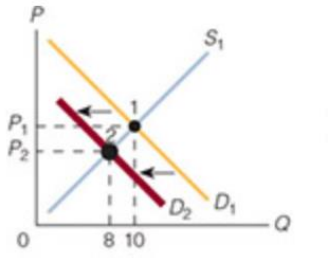
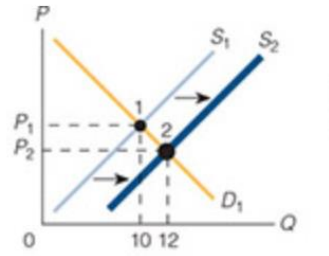
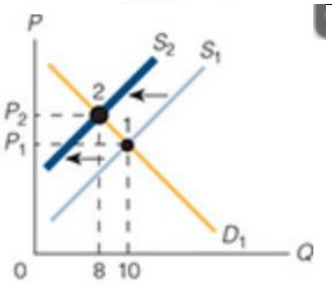
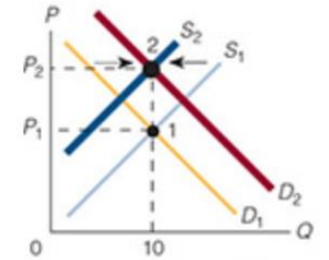



5. If the price paid for a certain good is $35 and the consumer surplus is $6, the maximum buying price for that good is _____.
6. If the minimum selling price is $25 and the producer surplus is $8, the price received by the seller is _____.
7. The _____ (more/less) consumer surplus that buyers receive, the better off they are. The _____ (more/less) producer surplus that sellers receive, the better off they are. _____ is maximized at equilibrium.
8. The demand curve for a good is downward sloping and the supply curve is upward sloping. Suppose demand rises. Will producer surplus rise or fall? Draw the graph and explain your answer.

**Lesson 2.5—What Changes Equilibrium Price and Quantity**

1. Supply and demand together determine equilibrium _____ and equilibrium _____.
2. A/An _____in demand is reflected in a rightward shift in the demand curve. A/An _____ in demand is reflected in a leftward shift in the demand curve.
3. A/An _____in supply is reflected in a rightward shift in the supply curve. A/An _____ in supply is reflected in a leftward shift in the supply curve.

4. Looking at the following graphs, identify what happens to equilibrium price and quantity for each.

| Graph | Identify if demand or supply increases, decreases, or remains constant. | Identify the change in equilibrium price and quantity (increase, decreases, constant) |
|---|---|---|
| Example   | D↑, $\overline{S}$<br>*(if one changes more than the other, be sure to identify that. For example, D↑>S↓)* | P↑, Q↑ |
|   | | |
|   | | |
|   | | |
|   | | |

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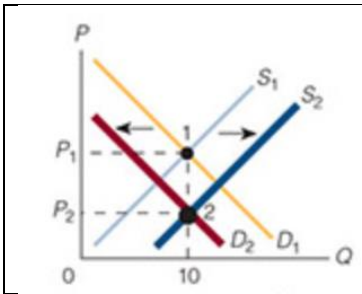
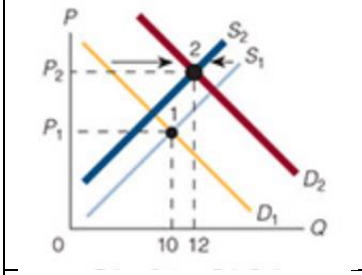
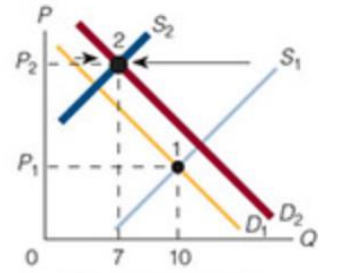
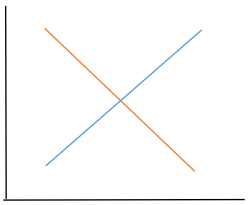
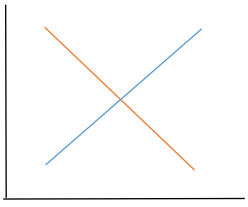
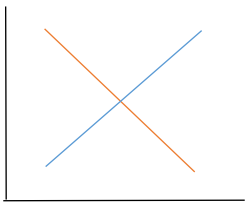
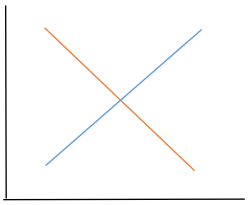
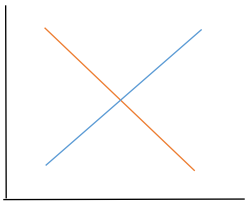
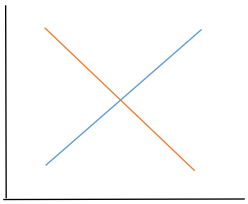
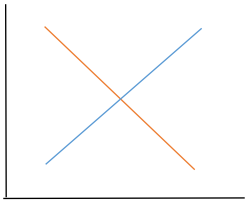
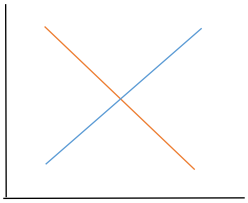
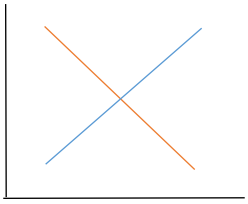
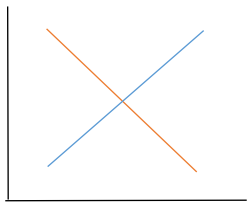
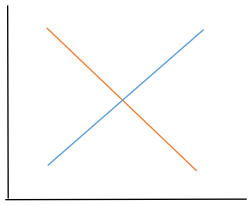
|---|---|---|
|  | | |
|  | | |
|  | | |

5. Complete the following steps for each graph below.
    a. Label price (P) and quantity (Q) axes and the supply (S) and demand (D) curves.
    b. Label equilibrium price as P* and equilibrium quantity as Q*
    c. Based on the scenario provided in each, determine which curve shifts and whether it is a rightward or a leftward shift in the curve. Draw each shift
    d. Identify if what happens to equilibrium price and equilibrium quantity

| Scenario | Which curve does this affect? | Is it a rightward or leftward shift? | Draw the changes in either the supply curve, demand curve, or both. | What happens to equilibrium Price and Quantity? |
|---|---|---|---|---|
| The number of buyers in a market increases and supply remains constant. | | |  | P _____<br>Q_____ |
| An increase in technology occurs in the market for Good X while demand remains unchanged. | | |  | P _____<br>Q_____ |

| | | | | |
|---|---|---|---|---|
| Consumer preference for a products goes up while supply remains unchanged. | | |  | P _____<br>Q_____ |
| The price of a resource needed to produce Good A decreases while demand remains unchanged. | | |  | P _____<br>Q_____ |
| The government imposes a tax for producing Good B. | | |  | P _____<br>Q_____ |
| Consumer income decreases for a normal good and supply remains unchanged. | | |  | P _____<br>Q_____ |
| Consumer preference shifts toward a good. | | |  | P _____<br>Q_____ |
| Price of a good is supposed to go up next month so a seller holds back inventory until the price increases. | | |  | P _____<br>Q_____ |
| Good X and Good Y are substitutes. The price of Good X increases and changes the demand for Good Y by more than the supply decreases. | | |  | P _____<br>Q_____ |

| | | | | |
|---|---|---|---|---|
| The demand for Good Z rises by the same amount that supply for Good Z falls. | | |  | P _____<br>Q_____ |
| The demand for Good A falls less than supply falls. | | |  | P _____<br>Q_____ |

**Lesson 2.6—Price and Price Controls**

1. As a result of scarcity, a _____ is needed to determine who gets what of the available limited resources and goods. _____ serves as a rationing device.
2. _____ acts as a transmitter of information relating to the change in the relative scarcity of a good.
3. A _____ is a government-mandated maximum price in which legal trades cannot take place above that price.
4. A _____ is a government-mandated minimum price in which legal trades cannot take place below that price.
5. Five effects can arise from a price ceiling that is below the equilibrium price. List those effects.

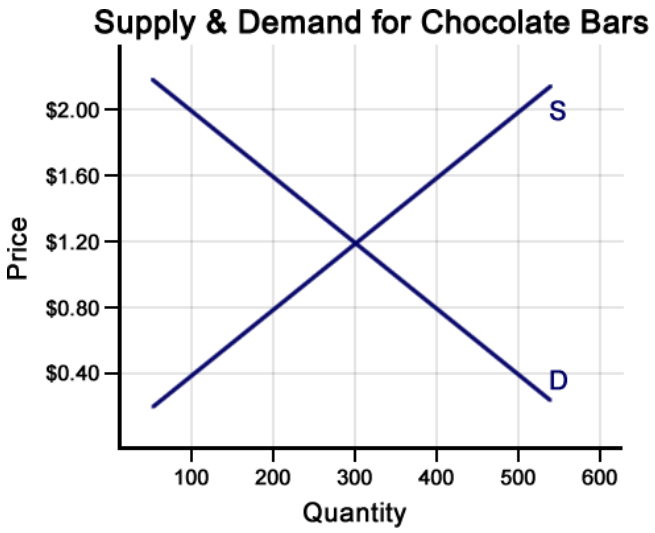
6. Two effects can arise form a price floor that that is above the equilibrium price. List those effects.

7. What is a binding price control?

8. A price ceiling that is above equilibrium price is called a _____ price control.
9. A price ceiling that is below equilibrium price is called a _____ price control.
10. A price floor that is above equilibrium price is called a _____ price control.
11. A price floor that is below equilibrium price is called a _____ price control.

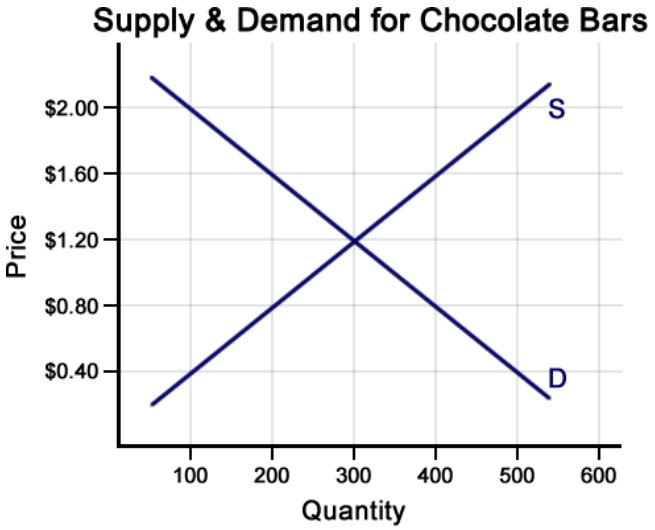
12. Use the following graph to answer the questions:
    a. What is equilibrium price? _____
    b. What is equilibrium quantity? _____
    c. If a price ceiling is set at $0.80 is this a binding or non-binding price control?
    _____
    d. With a price ceiling set at $0.80, will the economy experience a surplus or shortage?
    _____
    e. How much? _____
    f. What effects are likely to happen due to this price ceiling?

    g. If a price ceiling is set at $1.60, will this hold? _____ Why or why not?

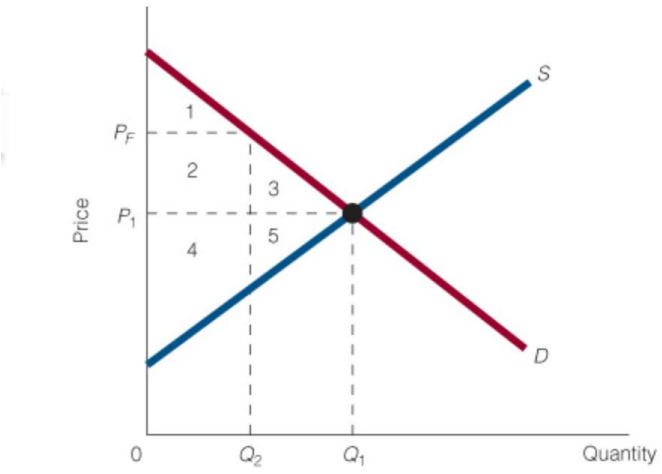



13. Use the following graph to answer the questions:
    a. What is equilibrium price? _____
    b. What is equilibrium quantity? _____
    c. If a price floor is set at $2.00 is this a binding or non-binding price control?
    _____
    d. With a price floor at $2.00, will the economy experience a surplus or shortage?
    _____
    e. How much? _____
    f. What effects are likely to happed due to this price floor?

    g. If a price floor is set at $0.40, will this hold? _____ Why or why not?




14. Using the following graph to answer these questions.
    a. If there is no price control in place, what areas represent consumer surplus? _____ What areas represent producer surplus? _____
    b. If the government institutes a price floor above equilibrium price ($P_F$), what areas represent the new consumer surplus? _____ What is the losses to consumers? _____ What areas represent the new producer surplus? _____ What are the gains to producers? _____ What are the losses to producers? _____ What areas



represent the deadweight loss to society? _____

c. _____ is the loss to society of not producing the competitive, or the supply-and-demand determined level of output.

**Lesson 2.7—Absolute and Relative Prices**

1. The _____ price of a good is the price of the good in terms of money.
2. The _____ price of a good is the price of the good in terms of another good.
3. If the absolute price of Good X is $10 and the absolute price of Good Y is $14, then what is the relative price of Good X in terms of Good Y? _____ What is the relative price of good Y in terms of Good X.

**Clovis Community College – Clovis, NM**
**ENGL 2620: American Literature II**

**INSTRUCTOR:**
**OFFICE:** **Phase IV, 403h**
**OFFICE PHONE:**
**OFFICE HOURS:** **Mon 1:30-4:00; Tue 1:30-4:30; Wed 1:30-4:00; Thu and Fri by apt.**
**E-MAIL:** **Also, please feel invited to communicate with me through the email feature of Canvas.**

## Course Description

This course offers a study of American Literature from the Civil War to the present. This survey covers specific literary works – essays, short stories, novels, poems, and plays – as well as the social, cultural, and intellectual currents that influenced the literature.

## Student Learning Outcomes

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style

## Institutional Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Read, interpret and recognize the conventions of American writing.
2. Identify historical events that influenced the time period and its influential writers.
3. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions.
4. Apply the concepts of literary criticism to works to evaluate their influence during and beyond the time period.

## Syllabus Clause & Contract

Although rare, this syllabus and the corresponding semester schedule may be revised and/or adapted throughout the semester to better serve the needs of the students. The instructor may assign additional reading, assignments or eliminate assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves students' acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

## Required Texts

This course is guided by the concept of OER (Open Educational Resources). That means there is no primary textbook in the traditional sense; all of the texts we will read, you are going to access online (with specific guidance from your instructor). If you prefer to use paper texts, you are invited to acquire such copies for your use, but remember that page numbering will be different. The readings in this course will include novels, plays, short stories, and poetry. The novels list is as follows (with the other genres, and more specifics about accessing the texts, to follow in the readings schedule):

| | |
|---|---|
| The Jungle | by Upton Sinclair |
| The Awakening | by Kate Chopin |
| The Great Gatsby | by F. Scott Fitzgerald |
| Of Mice and Men | by John Steinbeck |
| Catch 22 | by Joseph Heller |
| Beloved | by Toni Morrison |

## Required Supplies & Resources

**Reliable and Regular access to:**

- **Internet**
- **Canvas –** *course correspondence, required documents and assignments*
- **CCC Email –** *some course correspondence happens here*
  - **You are responsible for any emails you receive to your CCC student email**
  - **Instructors cannot communicate with you via your personal email address**
- *submissions*
- **Starfish –** *your academic progress is monitored here*
- **A computer**
- Equipped with Microsoft Office (Word, PowerPoint) + Internet
- Upon entering this class, you should have acquired basic skills needed to operate both a computer and Microsoft Office programs
- Should be Five (5) years old or NEWER
- Ability to save your documents
- **Need a Computer?** Computers for student use are available on campus in the Center for Student Success (or the library)
  - Center for Student Success (Room 171)
  - Desktops available for daily use / Laptops can be checked out for seven (7) days at a time
  - Center for Student Success Hours: M-R 8:00-8:00 PM / F 8:00-4:30 PM
  - Staff is available to assist in computer operational (keyboard, printing etc.) instruction
  - Additional computers are available in the library
- **Notebook, pens/pencils –** for taking class notes

## Course Requirements & Evaluation

| ASSIGNMENT | % APPROX. |
|---|---|
| Discussion Posts | 10% |
| Midterm | 10% |
| Final Exam | 20% |
| Essay #1 (Biography Connection) | 20% |
| Essay #2 (Play Connection) | 20% |
| Participation | 20% |
| | |

## Discussion Posts

- Will reflect your understanding and analysis of the assigned course readings.
- Be sure to include three aspects: Summarizing, responding, and questioning.

**How to write a Discussion Post (in response to the instructor's question(s)):**

a) Read the questions critically and carefully
b) Be sure to answer ALL questions thoroughly
c) Write clearly using academic language (avoid clichés, grammatical errors etc.)
d) Reference course readings, handouts and/or PowerPoint presentations as necessary
e) Include IN-TEXT citations (APA format) for any information and/or words borrowed from an outside source
f) Initial post should be, at least, 500 words

**How to write a Substantive Reply: The Substantive Reply looks something like this**:

a) **Summarize** the writer's point that you want to respond to,

b) **Respond** to it, and then
c) **Ask a question** so that the original writer or someone else can respond.
d) Remain respectful, courteous and open toward the opinions of others
e) Include, at least, TWO replies to classmates
f) Replies should be, at least, 300 words

## Midterm & Final Exam

Midterm Exam: will consist of 50 multiple choice questions that address course readings and important course concepts covered during the first half of the semester.

Final Exam: will consist of 60 multiple choice questions that address course readings and concepts covered since the midterm. In addition, two essay questions will be included that will assess your ability to connect overall course concepts to assigned readings and their influence in literature.

## Essays

Essay #1: Writing a research-based essay, evaluate the concept of the social reform novel as presented by *The Jungle* by Upton Sinclair. Consider the reach of literary works created to move society toward change, and how the perceptions and social expectations of literature reflect or differ from those that exist today.

Essay #2: Evaluate how the institution of marriage, social roles or individual happiness is impacted by race and racism in Toni Morrison's *The Bluest Eye.* Connect your conclusions to how the concept is perceived or presented in society today.

Essay Format: Unless otherwise instructed, all essays, should be submitted as a WORD document in APA format. If applicable, sources should be properly cited THROUGHOUT the essay (in-text citations). Your essay should also include a source (References) page that lists the publication information of all referenced scholarly sources. Prior to submission, all essays should be revised (two or more times) and checked for correct grammar, punctuation, spelling and source citation.

## Writing Resources

- **Scholarly Research:** www.clovis.edu -> STUDENTS -> LIBRARY-> DATABASES BY SUBJECT
- **Email, call or make an appointment with me.**
- **Ask a fellow peer** to read your essay and offer suggestions for improvement.
- **Writing Center:** LOCATION: Library, next to the Cyber Café EXT: #4183 HOURS: M-R 10-5 PM

## Attendance & Participation

Attendance is expected and required at all sessions in each course for which the student is enrolled. If you miss class you are still responsible for all assignments and content covered. *It is not the instructor's responsibility to reiterate course content that was covered on the days students miss class.* Any missed assignments are considered late and will not be accepted.

***AFTER Aug. 23 (drop deadline):***

**Participation Points:** are available throughout the course of the semester: **30 pts. per class** period. Participation is based on your presence **and** participation in class. To receive participation points you must be present, participating, prepared, ask questions, contribute to class discussion and be engaged during class lectures. Any graded in class activities require the student's presence and participation in class. *A student's participation grade is ultimately determined by the instructor based on student's participation throughout the semester.*

**CONSIDERED ABSENT POINTS**

-Arriving to class late (at or after 15 minutes from the start time)
-Leaving class early (at any time prior to the last 15 minutes)
-Missing the entire class period ***for any reason***

**NO or REDUCED PARTICIPATION**

-Arriving to class late (at ANY TIME)
-Leaving class early (at ANY TIME)
-Excessively leaving and returning to class
-Failing to adhere to class etiquette (above)
-Not actively engaging and participating

**There are no "excused" absences. An absence is considered an "absence," regardless of the circumstance.***

## Academic Dishonesty

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the CCC Student Handbook Academic dishonesty is unacceptable at Clovis Community College and in this course.

Any student who commits any form of academic dishonesty, including plagiarism, risks receiving a lowered (or 0) grade on the assignment or FAILING THIS COURSE.

In this course, we will cover strategies on how to recognize and avoid plagiarism.

## Grading Policy

**Late assignments**: ***Late assignments will not be accepted***. *A technology issue is not an excuse for submitting late assignments.* If you know you will be absent, make arrangements to submit your assignment by the deadline.

**Extensions:** on rare occasions if you are granted an extension for an assignment and DO NOT submit the assignment by the revised due date you will receive a 0 on the assignment. Additional extension requests, following the first, will not be granted.

**Assignment Grading:**

- *Assignments & Essays:* will be graded using a point system 95/100 = A, 80/100 = B-, etc.
- *Final Grades:* will be determined using the following grade scale:
  90 - 100 A / 80 - 89 B / 70 - 79 C / 60 - 69 D / 59 or below F (failing grade)
- *Extra Credit:* No extra credit will be offered for this course
- *Grading Rubric for assignments:* see grade rubrics and/or CANVAS
- *Essay Grading:* Please allow a 2-4 week (from due date) grading period for all written essays.

## Submitting Assignments

- Many (not all) assignments will be required via CANVAS submission and must be submitted by the listed deadline on the Semester Schedule.
- Deadlines are automatically date and time stamped using MST.
- Assignments **cannot** be resubmitted, for a higher grade, once graded.
- No extensions will be given for incorrect or inaccessible files.
- File Formats:
  - Microsoft Word (**.doc or .docx files are best to use for writing assignments).**
  - **If you will use Google Docs,** please DOWNLOAD the document to a Word file before submitting it or sending it to me for review.
  - **You must make arrangements to ensure you are submitting a document that is compatible with CANVAS.**
- Technology issues: A technology issue (or submitting the incorrect document) is **NOT** an excuse for submitting late assignments. If you are experiencing technology issues via CANVAS….

1) Please EMAIL (or attach to a CANVAS message) the assignment to ME PRIOR to the deadline
2) Contact Technical Support for assistance (see CANVAS homepage/syllabus p. 1 for contact info)
3) In the rare occurrence that BOTH CANVAS and CCC EMAIL are not working, call me immediately and leave a message, then contact Technical Support.

## Study Skills & Class Etiquette

*Be Prepared:* It is critical that all students dedicate sufficient time to complete course requirements and actively participate in all required discussions and assignments. Each student should **plan to spend 6 hours or more (per week) outside of class completing required readings and assignments**. All students are expected to arrive to each class with the completed assignment and prepared for any in-class discussion or work.

*Be Respectful:* During class discussion students should offer relevant comments related to the subject and remain respectful and courteous toward the opinions of others. Behavior that disrupts teaching and learning is unacceptable. If a student chooses in engage in any distracting, disrespectful or potentially dangerous behavior during the class period – **that student will be asked to LEAVE and/or Campus Security may be called.** The

student will be considered absent (see attendance policy below) for the class period and the student's grade and/or current standing within the course will be affected if the situation merits.

**Electronic Devices and Cell Phones:** **Use is strictly prohibited unless approved by the instructor.** **Cell phones are to be turned off/set to "silent" and NOT accessed in the classroom.** Refraining from the use of cell phones is a college policy and will be enforced. If you need to use your cell phone for ANY REASON, please leave the room prior to using your cellphone. Students who choose to engage in unauthorized use of electronic devices will risk losing participation points and/or be asked to leave the class until the NEXT class period (see above).

**Laptops and/or tablets:** *may only* be utilized on the class days designated for these devices; see Semester Schedule.

*Course grade may be severely affected if the required class etiquette and study skills are not met.*

## Course "Drop" and Withdrawals

**Students have the ultimate responsibility of withdrawing from the course, by the withdrawal deadline, if they feel they will be unable to complete it successfully.**

Students may drop or withdraw this course by the designated deadlines as indicated on the Academic Calendar.
Drop - will not be reflected on the student's transcript, but may result in financial aid implications.
Withdrawal - the course WILL be listed on the student's transcript with a "W." "W" has no impact on the student's G.P.A.

**Drop deadline: XX** **Withdrawal deadline:** XX

## Copyright

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

## Early Alert & Retention: Starfish

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at http://www.clovis.edu/students/starfish.aspx. If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu.

## Qualified Students with Disabilities

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (575-769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside of the classroom. Students may also request a referral.

## Emergency Alert / Campus Closure / Cancelled Class

In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. Students may sign up for text and email alerts at www.clovis.edu/getrave.

If a class period will be cancelled due to an instructor absence, students will be notified via email from me and an announcement will be posted to CANVAS.

# ENG 2620--READINGS & ASSIGNMENTS SCHEDULE

**Weeks 1& 2** Unit 1 Loneliness and Isolation
ANCHOR TEXT: *Of Mice and Men* by John Steinbeck
"Why Read Steinbeck?" Shillinglaw
"Cain and Abel" **Discussion Post #1**
"Superego, Ego, Id" (Dummies Guide)
"Of Mice and Men: The Dream of Commitment" by Louis Owens
**Discussion Post #2**
"To A Mouse" Robert Burns

PROJECT 1 ASSIGNED

**Weeks 3 &4** Unit 2- American Dream and Realism
ANCHOR TEXT: *The Great Gatsby* by F. Scott Fitzgerald
"Let America Be America Again"-Hughes
"Richard Cory" - Robinson **Discussion Post #3**
"If and when dreams come true" - Merk
"The Hollow Me" - Eliot
"Social Note" – Parker **Reading Response** #1

PROJECT 1 DUE

**Weeks 5, 6, 7** Unit 3- Allegory and Audience Purpose
ANCHOR TEXTS: *The Awakening* by Kate Chopin and *Death of a Salesman* by Arthur Miller
"Where Are You Going, Where Have You Been?" Oates
"A Good Man Is Hard to Find" O'Connor **Discussion Post #4**
"Persephone Myth" "Little Red Riding Hood"
"Pied Piper of Tucson" Life Magazine
"It's All Over Now, Baby Blue" Bob Dylan **Reading Response #2**

Week 8 MIDTERM EXAM

**Weeks 9 & 10** Unit 4- Alienation and Social Reform
ANCHOR TEXT: *The Jungle* by Upton Sinclair
"Accepting Loneliness" **Discussion Post #5**
"The Yellow Wallpaper" - Gilman
"Teenage Wasteland" –Tyler **Reading Response #3**

PROJECT #2 ASSIGNED

**Weeks 11 & 12** Unit 5- Perseverance

ANCHOR TEXTS: *Catch 22*

"To Build a Fire" London **Discussion Post #6**

"Nothing Gold Can Stay" –Frost

"The Things They Carried"--O'Brien **Discussion Post #7**

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PROJECT #2 DUE

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**Weeks 13, 14, 15** Unit 6- Other Voices

ANCHOR TEXTS: *The Autobiography of Malcolm X* and *The Bluest Eye*

Time of the Butterflies--Alvarez

"The Brief and Wondrous Life of Oscar Wao"—Diaz **Reading Response #4**

Black Boy--Wright

When I Was Puerto Rican—Santiago **Discussion Post #8**

The Farming of the Bones—Danticat

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**Week 16** FINAL EXAM

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**Clovis Community College**
**ARTH 2110 – History of Art I**

| | |
|---|---|
| **INSTRUCTOR:** | |
| **PHONE:** | |
| **OFFICE HOURS:** | **Meetings and appointments are arranged and conducted via Canvas or email** |
| **E-MAIL:** | **[Instructor email address], Please** communicate with me through the inbox feature of Canvas. I will respond no later than 24 hours. |
| **TEXT:** | Gardner's Art Through the Ages, Volume 1, Wadsworth Publishing, Textbook or E-Book. ISBN: 978-1-285-83784. Cengage membership gives students access to multiple texts for a fee. |

**MATERIALS REQUIRED:**
You will need a computer (laptop, desktop, or tablet) with internet access and Microsoft Word. There are student labs for those located in Clovis, NM @ Clovis Community College campus.

**PREFERRED BROWSER:** Mozilla Firefox or Google Chrome are the preferred browsers.

**INSTRUCTOR AVAILABILITY & CONTACT INFO:**
Instructors should list their office hours and availability for the online course. FACCC approved the following Online Communication Policy: "All online faculty will check and respond to all mail messages at least four times a week, Sunday through Saturday, with no more than 72 hours between checking the system."

**COURSE DESCRIPTION:**
This survey course explores the art and architecture of ancient pre-historic cultures through the end of the fourteenth century. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of artworks to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development.

**COURSE STUDENT LEARNING OUTCOMES:**
1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

**ONLINE COURSE GUIDELINES:**
To see the latest guidelines for all online courses, please see the Online Course Guidelines located within your Canvas course.

**SUBMITTING ASSIGNMENTS:**
The student will submit assignments in the online classroom. Pay close attention to due dates. Please note that all online course messages and submissions are automatically dated and time stamped using MST. Make sure you know what time it is at your house when it is 11:59 P.M. in Clovis, NM. Spread the assignments out over the week, so you're not rushing at the end of the week.

**MAKE-UP WORK:**
I want to help you, and I want you to learn something in this class that will enrich your experience and increases your knowledge about art. I will accept make-up work if you communicate your issue with me. Please let me know in advance if possible: sudden travel, illness, accident, etc.

**GRADING POLICY:**
Grades in this course will be based on the following:

Grades in this course are based on points. Each assignment or exam has a point value. Do not consult the percentages in the Canvas, as they do not correspond to the actual points nor the final grades.

**GRADING SCALE:** Student final grades are based on overall performance in class.

| | | |
|---|---|---|
| **GRADING SCALE*:** | 900-1000 points | A |
| | 800-899 points | B |
| | 700-799 points | C |
| | 600-699 points | D |
| | 0-599 | F |

If there are any changes, you will be notified, and the final points will be amended.

**ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:**

| | |
|---|---|
| **Biography and Picture** | 90 / 9% of course |
| **Critique a piece of art from antiquity** | 100 / 10% of course |
| **Quizzes and Discussions** | 160 / 16% of course |
| **Mid-Term Exam** | 200 / 20% of course |
| **Final Exam** | 200/ 20% of course |
| **Final Paper and Project** | 250 / 25% of course |

**EXTRA CREDIT**
I will offer extra credit projects throughout the semester.

**LATE WORK:**
Late assignments will receive a 10% deduction. A 24-hour grace period for written work will be given upon request. Assignments turned in ten school days after the due date will be deducted 30%. If you have an assignment that is more than 10 days past due turn it in any way, I will give you some credit.

For example:
Items turned in after 11:59 pm MST are marked “late” and will be penalized 10%.

**Fall COURSE SCHEDULE / CALENDAR**
**ARTH 2110**

| Date / Week # | Week # / Module # | Reading/ Activities | Assignments |
|---|---|---|---|
| Week 1 | **1** | Class Intro. and Chapter 1-2 | Bio and Picture |
| Week 2 | **2** | Chapter 3 | Chap 1-2 Quiz and Discussion<br>**Bio Due, Aug. 27th** |
| Week 3 | **3** | Chapter 4 | Chap 3 Quiz and Discussion |
| Week 4 | **4** | Chapter 5 | Chap 4 Quiz and Discussion |
| Week 5 | **5** | Chapter 6 | Chap 5 Quiz and Discussion |
| Week 6 | **6** | Chapter 7, Start on Proposal | Chap 6 Quiz and Discussion |
| Week 7 | **7** | Review Chapters 1-7 Review for Mid-Term | Chap 7 Quiz and Discussion |
| Week 8 | **8** | Chapter 8, Start on Critique | **Proctored Mid-Term Chapters 1-7,**<br>**Early Proposals Due, Oct. 8th** |
| Week 9 | **9** | Chapter 9, Work on your paper/project | Chap 8 Quiz and Discussion |
| Week 10 | **10** | Chapter 10, Work on paper/project | Chap 9 Quiz,<br>**Proposals Due, Oct. 22nd** |
| Week 11 | **11** | Chapter 11,<br>Work on Critique | Chap 10 Quiz and Discussion |
| Week 12 | **12** | Chapter 12,<br>Work on your paper/project | Chap 11 Quiz and Discussion |
| Week 13 | **13** | Chapter 13,<br>Work on Paper/project | Chap 12 Quiz,<br>**Early Paper/Project, Due Nov. 12th** |
| Week 14 | **14** | Chapter 14 | Chap 13 Quiz,<br>**Written Critiques Due, Nov 19th** |
| Week 15 | **15** | Review Chapter 8-14 | Chap 14 Quiz, **Papers/Projects Due, Nov. 26th** |
| Week 16 | **16** | **FINAL EXAM**, turn in late projects/assignments | **Final Exam/Grades turned in** |

**Clovis Community College**
**ARTH 2120 – History of Art II**

| | |
|---|---|
| **INSTRUCTOR:** | |
| **PHONE:** | |
| **OFFICE HOURS:** | **Meetings and appointments are arranged and conducted via Canvas or email** |
| **E-MAIL:** | **[Instructor email address], Please** communicate with me through the inbox feature of Canvas. I will respond no later than 24 hours. |
| **TEXT:** | Gardner's Art Through the Ages, Volume 2, Wadsworth Publishing, Textbook or E-Book. ISBN: 978-1305645059. Cengage membership gives students access to multiple texts for a fee. |

**MATERIALS REQUIRED:**
You will need a computer (laptop, desktop, or tablet) with internet access and Microsoft Word. There are student labs for those located in Clovis, NM @ Clovis Community College campus.

**PREFERRED BROWSER:** Mozilla Firefox or Google Chrome are the preferred browsers.

**INSTRUCTOR AVAILABILITY & CONTACT INFO:**
Instructors should list their office hours and availability for the online course. FACCC approved the following Online Communication Policy: "All online faculty will check and respond to all mail messages at least four times a week, Sunday through Saturday, with no more than 72 hours between checking the system."

**COURSE DESCRIPTION:**
This survey course will explore the architecture, sculpture, ceramics, paintings, drawings, and glass objects from the 14th century to the modern era. While focused primarily on the art of the Western civilizations, this course will also provide insights into the works of other major cultures in order to provide alternate views of art and history. Emphasis will be placed on the relationship of artworks to political, social, spiritual, intellectual, and cultural movements that affect and are affected by their creation and development.

**COURSE STUDENT LEARNING OUTCOMES:**
1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

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I want to help you, and I want you to learn something in this class that will enrich your experience and increases your knowledge about art. I will accept make-up work if you communicate your issue with me. Please let me know in advance if possible: sudden travel, illness, accident, etc.

**GRADING POLICY:**
Grades in this course will be based on the following:

Grades in this course are based on points. Each assignment or exam has a point value. Do not consult the percentages in the Canvas, as they do not correspond to the actual points nor the final grades.

**GRADING SCALE:** Student final grades are based on overall performance in class.

| | | |
|---|---|---|
| **GRADING SCALE*:** | 900-1000 points | A |
| | 800-899 points | B |
| | 700-799 points | C |
| | 600-699 points | D |
| | 0-599 | F |

If there are any changes, you will be notified, and the final points will be amended.

**ASSIGNMENTS and EXAMS:**

| | |
|---|---|
| 1. | Biography and Picture: (90 points) Due by January 20th. |
| 2. | Written Critique: (100 points) Critique a piece of art from the 1500s through 1950. Visit a museum and write a critical review. 500 words (12 pt. font, 1.5 spacing, 1" margins) (100 points) Due by February 17th |
| 3. | Quizzes: Chapter 15 – 26, 12 quizzes: 10 points each (120 points) Due by the end of every week |
| 4. | Discussions: Chapter 15 – 26, 12 discussions: 3 points each (40 points) Due by the end of every week |
| 5. | 1st Test: (200 points) proctored for online students, Chapters 15-20, due by March 7th |
| 6. | Final Test: (200 points) proctored for online students, Chapters 16-26, due by May 10th |
| 7. | Project: (250 points), due by May 3rd |
| 8. | Extra Credit: (10 points) I will offer additional credit projects throughout the semester. |

**Option 1: Research Paper:** on Architectural Structure or Art Object from the material covered in the text. (Topic choice, Outline, Final draft) 1,600-word paper, (12 pt. font, 1.5 spacing, 1" margins) I need a proposal on what you're going to do. Proposals Due by March 22nd, Papers due by May 3rd

If you want to get your paper done early, I will give you 25 extra points. Early Proposals Due by March 7th, Early Papers due by April 18th

***Your paper will be checked for plagiarism, so please don't copy and paste text from the internet, or you will fail! If you find something, you would like to use, restructure the content in your own words and credit the appropriate source.***

**Option 2: Project and Paper:** For all the artists, out there, make a piece of art that represents your modern version of a piece of art from antiquity. The work can be a painting, drawing sculpture, etc. with a 600-word paper discussing the relationship between yours and the original (12 pt. font, 1.5 spacing, 1" margins) 3 photos of Art Project uploaded to the canvas. I need a proposal on what you're going to do. Proposal Due by March 28th, Project and Paper due May 3rd

If you want to get your project done early, I will give you 25 extra points. Early Proposals Due by March 7th, Early Project and Paper due April 18th

Do Not wait until the last minute to do your assignments, follow the calendar, so you don't get behind.

Remember: DO NOT email me assignments. Attach to the assignment submission area within Canvas.

"Late assignments will receive a 25-point deduction. A 24-hour grace period for written work will be given upon request. No assignments will be accepted ten school days after the due date. If you have an assignment that is more than 10 days past due turn it in any way, I will give you some credit."

**EXTRA CREDIT**
I will offer extra credit projects throughout the semester.

**LATE WORK:**
Late assignments will receive a 10% deduction. A 24-hour grace period for written work will be given upon request. Assignments turned in ten school days after the due date will be deducted 30%. If you have an assignment that is more than 10 days past due turn it in any way, I will give you some credit.

For example:
Items turned in after 11:59 pm MST are marked "late" and will be penalized 10%.

**Fall COURSE SCHEDULE / CALENDAR**
**ARTH 2120**

| Date / Week # | Week # / Module # | Reading/ Activities | Assignments |
|---|---|---|---|
| Week 1 | **1** | Class Intro. and Chapter 15 | Bio and Picture |
| Week 2 | **2** | Chapter 16 | Chap 15 Quiz and Discussion<br>**Bio Due, Jan 20th** |
| Week 3 | **3** | Chapter 17 Start working on Critique | Chap 16 Quiz and Discussion |
| Week 4 | **4** | Chapter 18 Work on Critique | Chap 17 Quiz and Discussion |
| Week 5 | **5** | Chapter 19 Work on Critique | Chap 18 Quiz and Discussion<br>**Written Critiques Due, Feb 17th** |
| Week 6 | **6** | Chapter 20, Start on Proposal | Chap 19 Quiz and Discussion |
| Week 7 | **7** | Review Chapters 15-20 for test | Chap 20 Quiz and Discussion |
| Week 8 | **8** | Chapter 21, Review Chapters 15-20 | **Proctored Mid-Term**<br>**Chapters 15-20,**<br>**Early Proposals Due, Mar 7th** |
| Week 9 | **9** | Chapter 22, Work on paper/project | Chap 21 Quiz and Discussion |
| Week 10 | **10** | Chapter 23, Work on paper/project | Chap 22 Quiz,<br>**Proposals Due, Mar 22nd** |
| Week 11 | **11** | Chapter 24 | Chap 23 Quiz and Discussion |
| Week 12 | **12** | Chapter 25,<br>Work on your paper/project | Chap 24 Quiz and Discussion |
| Week 13 | **13** | Chapter 26 | Chap 25 Quiz and Discussion,<br>**Early Paper/Project, Due Apr 18th** |
| Week 14 | **14** | Work on your paper/project | Chap 26 Quiz and Discussion, |
| Week 15 | **15** | Review Chapter 21-26 | **Papers/Projects Due, May 3rd** |
| Week 16 | **16** | **FINAL EXAM**, turn in late projects/assignments | **Final Exam/Grades turned in** |

**Final Paper and Final Project**

Throughout this course, you have encountered and evaluated differing narratives, sometimes quite contradictory, concerning the "pre-Columbian" past.

This paper and associated project are your opportunity to formulate your own thesis addressing one of the various disputed historical questions considered and discussed in the course and in the source material.

The assignment consists of three parts:

1) A 2,000 word paper introducing the disputed problem, surveying all previously proposed historical resolutions and evaluating them, introducing any recently available evidence, examining in detail the *primary sources* relevant to the question, and *either* proposing a resolution *or* articulating in detail what further information is needed in the historical record to definitively answer the question, and why it is needed.
2) A ten-minute presentation to the class summarizing your paper, focusing on refutation of counter-arguments to your conclusion
3) Your own moderation of a class discussion and/or activity in which others respond to your claims and compare and contrast your chosen issue with related questions. The "project" component of this assignment is your presentation, prior to or during this discussion, of a *model* of pre-Columbian history that proposed a coherent general reconstruction of the main chronology, events, and cultural developments. This can be presented in any form you like ranging from the aesthetic to the technical, or even interactive. Creativity is encouraged, but so is precision. You are not being evaluated on your aesthetic skills or your persuasiveness, but you will be evaluated on thoroughness and on the effort you take to clearly communicate your ideas.

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**Final Debate Preparation**

As in previous formal classroom debates, you will prepare both affirmative and negative positions addressing an ethical problem. In this instance, the ethical problem is a contemporary one, selected at random from suggestions submitted by the course.

In your opening position, which you will have four minutes to deliver, you will need to articulate a philosophical rationale for affirming or denying the ethical claim made. In the course of the debate, you will an opportunity to take both positions in the same debate, so you should come with both positions prepared. You will submit a copy of your prepared positions to the instructor before the classroom debate begins.

In addition to the position papers themselves, you will also submit a 3,000 word Ethical Controversy Analysis, in which you survey the history of the ethical problem, including at least brief references to influential philosophers who have attempted to address it, or who have anticipated it in their arguments.

You should also address ethical responses to this controversy though the perspective of one Native American worldview and one *philosophical* non-Western ethical framework.

At the conclusion of this paper, supported by sound reasoning and also containing evaluation of, and responses to, the various philosophical sources whom you surveyed, you should propose your own solution to the ethical problem. This should be supported rationally and logically, and you should articulate how your solution can be practically applied.

You must also anticipate three counter-arguments to your suggested solution and refute them. This includes anticipating philosophical sources that might be used in counter-arguments, so you should also demonstrate the weaknesses in these positions.

If there are particular non-philosophical and/or ideological positions that you believe are particularly likely to be invoked by opponents to your solution, you can gain extra credit by anticipating their counter-arguments and refuting them as well. Depending on the strength of the counter-argument and the extent to which the worldview/position/ideology is willing to utilize philosophical terminology or, contrarily, attack philosophy as a whole, you may or may not need to philosophically refute the entire opposing worldview that is at the basis of such claims.

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**Comprehensive Assessment: Final Exam**

This trimester, you've been presented a detailed narrative of United States history concluding in 1877, and reviewed, analyzed, and discussed a variety of primary and secondary sources. Using any and all of these resources, answer the following questions in as much detail as possible given the constraints of time. Be sure to *cite* any sources that you consult or quote in the course of your answer. You will be evaluated based on the factual accuracy, content completeness, logical coherence, and interpretive cohesion of the content of your answers. Be certain to answer each part of each question fully, and if questions ask you to support a position or arrive at a conclusion, be sure to do so. You should also address possible counterpoints to your position.

There are ten questions, and each is worth ten points.

1) Which event in United States history from the founding of the nation to 1877 do you believe is *most significant* to its development through the rest of this period and into the future? Why? What are the antecedent and proximate causes of this event? What information about this event is *not* available, which might enhance our understanding of the event if it *were* available? How would it do so? How might United States history have differed if this event had not occurred at all? What might have been the consequences had it occurred differently?
2) Choose one decade of United States history examined in the course and construct an account of its most significant features and events, addressing social, economic, cultural, political, and military factors. How did events of this decade reflect, illustrate, and/or contribute to the genesis, formation, development, and/or consequences of American Exceptionalism?
3) You've examined (at least) three historical narratives concerning the causes of the conflicts leading to the secession of Southern states, the formation of the Confederate States of America, and subsequent war with the Union. Which of these accounts is the most plausible and well supported? Why do you think so? What flaws in argumentation and reasoning lead you to reject or disfavor the other two narratives?
4) Select one distinct culture within the territory of the United States and its possessions as they were in 1877, and survey the initial role of this culture within the United States and/or its original relationship to the nation, elaborate on how it developed through time, and summarize its circumstances in 1877.
5) Identify one primary source and examine its original context, primary historical actors involved, and its significance. Then identify two secondary sources which each offer a contrasting interpretation of this source. Which of these secondary sources do you find to be more accurate, valuable, and useful? Why?
6) Choose *one event* (other than the event you chose for Question 1) and construct a historical narrative of its background, causes, content, significance, and consequences. Also explain why you chose this event, why information about this event is available, and also why historians have considered it to be of sufficient significance to examine and analyze.

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7) Choose *one secondary source* that you have not used for another question. Select one argument from this source and explain *how* it is constructed and supported. Evaluate its credibility. Describe the author's historical perspective and analyze how this perspective has influenced the author's argument. Then, assess its relevance to the study and reception of United States history.
8) Select *any* aspect of United States history examined in this course that you believe to have contemporary relevance. *Then*, specifying a specific audience, explain how you would present that aspect of history and its significance to that audience, and provide a summary of the information that this presentation would contain. Present a persuasive argument that supports your interpretation of the event and its importance.
9) Choose a specific figure in United States history. Identify, analyze, and evaluate their motives in making a critical decision and/or taking critical actions that influenced United States history. How did this figure's worldview influence the decision/action? Be sure to explain not only their motivations, but also why the decision proved to be significant and influential. Do you believe that the figure was *aware* of the possible future significance of his or her actions/decisions? Why or why not? Do you believe that this awareness, or the lack thereof, influence the decision/action? Why or why not? Had their awareness or perspective been different, would that have changed the decision or action? Why or why not? If this person had been aware of the various future consequence of the action (short-term and long-term), would they have acted differently? Why or why not? Conclude with a paragraph written *from the perspective of the historical figure*, reflecting on the decision/action you've selected, *based on information available to the figure at the end of their life*. (Extra Credit: You may also attempt, if you wish, to write a second paragraph, in which the figure reflects on the decision/action based on information available *in our present contemporary period*, as if the figure survived to the present, or had access to knowledge of the future up to our present – perhaps through you as the transcriber of their words, or through some other means. Points will be awarded based on coherence, consistency, and plausibility, with possible extra points for particularly insightful, engaging, or creative work.)
10) Survey the interactions of at least three different Western worldviews and those who held them with at least three different Native American worldviews and those who held them. How did these worldviews contribute to the circumstances that developed in interaction between these cultures and groups? Why? What other factors mediated the influence of the worldviews in question, and to what extent?

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**Comprehensive Assessment: Final Exam**

This trimester, you've been presented a detailed narrative of United States history concluding in 1877, and you have reviewed, analyzed, and discussed a variety of primary and secondary sources. Using any and all of these resources, answer the following questions in as much detail as possible given the constraints of time. Be sure to *cite* any sources that you consult or quote in the course of your answer. You will be evaluated based on the factual accuracy, content completeness, logical coherence, and interpretive cohesion of the content of your answers. Be certain to answer each part of each question fully, and if questions ask you to support a position or arrive at a conclusion, be sure to do so. You should also address possible counterpoints to your position.

There are ten questions, and each is worth ten points.

1) Which event in United States history from the founding of the nation to 1877 do you believe is *most significant* to its development through the rest of this period and into the future? Why? What are the antecedent and proximate causes of this event? What information about this event is *not* available, which might enhance our understanding of the event if it *were* available? How would it do so? How might United States history have differed if this event had not occurred at all? What might have been the consequences had it occurred differently?
2) Choose one decade of United States history examined in the course and construct an account of its most significant features and events, addressing social, economic, cultural, political, and military factors. How did events of this decade reflect, illustrate, and/or contribute to the genesis, formation, development, and/or consequences of American Exceptionalism?
3) You've examined (at least) three historical narratives concerning the causes of the conflicts leading to the secession of Southern states, the formation of the Confederate States of America, and subsequent war with the Union. Which of these accounts is the most plausible and well supported? Why do you think so? What flaws in argumentation and reasoning lead you to reject or disfavor the other two narratives?
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6) Choose *one event* (other than the event you chose for Question 1) and construct a historical narrative of its background, causes, content, significance, and consequences. Also explain why you chose this event, why information about

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10) Survey the interactions of at least three different Western worldviews and those who held them with at least three different Native American worldviews and those who held them. How did these worldviews contribute to the circumstances that developed in interaction between these cultures and groups? Why? What other factors mediated the influence of the worldviews in question, and to what extent?

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**Comprehensive Assessment: Final Paper**

Throughout this course, you have been presented with multiple narratives (and sometimes multiple perspectives on each narrative) of the origins and development of Western Civilization into early modernity, and you have been introduced to a wide variety of primary and secondary sources that support (and often contradict) these various interpretations.

This final paper is your opportunity to *propose* and *support* your own *thesis* in 2,500 words at minimum. Your *thesis* must make a claim in some way relating to Western Civilization that can be defended through reason and evidence. There are other criteria for the content of this thesis, as follows:

1) This thesis must address some *problem* in the interpretation and/or construction of the history of Western Civilization. It *cannot* merely restate the position of some historical narrative already presented and evaluated in class *or in the content of a previous paper*.
2) The thesis must in some way address the concept, role, and/or significance of *ethos* to some aspect of Western Civilization.
3) The thesis must also in some way address interactions between Western Civilization and some non-Western culture, civilization, ethos, and/or worldview.

In addition to a minimum length of 2,500 words, this final paper must include a minimum of *four primary* and *four secondary* sources, all properly cited in a citation style of your choosing. In addition to whatever reference list is standard to that style, *it must also separately contain an annotated bibliography as presented in class* that summarizes the relevance of each cited source *as well as any other works consulted*.

The paper will be evaluated based on its factual accuracy, its coherence in content, its persuasiveness and logic in support, and its rational use of source material.

In addition to the requirements for the thesis, the following requirements for *content* also apply:

1) The historical model and perspective of each secondary source used should be identified and evaluated as to its relevance and any biases or agenda that might affect its application to the thesis.
2) Any information that is missing from the historical record that might have a bearing on the thesis should be acknowledged, as should any biases or significant factors surrounding the collection of the material that is available.
3) Specific historical events relating to the thesis should be analyzed in the *context* of their *causes, course, and consequences*, and different interpretations of the motivations of major historical actors involved should be similarly analyzed.
4) At least two *counterfactual* scenarios should be presented as demonstrations of the necessity and plausibility of thesis in contrast to other possible claims and interpretations; if the claims made by the thesis could not be conceived as invalidated

by different historical circumstances, they have little strength or weight as claims about how history should be understood and interpreted.

**For example**: If I argue that Octavian Augustus was indispensable to the survival of the Roman state, I should be able to present multiple scenarios in which the Roman state *would have failed without him*. Otherwise, perhaps I should have argued that *someone had to become Princeps* in order to prevent the failure of the state. In this case, I should be able to present multiple scenarios in which the lack of a Princeps results in the failure of the state. I should also be able to refute or show as implausible other scenarios in which the state survives without a Princeps.

5) Similarly, the paper should address likely counter-arguments against the thesis, either refuting them or demonstrating that they are irrelevant, inapplicable, or conceptually flawed.

The Final Paper is due by email by 11:59PM on the day that the final session of the class is held. No exceptions will be made for any reason.

**Comprehensive Assessment: Final Project**

The final project in this course requires three components:

1) A written research paper in APA style
2) An oral presentation at least ten minutes in length
3) A submission in digital visual media orientated toward the persuasive presentation of the proposed solution

The focus of each of these components, each of which comprises it itself 30% of the Final Project's total grade, is the proposition of a solution to a selected contemporary Native American problem or issue.

The research paper will require a minimum of 2,000 words and ten sources cited in-text. Its content must include: a full articulation of the contemporary status of the problem or issue; its historical origins traceable as far as available research will allow; a survey of their historical, cultural, economic, social, and political development; a review of any previously attempted solutions and their results; a review of other contemporary propositions of a solution; an articulation of the *best* solution, persuasively supported by accurate, coherent, and self-consistent arguments; a refutation of possible counter-arguments; a prediction of the likely outcome of the proposed solution; a consideration of other problems that might arise as a consequence of the proposed solution being enacted.

The oral presentation need not survey the entirety of the research paper, but instead be oriented toward a conceptual audience of potential donors and/or policy makers who would be in a position to enact the desired solution. The oral presentation will be gauged entirely on its hypothetical effectiveness in delivery to such an audience.

Finally, the digital visual media may comprise any content fitting that description, ranging from advertisements, to memes, to videos, to interactive applications, and beyond. It will be assessed based on its coherence, its immediate understandability, its accuracy to the problem addressed, and its creative effectiveness in content and proposed deployment.

Please note that while techniques of propaganda have been reviewed in this course, the Final Project must not contain outright falsehoods, deliberate deception, factual errors or inaccuracies, or transparent lies in its content or delivery. However, parts 2) and 3) will not be downgraded for failure to reference contrary statistics or opposing positions unless this failure directly impacts their perceived effectiveness.
The final 10% of the grade is derived from the mutual cohesion of the three components and their combined effectiveness in articulating and promoting the proposed solution, with 1% being subjectively awarded for highly effective persuasion. **Lateness** of the paper will result in its loss of **10% per day for three days.**

**COMPREHENSIVE ASSESSMENT : FINAL PRESENTATION**

Your Final Presentation will require a PowerPoint as well as a traditional food preparation. Extra credit can be derived by finding ways to indirectly or directly relate the traditional food chosen, and its historical and/or socio-cultural context, to the academic content of the presentation.

The requirements for that content are as follows:

1) Identify a community issue relevant to at least one Native American and one non-Native American community.
2) Present a fully contextualized history of this issue's origins, development, and contemporary condition.
3) Using *at least one model or approach* originating in the field of Native American Studies, propose one way in which holistic indigenous knowledge could be applied to produce a beneficial outcome in this situation (being sure to define what constitutes a "beneficial" outcome). At least one indigenous scholar must be cited in the presentation, and their work examined in the context of its relevance, theoretical orientation, and ideological dimensions.
4) Be sure to define any terms that you introduce in the presentation, and also offer your own understanding of the concepts of Native American identity, indigeneity, and any other cultural constructs utilized in the presentation.
5) Identify any and all Western academic disciplines, sub-disciplines, and inter-disciplinary fields that are relevant to your chosen issue.
6) Survey any previous approaches to the issue that have been presented by interdisciplinary scholars as well as scholars in the field of Native American Studies.
7) Evaluate each source concerning its accuracy and credibility. Identify their ideological, socio-cultural, political, and theoretical agendas. You should also clarify any specific academic, scholarly, or ideological lineage or transmission to which the sources belong, formally or otherwise.
8) Be sure that your conclusion is rational and logical as well as consonant with at least one holistic indigenous worldview.
9) Share one personal experience that you have had as a Native American that relates to your conclusion.

**COMPREHENSIVE ASSESSMENT: Final Video Presentation**

The Final Presentation Video will require each student to create a three to five-minute video of an original persuasive speech topic on a social, educational, environmental or political issue impacting the SIPI campus or their tribal community. The students are encouraged to be creative in their video creation and delivery. The assignment requires students to think critically regarding their chosen issue and to research the topic utilizing the SIPI Library catalog, databases, credible online sources,
and possibly original interviews. The video will require each student to research their topic, and provide a written speech with a References page, and a visual slide presentation of one to three slides. The student will then record their speech and include their visual slide presentation in the video. The students will be required to speak extemporaneously with only a brief set of notes.

Assignment text:

The Final Video Presentation will be uploaded to Brightspace where it will be viewed by the class for peer review and response.
The video can be created using your mobile phone or recorded using the Chromebooks available at the SIPI Library. The Final Video Presentation is worth 100 points.

How to Start?

First you will want to narrow down your topic and finalize it with your instructor. Next, you will need to research your topic at the SIPI Library utilizing the SIPI Library catalog, databases, credible online sources, and possibly original interviews. If you are interested in conducting one original interview please work with the instructor to narrow down three questions to ask that are can not be found in your other sources. Next after you have done your research, format your References page so that is ready to
go.

Persuasive Speech Steps

Now that you've done your background research and have a solid topic, you will need to determine whether your persuasive speech is a question of fact, value or policy. Once you determine what question you are posing then you are ready to start writing your speech. First, outline your speech, and being with the middle section and determine the order of your three topics and the supporting sources that go with each topic. Remember each source will help build your credibility, provide evidence, and
show your reasoning in the speech. After you've outlined the middle, then outline the introduction and the ending. Now it's time to write your first draft. Your first and second drafts will be peer reviewed, with your instructor reviewing your third and final draft.

Video Presentation Prep

After you've written your speech, you will need to prepare a speaking outline to use in your video presentation. Remember that in this speech you will have to speak extemporaneously, or meaning with only a brief set of notes. Think about what key words or phrases you will include in your speaking outline, and decide whether you will use note cards or not. Next think about how many slides you will use as a visual aid, and the text you will include on each slide or the image(s), and where you will refer to them in your speech. Remember to refer to the Guidelines for Preparing and Presenting Visual Aids in your decision making. Once you've determined what text and images you will use keep them handy for when you get to the video creation stage.

Now it's time to practice your speech in front of one of your peers. Ask them for constructive feedback on where you can improve your speech and visuals. You can also record yourself using the Chromebook and review it to see where you want to make adjustments in your delivery and presentation slides.

Create Your video

If you are creating your video on your cell phone, via the Chromebooks or if you have another platform you'd like to use, let the instructor know. The step by step instructions for the video creation will be reviewed in class in further detail. The basic steps are to have your slides ready and record your presentation and slides with the Chromebook built-in camera. You can use your cell phone and have one of your classmates record you presenting your speech in one of the empty classrooms. Either approach will work. Next you'll need to upload your video to Brightspace and wait to hear from your peer audience for their reviews and response to your persuasive masterpiece!

**Comprehensive Assessment**

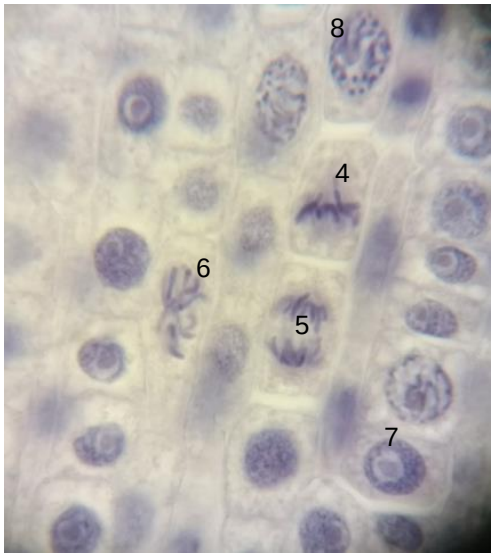
## Cell Division and Mitosis

Find the following stages of mitosis or structures on an onion root tip. Call me over each time to verify what you have found.

1. prophase verification: _____

2. metaphase verification: _____

3. telophase verification:_____




Identify the phases:

4. _____

5. _____

6. _____

7. _____

8. _____

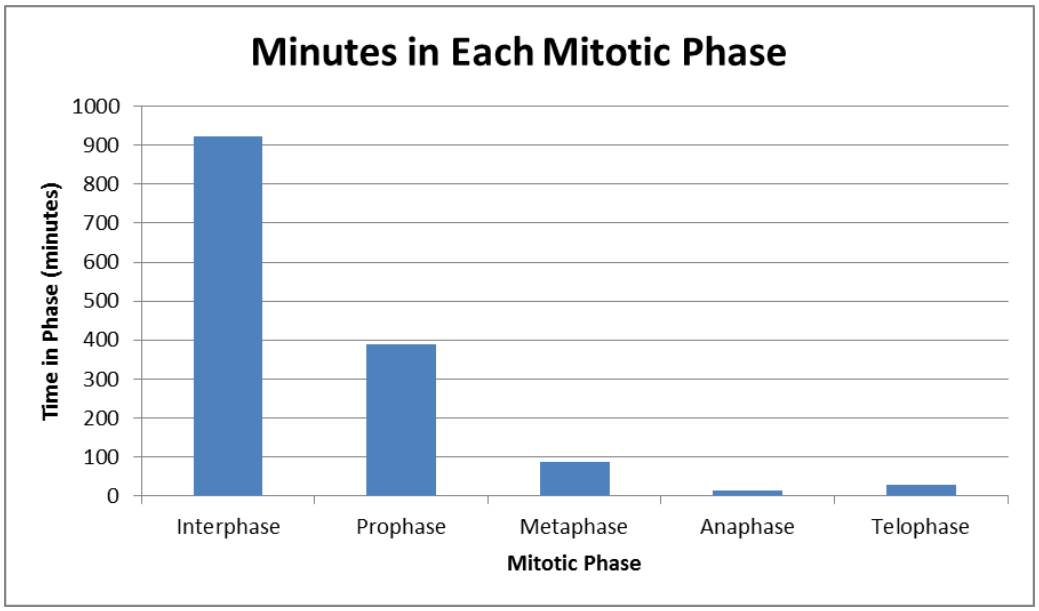



Figure 1. Time in Phase for onion root tip apical meristem.

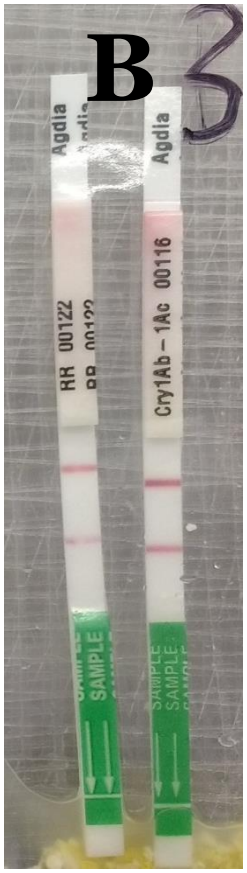
Use Figure 1 on the previous page to answer the following questions:

9. Interpret this graph. What does this graph specifically tell you about the various phases of mitosis of a cell?

10. Which phase does the cell spend the most time? Why? What is the cell doing during that time? Be specific.

11. Why does the cell spend so little time in the last three phases?

**GMO Maize detection**




Interpret the tests shown.

12. Which set of tests are positive?

13. What are these two tests designed to detect?

14. What does GMO stand for?

15. What does Cry1Ab – 1Ac stand for?

16. Why is there a top line showing on all 4 tests? What does that top line indicate?

**DNA Isolation**

17. In the squished strawberry lab, what molecule did we isolate?

18. In the squished strawberry lab, what is the function of the molecule that we isolated?

19. Name another living organism in this room that also possesses that same molecule.

20. What was the purpose of adding soap to the extraction buffer solution?

**Mendelian Genetics with Maize**

| father \ mother | F | ? |
|---|---|---|
| F | FF | ? |
| ? | ? | ff |

Complete the Punnett Square above representing an F1 generation. Answer the following three questions.

21. What is the genotype of both parents?

22. If F is the symbol for curly fur and f is the symbol for straight fur, what is the probability that any of their offspring will have curly hair?

23. What is the phenotypic ratio of the offspring from this cross?

24. Looking at the provided cob of corn, what is the phenotypic ratio?

25. A. Using the following data, calculate the Expected values for the 2 alleles.

| | Phenotype | | |
|---|---|---|---|
| | Purple | Yellow | Total |
| Observed | **3830** | **1368** | |
| Expected | $a$ | $b$ | |

$a$ = _____

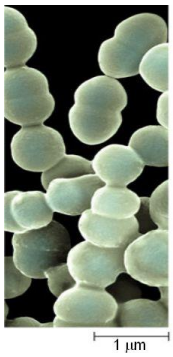
$b$ = _____

B. What is the expected ratio for this cross above?

C. Using the information above, solve the Chi Square problem below. Refer to the provided table to determine the p-value. Write a sentence describing your findings. Include the values you calculated in the proper format within the sentence.

$$X^2 = \left(\frac{(3830 - a)^2}{a}\right) + \left(\frac{(1368 - b)^2}{b}\right)$$

**Bacteria**



_____ _____ _____

26. Label the cell shapes of the three bacteria pictured above.

27. Using the provided yogurt, make a slide using the technique we learned in class. Find a bacterial cell at 1000x total magnification. Write the shape of the cell in the space below. Call me over to verify that you made the slide correctly and that you correctly found and identified the cell. (Make sure you clean the scope when you are done.)

cell shape:_____

(for instructor use only) verification: slide_____ cell_____

**Restriction Enzymes**

28. What kind of molecule are restriction enzymes?

29. What do these enzymes do for bacteria?

30. What are restriction enzymes being used for in biotechnology?

**Btonus Questions:**

A. Name the bacteria from which the **Bt toxin** was found.

B. What does the **Bt toxin** do?

C. What kind of molecule is the **Bt toxin**?

D. Name two ways the **Bt toxin** is used to control pests.

E. Name two species of crop plants that have the gene for **Bt toxin** inserted into their genetic material.

1. What is the study of heredity?

    a. Hereditology

    b. DNA

    c. Genetics

    d. Biology

2. Cells spend most of their time in what phase?

    a. Cytokinesis

b. Prophase

c. Mitosis

d. Interphase

3. The observable traits expressed by an organism are described as its _____.

a. phenotype

b. genotype

c. alleles

d. zygote

4. A recessive trait will be observed in individuals that are _____ for that trait.

a. heterozygous

b. homozygous or heterozygous

c. homozygous

d. diploid

5. Which of the following does cytosine pair with?

a. guanine

b. thymine

c. adenine

d. all of the above

6. A diploid cell has _____ the number of chromosomes as a haploid cell.

a. one-fourth

b. one-half

c. twice

d. four times

7. Chromosomes are duplicated during what portion of the cell cycle?

a. G1 phase

b. S phase

c. prophase

d. prometaphase

8. Meiosis produces _____ daughter cells.

a. two haploid

b. two diploid

c. four haploid

d. four diploid

9. The nitrogenous base Adenine can pair with _____.

a. Adenine

b. Cytosine

c. Guanine

d. Thymine

10. If you damage your skin, what process do your cells use to make new skin?

a. spontaneous generation

b. mitosis

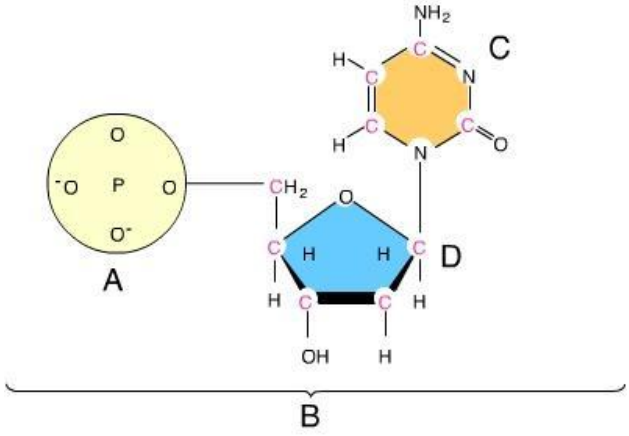
c. meiosis

d. cell theory

11. Which nitrogenous bases pair together? Name the two pairs.

_____ and _____

_____ and _____




12. Label the major parts of this molecule.

A. _____

B. _____

C. _____

D. _____

13. What are Transcription and Translation and how are these two concepts related to the flow of genetic information in the cell?

14. Use a Punnett square to predict the offspring in a cross between a tall pea plant (heterozygous) and a tall pea plant (heterozygous). What are the genotypic and phenotypic ratios of the offspring? What percentage of the offspring are also heterozygous?

15. Can a male be a carrier of red-green color deficiency? Why or why not?

16. Could an individual with blood type O be a legitimate child of parents in which one parent has blood type A and the other parent has blood type B? Why or why not? Explain your answer. A Punnett square can help you answer this question.

17. Compare and contrast (give similarities and differences to) the processes of mitosis and meiosis.

18. Why is it important that our sperm and egg cells divide by meiosis and not mitosis?

19. Down syndrome results from:

a. the absence of one chromosome in position 21

b. the presence of an extra chromosome in position 21

c. the absence of both chromosomes in position 21

d. none of the above

20. An allele is:

a. another word for a gene

b. a homozygous genotype

c. a heterozygous genotype

d. one of several possible forms of a gene

21. What are the chemical components of a DNA nucleotide?

a. a phosphate, a sugar, and a nitrogenous base

b. a phosphate, a nitrogenous base, and an amino acid

c. a nitrogenous base, a sugar, and an amino acid

d. a nitrogenous base, ATP, and a sugar

22. During cell division, DNA is copied and passed on to new cells. In which part of the cell is this hereditary material located?

a. cell membrane

b. cytoplasm

c. nucleus

d. cell wall

23. What is a genetically modified organism (GMO)?

a. a plant with certain chromosomes removed

b. an organism with an artificially altered genome

c. a hybrid organism

d. any agricultural organism produced by breeding or biotechnology

24. If black and white true-breeding mice are mated and the result is all gray offspring, what inheritance pattern would this be indicative of?

a. dominance

b. codominance

c. multiple alleles

d. incomplete dominance

25. If you travel north from the equator, what generally happens to the intensity of ultraviolet (UV) light?

a. The intensity increases.

b. The intensity decreases.

c. The intensity stays the same.

d. It is impossible to predict.

26. Melanin protects folate. What is folate essential for in the human body?

27. Individuals with dark skin living close to the Arctic Circle and individuals with light skin living close to the Equator can face specific adverse health issues. Describe a health issue associated with both and give a solution for each.

28. Describe allopatric speciation and give a specific example.

29. For Questions a-i, use the pedigree chart shown below. Some of the labels may be used more than once.

_____ **a.** A male

_____ **b.** A female

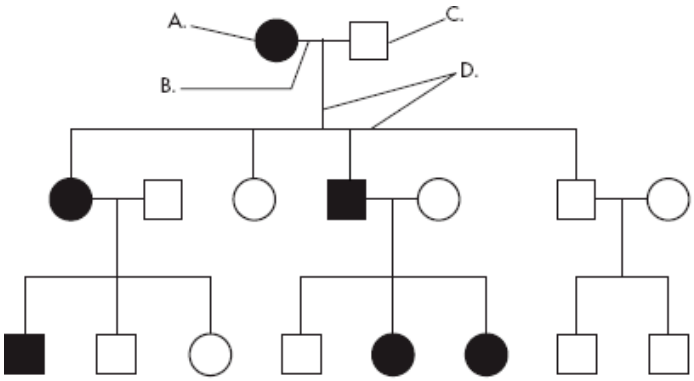
_____ **c.** A marriage

_____ **d.** A person who expresses the trait

_____ **e.** A person who does not express the trait

_____ **f.** A connection between parents and offspring

_____ **g.** How many generations are shown on this chart?




Assuming the chart above is tracing the dominant trait of "White Forelock (F)" through the family. F is a tuft of white hair on the forehead.

_____**h**. What is the most likely genotype of individual “A”? (FF, Ff or ff?)

_____**i**. What is the most likely genotype of individual “C”? (FF, Ff or ff?)

30. Dr. Beadle concluded that teosinte was the likely ancestor of maize. On what evidence did he base this conclusion? Select all that apply.

a. Teosinte looks like maize.

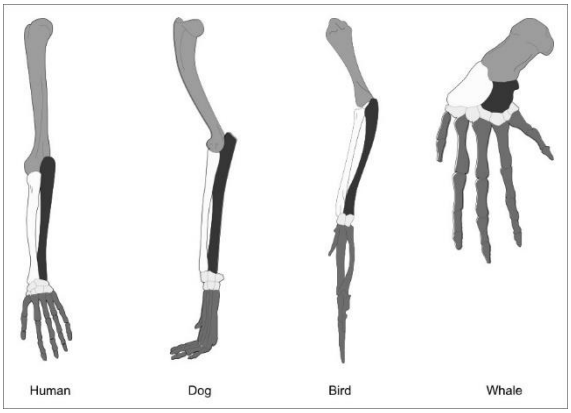
b. Teosinte and maize have nearly identical chromosomes.

c. A cross between teosinte and maize produces fertile hybrid offspring.

d. Christopher Columbus discovered written records of maize's domestication from teosinte.

31. Compare homologous and analogous structures. Give an example of each.

32. The diagrams to the right illustrate the bones in the forelimbs of four different organisms. Although these limbs all look different, they share some common patterns. What do these common patterns suggest about these different organisms?




33. Briefly discuss the implications of GMO corn on the sovereignty of indigenous peoples in the Americas. Give specific examples of how GMO corn can affect sovereignty in both biological and cultural contexts.

34. Define life, and explain why the definition you give is the best one possible.

**Comprehensive Assessment: Writing Project 4**

Choose one of these topics: Plastic straws
Clean drinking water
Wall along the US/Mexican border
Anti-vaccination

1) Read 3 articles about your topic:
    a. One article from a US newspaper;
    b. One article from an international newspaper;
    c. One article from a peer-reviewed journal (access this through the SIPI library databases)
2) Choose a problem, state its cause and identify its effects , and choose a solution (either one that is proposed in the articles that you read or one that you originate).
3) Write a paper explaining the problem, its cause and effects, and the solution you advocate.

Formatting:
Length: 1,000 words (975-1,025 = acceptable)
Font: Times New Roman 12
Style: APA (cover sheet, running head, References page)
Extra Credit (25 points): Literature Review (to be submitted not later than 2 days before the due date of the project (see pages 124-125 in *Keys for Writers*)

**Comprehensive Assessment: Research Project 2: The Food Industry**

Choose a topic **related to food** and prepare the following:

--Research Question—submit through Assignments folder on Brightspace

--Annotated Bibliography—minimum of 12 sources and maximum of 15 sources (6 must be peer-reviewed); include your Research Question; MLA format

→Submit through Assignments folder on Brightspace

→Also submit a paper copy and copies of your sources

--Literature Review—include your Research Question; MLA format—550-600 words

→Submit through Assignments folder on Brightspace

--Research Paper—MLA format; due April 17 (midnight)—1,750-2,000 words

→Include Works Cited

→Submit through Assignments folder on Brightspace

**Comprehensive Assessment**

# FINAL PROJECT

**Project Goals:** The purpose of this project is to write a review paper on a bioethical issue that is of personal interest to you, or that was introduced in class that you would like to learn more about. In researching this paper, you will learn to evaluate sources, read scientific journal articles and summarize scientific information. Some topics you may wish to consider include (but are not limited to): vaccinations, genetic testing and identification (including genetic testing of ancient skeletons), eugenics, human experimentation, CRISPR editing of genomes, cloning, anti-aging technologies, the rise of drug resistant microbes, emerging infectious diseases, genetically modified organisms, elimination of mosquitos through gene drives, bioweapons, biohacking/neurohacking, ecosystem disruption by human activities and theories about the rise of disorders such as autism, autoimmune disorders and allergies..

**Research Project Format:**

Your paper must be a **minimum of three pages**, 11 point font with 1 inch margins, while the maximum is up to you. Sources for information include texts, periodicals, interviews, correspondence, the Internet, etc. **At least three references** are required and must be included in your paper. Science papers rarely use direct quotes. Minimize direct quotes, instead paraphrase or summarize information from papers that you cite. Anytime you paraphrase, summarize, or use information from a reference, **you must cite where you got that information!** The paper must be typed and stapled.

**Timeline:** Papers are due during the week of the final exam time. **NO LATE PAPERS WILL BE ACCEPTED.**

Cite your references using **CSE Name-Year Documentation**. Please view the following website for a description and examples of this citation style:
http://writing.wisc.edu/Handbook/DocCSE_NameYear.html

| Final Project Evaluation: 25 points | |
|---|---|
| **Components:** | **Points:** |
| **2. Paper:** | **25** |
| | |
| • Abstract: This is a brief summary of all parts of the paper | **2** |
| Less than 200 words | 1/2 |
| Content-Explain your purpose, problem, methods, conclusion | 1/2 |
| • Report | **13** |
| Is the topic clearly presented in depth? | 6/13 |
| Content:<br>1) What is the topic you are writing about?<br>2) What is the current state of the technology surrounding this issue?<br>3) What are some of the bioethical issues surrounding this topic . Make sure you cover multiple sides and viewpoints.<br>4) How does this issue affect Native Americans? | 7/13 |
| • References: Less than three references = 3 points deducted | **5** |
| Appropriate format | 1/5 |
| All references cited in body of text | 2/5 |
| All references cited in text listed in Reference section | 2/5 |
| • Writing and Proof Reading | **5** |
| Do sentences make sense when read aloud? | 1/5 |
| Clarity, Grammar, Spelling | *1/5* |
| Typed | *1/5* |
| Research at least 4 pages | *1/5* |

Cite your references using **CSE Name-Year Documentation**. Please view the following website for a description and examples of this citation style:
http://writing.wisc.edu/Handbook/DocCSE_NameYear.html

# Journal Article Reviews

This course is designed to present concepts of biology in a context that will enable students to competently read and interpret a variety of science-based articles.

1. Over the course of the semester you will choose from a given set of articles three articles to review. These articles will cover topics such as traditional and pharmaceutical approaches to medicine, heath, human sustainability, environmental impacts of human health related treatments etc.

2. The format for the articles is as follows:
    a. **Paragraph 1**: Summarize the article: who, what, when, where, why, how.
        a. What are the main ideas presented?
        b. Use your own words, do not plagiarize or use a lot of direct quotes.
    b. **Paragraph 2**: Describe the paper's experimental design. What is the hypothesis being tested in the paper? How do they test the hypothesis? What is the independent variable and the dependent variable? What is the control? What is the size of the sample population they tested? How did they choose the sample population? How did they evaluate their results?
    c. **Paragraph 3: Evaluate the source**.
        a. Who is the publisher of the article? Is the journal peer reviewed?
        b. Who is the author of this article? Google the author's background. What is the author's training in science? Is the author an expert in this field? Is there any obvious biases to make note of (is the study funded by a company with a vested interest in a particular outcome?)
    d. **Paragraph 4:** What is your personal reaction to this study? For instance, does it change your opinion (or further solidify an opinion you already hold?)

    e. **Citation**: Include the citation for the article the CSE Name Year Documentation: See the following website for more examples: https://writing.wisc.edu/Handbook/DocCSE_NameYear.html

Wang Y, Zhu J, DeLuca HF. 2012. Where is the vitamin D receptor? Arch Biochem Biophys. 523(1):123-33.

| **Journal Article Evaluation: 10 points MUST BE TYPED!** | |
|---|---|
| **Components:** | **Points:** |
| Summary of the article (Paragraph 1) | ***2*** |
| Paragraph 2- experimental design | ***2*** |
| Paragraph 3: Evaluate the source: List publisher, is it peer reviewed?, Who is the author and what is their background? Are there any obvious biases to note? | 2 |

| | |
|---|---|
| Paragraph 4: Personal reaction to the paper | 2 |
| Citation for article | ***1*** |
| Neatness and Grammar | ***1*** |

**Comprehensive Assessment: Research Paper and Project Presentation Guidelines**

While there are multiple papers, research projects, and long-term lab activities in this course, the following guidelines apply to all of them. Particular requirements for each specific project will be issued in class when it is formally assigned.

1) All major assignments must focus their content on an experimentally falsifiable scientific hypothesis.
2) The historical and scientific background of any problem on which you focus in your research and experiments should be thoroughly surveyed in written work and effectively summarized in presentation. All major figures, experiments, and studies should be mentioned, along with any radical shifts in understanding – particularly those that appear to have occurred due to scientific inquiry. It is also important that you first chronicle and then evaluate major debates and the proponents of various positions involved. This is the case whether or not these debates continue into the present, but if they do, it is critical that you address *current research* and *current claims*.
3) If multiple solutions to the problem being considered remain potentially plausible, each should be analyzed in detail and in comparison to the others, with a summary analysis of all relevant experimental and quantitative data provided within this section of the paper/presentation/demonstration.
4) All of the data must be communicated visually as well as textually and/or orally.
5) A rational solution to the problem and/or conclusion to the inquiry must be offered, and the original hypothesis must be directly addressed. The reasoning behind this solution must be thoroughly articulated.
6) The implications of this conclusion for zoology also need to be addressed. If the problem solved is one of classification, how does this particular solution affect the framing and context of the rest of the classification system? If the paper is speculative, how would the plausible future it hypothesizes (and does not yet falsify) impact the science of the zoology in other ways?
7) Any ethical considerations arising from reframing or revision of classification, zoological models, or the development of new practical applications, technologies, and/or organisms should be thoroughly evaluated. Prominent bioethical theories and models should be employed and considered, and after these sources have been evaluated, a conclusion should be offered concerning ethical implications
8) Are there any broader interdisciplinary considerations that relate to your problem and solution? What further research, that would require more advanced and complex scientific procedures, would help understand these considerations better? If you were going to continue your own research into this area experimentally, what kind of experiment would you design? How would it work, and what hypotheses would you test?
9) End your analysis with personal reflections concerning how you would relate your conclusions and opinions to your experiences actually working in the laboratory so far.

DRAFT

Name: _____ General Ecology Laboratory Final Practical December 13, 2018

1. Use the following data tables to answer the questions below:

| Organism | Number |
|---|---|
| Ant A | 23 |
| Ant B | 12 |
| Thrips | 3 |
| Spider A | 6 |
| predatory mite | 4 |
| oribatid mite | 58 |
| springtail | 9 |

Table 1.1 – Organisms collected from location A

| Organism | Number |
|---|---|
| Ant B | 14 |
| Ant C | 2 |
| Thrips | 5 |
| Spider A | 2 |
| Spider B | 7 |
| oribatid mite | 124 |
| springtail | 5 |

Table 1.2 – Organisms collected from location B

a. Calculate the Simpson's Diversity Index for both locations (showing your work is highly recommended).
location A: _____ location B:_____

b. Calculate the Sorensen's Similarity Index between these two locations (show your work). _____
Formula:
Sørensen's Similarity Index = 2w/(A+B)
Simpson's Diversity Index $= 1 - \frac{\Sigma\, n_i(n_i-1)}{N(N-1)}$

c. Which location had the greatest diversity?

d. How similar were these two locations?

2. Using the attached table of point-quarter samples taken by another group of students, please determine relative frequency, relative density, and relative dominance for each species of tree. Record your data in the space below. Show your work.

DRAFT

Data Table for Question 7:

| Sampling Point | Quarter No. | Species | Diameter (cm) |
|---|---|---|---|
| 1 | 1 | White Oak | 16.4 |
| | 2 | Hickory | 46.0 |
| | 3 | Tupelo | 29.0 |
| | 4 | Tupelo | 56.0 |
| 2 | 1 | White Oak | 38.0 |
| | 2 | Hickory | 10.5 |
| | 3 | White Oak | 43.0 |
| | 4 | Pecan | 6.5 |
| 3 | 1 | White Oak | 28.0 |
| | 2 | Pecan | 12.5 |
| | 3 | White Oak | 78.5 |
| | 4 | Pecan | 2.6 |
| 4 | 1 | White Oak | 22.5 |
| | 2 | White Oak | 12.0 |
| | 3 | Tupelo | 16.7 |
| | 4 | Tupelo | 3.0 |
| 5 | 1 | Hickory | 19.0 |
| | 2 | Hickory | 12.3 |
| | 3 | Pecan | 38.5 |
| | 4 | Pecan | 22.4 |

Table 2 – Tree data collected from location A

Formulas:

RD = (# of individuals of a species / total # of all individuals) x 100
C = (total BA of a species / total BA of all species) x 100
$E = mc^2$
F = (number of points having a particular species / total number of points) x 100
RF = (frequency of a species / total frequency of all species) x 100
$BA = \pi (D/2)^2$
G = (elevation @ a – elevation @ b) / horizontal distance from a to b)
Work page:

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3. Name two of the dominant tree types from each of the following life zones on Sandia Mountain (common and scientific names, please use each species only once).
a. piñon-juniper woodland community

b. ponderosa pine forest community

c. mixed conifer forest community

d. subalpine forest community

4. Define and describe ‘aspect’ and the resulting ‘slope effect’ of aspect. (A drawing may be helpful.)

5. What kind of rock did we see at Kasha-Katuwe Tent Rocks National Monument? How do these rocks compare to the rocks that we saw at the Sandias? Which rocks are youngest?

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6. How do rocks affect the ecological communities of a particular area?

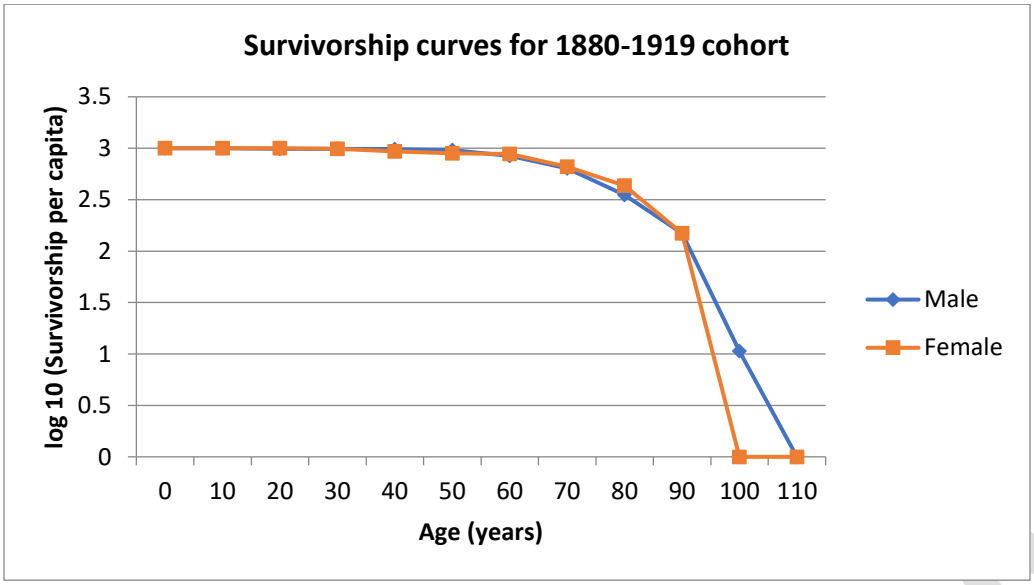


Figure 1. Survivorship curves for males and females born from 1880-1919 and buried in San Carlos Cemetery in Albuquerque NM.

7. What type of survivorship curves are these above? Are they Type I, II, or III curves? How is a Type I curve different from a Type III curve?

8. Survivorship curves based on a birth cohort must be followed through until the death of the last individual. How would a 1940's survivorship curve be different from the one above?

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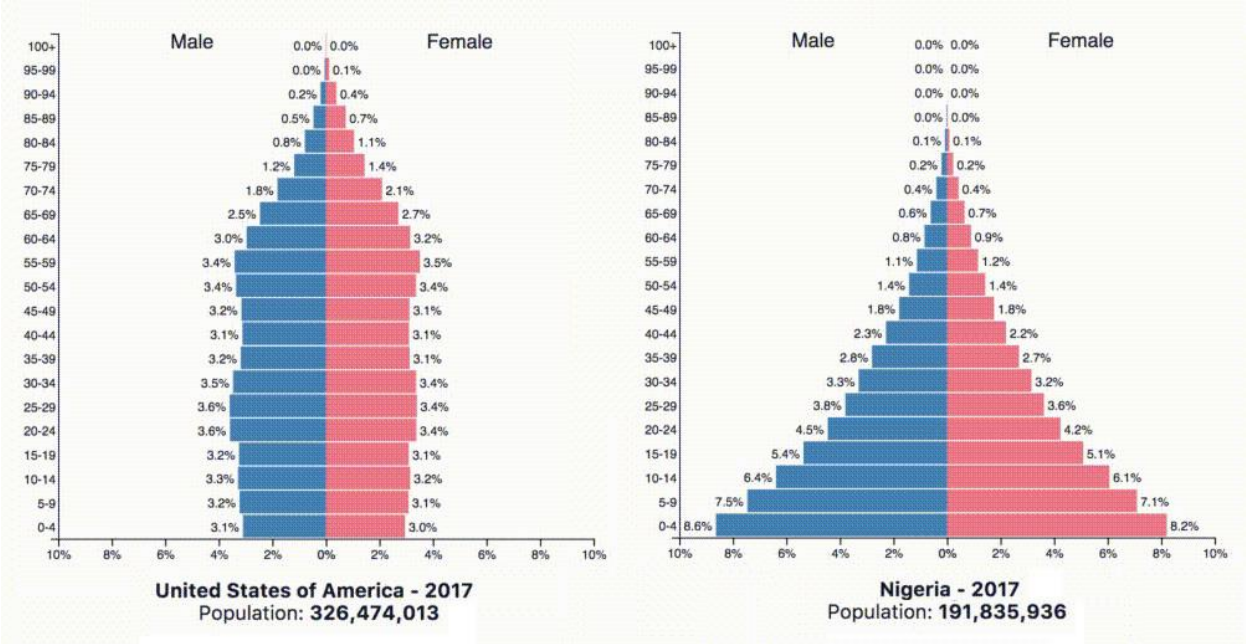


Figure 1. Population pyramids from the USA and Nigeria, 2017.

Use Figure 1 to answer the following 3 questions:

1. Is the population of the USA increasing, decreasing, or stabilizing? How do you know?

2. Is the population of Nigeria increasing, decreasing, or stabilizing? How do you know?

3. Compare the USA and Nigeria based on these two population pyramids. What are some conclusions that you can make about these two countries based on the information provided?

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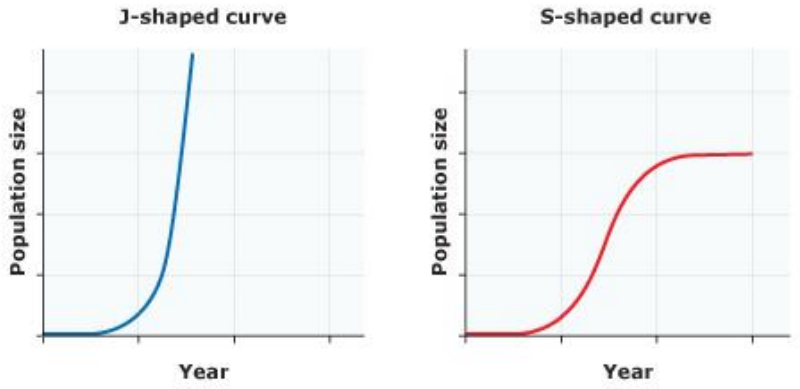


Figure 2. J- and S-shaped population growth curves.

4. Using the theoretical growth curves above, which represents logistical growth and which represents exponential growth?

5. Describe some situations in which you might see these two growth curves in nature.

6. What causes the S-shaped curve the plateau? Give examples.

7. Describe a predator-prey relationship. Give an example.

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8. What is the difference between a parasite and a parasitoid? Give an example of each.

9. Compare and contrast interspecific competition and intraspecific competition. Give an example of each.

10. What is interference competition? What is exploitative competition? Which do you think is more common? Why?

11. Are mutualism and symbiosis the same thing? How or how not?

12. Name a mutualistic relationship in nature. Describe how it works.

DRAFT

13. Describe the three basic ideas of the theory of island biogeography. Then apply these ideas to managing a non-oceanic landscape. How do you use this theory to manage for rare or desirable species on a landscape scale?

14. What is a microbiome? Give examples.

DRAFT

15. Identify and describe a specific contemporary ecological problem. Then propose two different practical solutions, comparing and contrasting them in order to determine which is most likely to be effective in solving the problem.

16. Now imagine a hypothetical but plausible ecological problem. How could it be prevented or forestalled? Suggest two methods of prevention, and explain which is likely to be more effective, and why?

17. Read the following article :
comment on "Species are not most abundant in the centre of their geographic range or climatic niche"
Jorge Soberón, A. Townsend Peterson, Luis Osorio-Olvera

# Abstract

A study published recently argued against a relationship between population density and position in geographic and environmental spaces. We found a number of methodological problems underlying the analysis. We discuss the main issues and conclude that these problems hinder a robust conclusion about the original question.

# Keywords

population density, niche centrality, niche distances

# Introduction

The question of whether population density is related to position in geographic (Sagarin 2002) or ecological niche space (Yañez-Arenas et al. 2012, Martínez-Meyer et al. 2013)

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is important and still unresolved. Niche theory essentially assumes that different environmental combinations cause differences in fitness, and therefore, *ceteris paribus*, in population densities. If this is true, estimating niche properties will provide information about population properties. Some empirical data supports this hypothesis (Yañez-Arenas et al. 2012, Martínez-Meyer et al. 2013). However, in a recent paper in *Ecology Letters*, Dallas et al. (2017) examined the problem using a large dataset of 118,000 sampled populations of >1400 species of birds, mammals, and trees. Dallas et al. (2017) failed to detect consistent and significant correlations between population density and distance to the centroids of species' distributions in geographic or environmental spaces, and concluded against the generality of such distance-density relationships.

Dallas et al. (2017) focuses on an important problem, and the dimensions of their dataset are impressive. However, the authors' failure to detect significant relationships may result from methodological artifacts, rather than to non-existence of such relationships. We would like to point to several problems inherent in the analysis of Dallas et al. (2017).

# Results

1) The largest dataset analyzed by Dallas et al. (2017) was eBird observations (Sullivan et al. 2009), which are collected without any sampling protocol or plan (there are alternative and better databases, like the Breeding Bird Survey, that although biased spatially is compiled by experts using established protocols). eBird has biases frequent among observational data, like more observers near cities, and more reporting where a species is rare. Therefore, confounding effects between effort and observer bias may be present, at least for the birds.

2) Dallas et al. (2017) express caution about maximum abundances falling at the periphery of sampled ranges for two of the datasets that they analyzed, but we still worry that true niche centroids will not be represented appropriately. Dallas et al. (2017) largely disregarded parts of species' distributions falling outside the regions for which they had abundance data available. We illustrate this point using the rodent *Dipodomysmerriami*Dallas et al. (2017). Figure 1 shows the spatial minimum convex hull (CH) for occurrences in the United States (region in gold on the map). This is considerably less extensive than the range outline for this species from IUCN (Patterson et al. 2003). The geographic centroids based on the two range outlines are markedly distinct.

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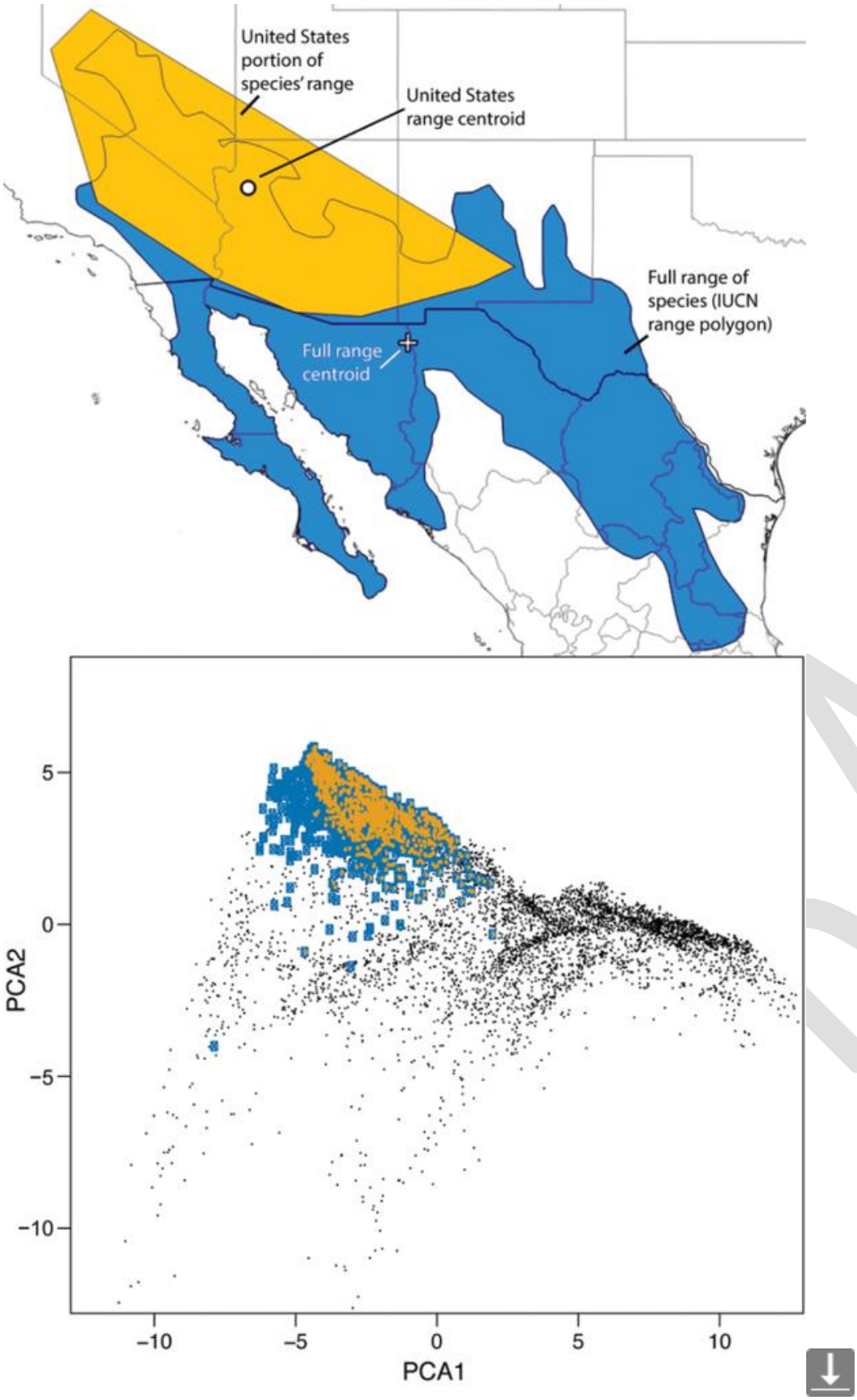
United States portion of species' range
United States range centroid
Full range of species (IUCN range polygon)
Full range centroid
PCA2
PCA1
5
0
−5
−10
−10
−5
0
5
10

Figure 1.

Geographic and environmental spaces for *Dipodomysmerriami*. Top: extent of occurrence polygon for the distribution of *D.merriami* in the United States (gold, centroid shown by black and white circle), representing the range area analyzed by Dallas et al. (2017), and the full range of the species (blue, centroid show as a cross; polygon from IUCN). Note that the true range centroid falls outside of the convex hull analyzed by Dallas et al. (2017). Bottom: 1799 data points from GBIF (see text) in a space of the first two climatic principal components used by Dallas. et al. (2017; see text). Points in gold are the reduced portion (United States) of the species range analyzed by Dallas et al. (2017); points in blue cover the entire range of the species.

A similar problem exists in environmental space. We downloaded the 2-dimensional principal components (PC) used by Dallas et al. (2017). For 1799 localities (debugged and thinned to 0.1°, out of 40,000 available via GBIF), we extracted the PC values for each of the points. Figure 1 shows that the range of environmental space in the full distributional area of *Dipodomysmerriami* extends into environmental space not represented in the CH used by Dallas et al. (2017).

3) Dallas et al. (2017) used CHs to characterize ecological niches of species. CHs are sensitive to outliers (Syväranta et al. 2013), and their centroids may be quite distinct from those obtained using robust estimators (Van Aelst and Rousseeuw 2009). In Figure 2, based on the *D.merriami* example, we plot in environmental space the data points used by Dallas et al. (2017). We also show two methods of characterizing the niche: a CH and a minimum volume ellipsoid (MVE). The centroids of both objects (around the same US data) are located in very different positions in niche space.

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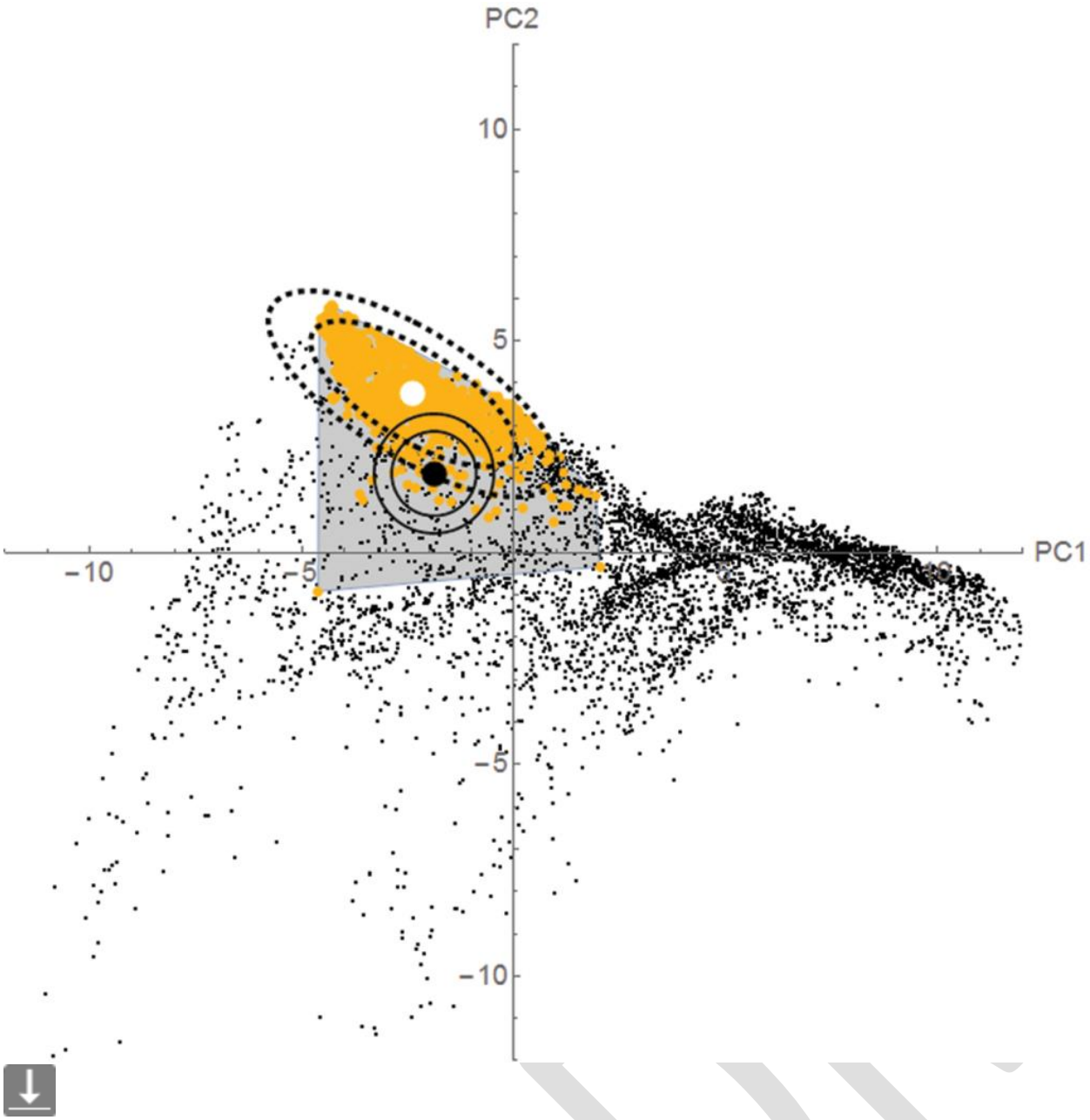


Figure 2.

GBIF points for *Dipodomysmerriami* in environmental space, showing differences between methods for delimiting niches and calculating niche-centroid distances. The black circle is the centroid of the convex hull (gray-shaded polygon), showing the strong effect of one outlier point. The white circle is the centroid of a 95% minimum volume ellipsoid that is able to ignore the outlier. Circles are Euclidean distances of radii 1 and 2, for the convex hull centroid; the dashed ellipsoids are the equivalent distances (Mahalanobis distances) taking into account the covariance shown by the points in gold (see text). Note the striking differences between the two methodologies in both shape of the niche estimated and the distances that result. In particular, note that the centroid estimated via convex hulls falls at the periphery of the cloud of points for the species' occurrence.

4) The data provided in the Supplementary Materials of Dallas et al. (2017) reveals that the population-density data points have coordinates with precision of $10^{-3}$–$10^{-4}$, a geo-referencing precision of 100 m or finer. However, the climate data used in the paper have a resolution of ~0.042°, or squares of ~4600 m on a side. This means that multiple abundance data points may fall within a single climate pixel, introducing a further problem in the analysis of Dallas et al. (2017), as shown in lines 365–370 of the code provided by the authors. Correcting this methodological problem leaves 40 instead of 81 species for mammals and 49 instead of 63 species for fishes with >10 different abundance/climate points; all of the bird species and 165 of the 166 tree species had >10 points.

# Conclusions

Dallas et al. (2017) provide the largest-scale analysis available to date of relationships between population density and positions in geographic and environmental spaces. Their negative results contrast with previous empirical work (Yañez-Arenas et al. 2012, Martínez-Meyer et al. 2013) and with theoretical arguments supporting such a relationship (Maguire 1973, Osorio-Olvera et al. 2016).

In this communication, we identify a series of methodological problems underlying the results of Dallas et al. (2017). Of course, in practice, a variety of factors determine population densities, not necessarily the same factors identified by niche modeling (Mi et al. 2017). Among these, many important ones are anthropogenic. These are ignored by Dallas et al. (2017) and by ourselves because we focus on the theoretical possibility that the internal structure of the niche contributes to population density. We suggest that this important question remains far from settled.

# Author contribution

JS and TP discussed and conceived the paper. JS wrote the first version and TP rewrote the second version. LO reviewed the code in Dallas et al. (2017), found the imprecisions we reported and discussed the ideas with JS and TP. JS reanalyzed a whole section of the data in Dallas et al. (2017). TP worked on the D. merriamii example.

| Authors | Contribution | ACI |
|---|---|---|
| JS | 0.4 | 1.333 |
| TP | 0.3 | 0.857 |
| LO | 0.3 | 0.857 |

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17 continued: Are you convinced by the authors' arguments against Dallas et al.? Why or why not? Based on the data presented, what further data and/or findings could help to resolve the conflict of interpretations more clearly?
18. Why is the 1979 research of May and Anderson of significance to ecology?

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19. What is the most profound effect that human beings have so far exerted on any ecosystem? Support your answer with specific references, factual information, and data.

20. Describe a single, specific adaptation of a particular human group to distinct ecological conditions.

21. Can the presence of humans ever be beneficial to an ecosystem? Why or why not?

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22. What is the most significance ecological issue in your own community? How should it be addressed?

23. Describe a scenario in which an individual human choice could have significant ecological impact.

24. Describe another scenario in which an institutional policy could have a significant ecological impact.

25. How should the Exxon/Valdez oil spill have been prevented? In hindsight, what are more effective ways that it could have been contained?

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27. What do you believe to be the most effective precautions against, and preventions of, pollinator decline? Why?

28. What measures should be taken to prevent the extinction of the Amur leopard?

29. What methods could be applied to successfully reintroduce the South China Tiger into the wild?

30. What, in your opinion, is the greatest ecological concern at present? How should it be addressed? Summarize the main positions presently advocated by ecologists, and then analyze them as support or counterargument for your position.

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**Physics 1240; Algebra-based Physics 2**

**Sample Assessment**

Computation problems for Canned Heat: Cooling Down are copied below. These problems link to Essential Skill: Quantitative Reasoning as students will collect data for temperature at one minute intervals and calculate the temperature changes.

Canned Heat: Cooling Down Lab

Today we'll compare the ability to different surfaces to radiate thermal energy. In this experiment you will compare the thermal radiation ability of two surfaces: silver and black. You'll do this by filling tow cans with these surfaces with hot water, then allowing them to cool down. You will measure the temperature of the water in both cans while they are cooling and see if there is a difference in the rate at which the temperature decrease.

First we will do a discussion. Does the color of a surface make a difference in how well it radiates thermal energy? If so, how? The answer to these questions could help you decide what color coffeepot will best keep its heat and what color might be used to radiate hear away from a computer chip.

Pre-lab questions

1. In which of the two cans do you think the water will cool down at the faster rate?

2. In which of the two cans do you think the water will cool down at the slower rate?

Procedure

Step 1

Carefully fill the cans with hot water and wipe up any spills. Quickly measure the initial temperature of the water in each of the cans and record it in the date table. Place the thermometer in the silver can.

Step 2

At the 1-minute mark, read the temperature of the water in the silver can and record it in the data table. Quickly move the thermometer to the black can. Gently swirl the water in the can with the thermometer.

Step 3

At the 2-minute mark, read the temperature of the water in the black can and record it in the data table. Quickly move the thermometer to the silver can. Gently swirl the water in the can with the thermometer.

Step 4

Repeat Steps 2-3 until the 20-minute mark temperature reading is made

Record all measurements in table provided below.

Data Table

| Silver Can Temperatures (°C) | Black Can Temperatures (°C) |
|---|---|
| Initial | Initial |
| T at 1:00 | T at 2:00 |
| T at 3:00 | T at 4:00 |
| T at 5:00 | T at 6:00 |
| T at 7:00 | T at 8:00 |
| T at 9:00 | T at 10:00 |
| T at 11:00 | T at 12:00 |
| T at 13:00 | T at 14:00 |
| T at 15:00 | T at 16:00 |
| T at 17:00 | T at 18:00 |
| T at 19:00 | T at 20:00 |

Step 5

Plot your data for both cans on a single temperature vs. time graph

Step 6

Determine the change in the temperature for the water in each can while it was allowed to cool.

a. Determine the temperature change in the silver can. Subtract the 1-minute temperature reading from the 19-minute mark temperature reading. $T_{fs}$ is the 19-minute mark temperature reading for the silver can and $T_{is}$ is the 1-minute temperature reading for the silver can. Use the following formula to calculate the change in temperature.

$$\Delta Ts = T_{fs} - T_{is}$$

b. Determine the temperature change in the black can. Subtract the 1-minute temperature reading from the 19-minute mark temperature reading. $T_{fs}$ is the 19-minute mark temperature reading for the black can and $T_{is}$ is the 1-minute temperature reading for the black can. Use the following formula to calculate the change in temperature.

$$\Delta Tb = T_{fs} - T_{is}$$

Summing Up

1. In which can did the water cool down at the faster rate? In which can did the water cool down at the slower rate? Did your observations match your predictions?

2. What color should the surface of a coffeepot be in order to keep the hot water inside it hot for the longest time?

3. The central processing units (CPU's) in personal computers sometimes get very hot. To prevent damage and improve processing speed, they need to be kept cool. Often, a piece of metal is placed in contact with the CPU to draw some heat away. The metal then radiates its heat to the surroundings. To best remove from the CPU, should the metal's surface be colored black or left silvery?

Conclusion: Write an explanation of the findings you discovered during this experiment.

**Physics 1310; Calculus Physics 1**

**Sample Assessment**

Computation problems for the Energy Lab are copied below. These problems link to Essential Skill: Quantitative Reasoning as students will collect data and calculate both the potential and kinetic energies.

Energy Lab

Today we'll explore the relationship between kinetic energy and potential energy of a wooden ball on our tracks. We will use 4 tracks that are shaped different, but start at the same height h. We can ignore any friction.

First we'll look at the potential energy of the wooden ball on each track.

Procedure 1) - Potential Energy

Part 1

Measure the height of each track. Relatively they are the same height. A ruler will be needed to measure the height. Next we will measure the mass of the wooden ball using a measuring scale. Record all measurements in table provided below.

Table 1

| Trial | Track | Height of Track | Mass of Wooden Ball | Acceleration of Gravity |
|---|---|---|---|---|
| 1 | yellow | | | |
| 2 | green | | | |
| 3 | blue | | | |
| 4 | red | | | |

Part 2

We need to determine the Potential Energy of the ball. This is done by the using the following equation: $PE = mgh$ where PE is potential energy, m is mass of object, g is acceleration of gravity, and h is the height.

Calculate the potential energy for each trial.

1

2

3

4

Procedure 2) - Kinetic Energy

Part 1

Measure the distance of each track. Relatively they are the same length. A ruler will be needed to measure the length from top to bottom. A stopwatch will be used to record the time it take the ball to move from the top to the bottom of the track. Next we will transfer the mass of the wooden ball measurement from Table 1 to Table 2. Record all measurements in table provided below.

Table 2

| Trial | Track | Mass of Wooden Ball | Distance of Track | Time to reach bottom |
|---|---|---|---|---|
| 1 | yellow | | | |
| 2 | green | | | |
| 3 | blue | | | |
| 4 | red | | | |

Part 2

We need to measure the velocity for each trial. The equation for velocity is: V = D/T  where V is velocity, D is distance, and T is time.

Calculate the velocity for each trial.

1

2

3

4

Part 3

We need to determine the Kinetic Energy of the ball. This is done by the using the following equation: $KE = 1/2mv^2$ where KE is kinetic energy, m is mass of object, and v is velocity of the object. What is the KE for each of our trials?

Next we will transfer the mass of the wooden ball measurement, Distance of Track and Time to reach bottom from Table 2 to Table 3. Our calculation for velocity will also be entered into the table.

Table 3

| Trial | Track | Mass of Wooden Ball | Distance of Track | Time to reach bottom | Velocity |
|---|---|---|---|---|---|
| 1 | yellow | | | | |
| 2 | green | | | | |
| 3 | blue | | | | |
| 4 | red | | | | |

Calculate the kinetic energy for each trial.

1

2

3

4

Procedure 3) - Relationship between potential energy and kinetic energy.

1) Using equations for PE and KE, let us compare the energies and see if they are the same or different

1

2

3

4

Conclusion: Write an explanation of the findings you discovered during this experiment.

**Physics 1320; Calculus Physics 2**

**Sample Assessment**

Computation problems for Canned Heat: Cooling Down are copied below. These problems link to Essential Skill: Quantitative Reasoning as students will collect data for temperature at one minute intervals and calculate the temperature changes.

Canned Heat: Cooling Down Lab

Today we'll compare the ability to different surfaces to radiate thermal energy. In this experiment you will compare the thermal radiation ability of two surfaces: silver and black. You'll do this by filling two cans with these surfaces with hot water, then allowing them to cool down. You will measure the temperature of the water in both cans while they are cooling and see if there is a difference in the rate at which the temperature decrease.

First we will do a discussion. Does the color of a surface make a difference in how well it radiates thermal energy? If so, how? The answer to these questions could help you decide what color coffeepot will best keep its heat and what color might be used to radiate hear away from a computer chip.

Pre-lab questions

1. In which of the two cans do you think the water will cool down at the faster rate?

2. In which of the two cans do you think the water will cool down at the slower rate?

Procedure

Step 1

Carefully fill the cans with hot water and wipe up any spills. Quickly measure the initial temperature of the water in each of the cans and record it in the date table. Place the thermometer in the silver can.

Step 2

At the 1-minute mark, read the temperature of the water in the silver can and record it in the data table. Quickly move the thermometer to the black can. Gently swirl the water in the can with the thermometer.

Step 3

At the 2-minute mark, read the temperature of the water in the black can and record it in the data table. Quickly move the thermometer to the silver can. Gently swirl the water in the can with the thermometer.

Step 4

Repeat Steps 2-3 until the 20-minute mark temperature reading is made

Record all measurements in table provided below.

Data Table

| Silver Can Temperatures (°C) | Black Can Temperatures (°C) |
|---|---|
| Initial | Initial |
| T at 1:00 | T at 2:00 |
| T at 3:00 | T at 4:00 |
| T at 5:00 | T at 6:00 |
| T at 7:00 | T at 8:00 |
| T at 9:00 | T at 10:00 |
| T at 11:00 | T at 12:00 |
| T at 13:00 | T at 14:00 |
| T at 15:00 | T at 16:00 |
| T at 17:00 | T at 18:00 |
| T at 19:00 | T at 20:00 |

Step 5

Plot your data for both cans on a single temperature vs. time graph

Step 6

Determine the change in the temperature for the water in each can while it was allowed to cool.

a. Determine the temperature change in the silver can. Subtract the 1-minute temperature reading from the 19-minute mark temperature reading. $T_{fs}$ is the 19-minute mark temperature reading for the silver can and $T_{is}$ is the 1-minute temperature reading for the silver can. Use the following formula to calculate the change in temperature.

$$\Delta Ts = T_{fs} - T_{is}$$

b. Determine the temperature change in the black can. Subtract the 1-minute temperature reading from the 19-minute mark temperature reading. $T_{fs}$ is the 19-minute mark temperature reading for the black can and $T_{is}$ is the 1-minute temperature reading for the black can. Use the following formula to calculate the change in temperature.

$$\Delta Tb = T_{fs} - T_{is}$$

Summing Up

1. In which can did the water cool down at the faster rate? In which can did the water cool down at the slower rate? Did your observations match your predictions?

2. What color should the surface of a coffeepot be in order to keep the hot water inside it hot for the longest time?

3. The central processing units (CPU's) in personal computers sometimes get very hot. To prevent damage and improve processing speed, they need to be kept cool. Often, a piece of metal is placed in contact with the CPU to draw some heat away. The metal then radiates its heat to the surroundings. To best remove from the CPU, should the metal's surface be colored black or left silvery?

Conclusion: Write an explanation of the findings you discovered during this experiment.

**COMPREHENSIVE ASSESSMENT: FINAL REFLECTION**

Throughout the trimester, you have examined a wide variety of social issues, many of them quite controversial, from multiple theoretical perspectives in the academic field of sociology. You have also practiced analysis that required the application of these theories to the resolution of these issues and formulated persuasive arguments for and against numerous examples.

This final reflection is your opportunity to select a specific sociological factor or issue examined in this course and analyze it in detail from the individual level to the global.

Follow these steps to complete the Final Reflection and receive full credit for this comprehensive final assignment:

1) Select a specific sociological factor *or* issue that you have examined in the course. This may or may not be the same issue used for your research paper or project, or that was addressed in a discussion or debate.

2) Present a review of the academic sources that have examined this concept sociologically. This review should be in the form of an annotated bibliography summarizing the perspective and research of each source, as well as evaluating its relevance, credibility, and validity, and identifying any biases or agendas it exhibits. You should also note any other sources that this source influenced or was influenced by

3) Present an overview of the contemporary sociological understanding of the factor or issue based on the most viable and most current research.

4) Reflect on how you have personally experienced or encountered the factor or issue in your own life. Then, select three sources that examine individual encounters with this factor or issue through a particular theoretical model in sociology.

5) Repeat step 4, focusing on your local community.

6) Repeat step 5 at least three times, focusing on some larger categories (ethnic, racial, regional, cultural) in which your local community could be identified

7) Repeat step 6, addressing the significance and influence of the factor or issue in the United States of America.

8) Pose three different hypothetical scenarios involving significant change in the expression of this factor or the influence of this issue.

9) Examine how these three scenarios would be most likely to change each level that you've examined in this paper, supporting your conjectures with reasoned argument and reference to sources where necessary.

**Comprehensive Assessment: Final Paper and Presentation**

Throughout this course, you have engaged with a survey of the development of scientific psychology and its diversification into numerous sub-fields. You have also been introduced to the process by which scientific psychologists formulate research questions, articulate theses, accumulate and evaluate evidence (including experimental evidence), and utilize it to produce reasoned argumentation in support of, or in contradiction of, thesis claims.

This paper is your opportunity to demonstrate your understanding of contemporary psychological research as well as your ability to construct a thesis, review and propose experiments, and evaluate research literature.

This assignment has the following requirements:

1) APA style
2) 2,000 word minimum length
3) A clear *thesis* making a *scientific claim* that could be *supported by research in scientific psychology*
4) A *literature review* of previous studies addressing the claim in question. There should be **at least three** such studies presented and evaluated as to their worthiness, their ethical implication, and the accuracy of interpretations and the scientific claims so far based on them
5) A *proposal* of further research that might either support or falsify the thesis
6) A *summary* of what results would be required to convincingly support or falsify the thesis
7) A concluding section in which the implications of the thesis being either confirmed or refuted are considered, both in general *and* in the context of any relevant sub-fields of psychology. *At minimum*, subfields considered must include cross-cultural psychology and indigenous psychology.
8) Suggestions concerning related research topics that might be of relevance
9) Reflections and final thoughts

Papers submitted late will lose one letter grade per day until no credit remains.

You will also be required to **present** your paper. Presentations must occur at their scheduled date and time and cannot be rescheduled without two class sessions' prior notice or without documentation sufficient to indicate an excused absence.

Presentations must be ten minutes in length and summarize the content of the paper within this timeframe in a manner sufficient to include all main points and raise topics for discussion, which shall follow the paper and be five minutes in length. There will then be a few minutes following the paper for questions.

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**COMPREHENSIVE ASSESSMENT : FINAL POLITICAL CONTROVERSY PAPER**

Throughout the trimester, you have encountered a wide variety of political systems, governmental structures, civic ideologies and values, and conceptions of both citizenship and the state. You have also examined and simulated many political controversies, challenges, and crises. This Final Political Controversy paper combines the basic contents of the previous Political Controversy Paper with a number of extra requirements.

First, to repeat the basic requirements of the Political Controversy Paper:

1) APA style with parenthetical in-text citation and referencing
2) A political controversy that you intend to address, or a political problem to which you intend to propose a solution
3) A survey of the major positions on or responses to the issue.
   a) You should have at least two sources for each position
   b) These two sources should offer strongly variant or even contradictory interpretations of their position
4) Support for your own position with three sources
5) An afterward suggesting a practical program of political action to further the proposed solution. This should include at least two references to comparable programs that have been successful in the past. It should also contain reference to at least one comparable program that *failed* along with an explanation of why the proposed plan would be more successful; finally, it should also contrast the proposed program with another program that takes a different approach, explaining why that approach would be undesirable.

In addition to these familiar components, the Final Political Controversy Paper also requires the following:

6) Bias Bibliography : identify the probable biases, likely agendas, and possible conflicts of interests pertaining to each cited source

7) Hypothetical Response : How would the government from your group's State Simulation address this issue? Compare and contrast two real-world examples from similar types of government. If you've chosen a different solution than your simulated state's government, explain why.

8) An explanation of how your proposed solution would effectively address the situation if it arose in real-world local community

9) Survey of current nations and political entities facing the problem in question.

**COMPREHENSIVE ASSESSMENT : ISSUE PAPER**

This paper must be no less than 1,500 words in length and be written in APA style, complete with abstract, in-text parenthetical citations, and reference list. An annotated bibliography is also required, for which instructions follow. There are two Issue Papers assigned in this class. The requirements for each, as well as for the three follow-up assignments, are identical.

1) Choose any contentious or controversial issue relevant to contemporary American politics.
2) Identify *why* this issue is contentious, controversial, and/or problematic.
3) Explain *why* you have chosen this issue and *how* you are defining the issue and its scope. Address any competing, contrary definitions of the issue and its scope and explain why yours are better.
4) Survey the full history of the issue as far historically as you are able. At minimum, you must examine the roots of the issue as far as they reach into the background of the United States itself since its founding.
5) Identify FIVE sources, at minimum, whose arguments you will critically analyze and evaluate, along with any biases or agendas they might exhibit. Four of these will be in two groups of two. Each group represents a common position on the issue, but each of the two members of each group must themselves represent opposing positions, motivations, or goals in the context of the issue. This is often represented by radicals versus moderates on the same side, but there are other variations. The fifth source must be a source advocating a position completely outside these dichotomies.
6) After evaluating each source, propose a position on the issue, defending it rationally, refuting well-known opposed positions, anticipating and refuting two mutually opposed counter-arguments, and persuasively articulating a practical plan for the implementation of the solution advocated.
   Your conclusion should also evaluate the impact of your proposed solution on the following cultural groups: A) your tribal group or groups B) the local community from which you originated C) Albuquerque, New Mexico D) Native Americans in general E) "Mainstream" Americans – however you choose to define them (and you must define them) F) and G) Two other cultural or sub-culture groups in America that you choose
7) The annotated bibliography should not only evaluate the biases and agenda of each source, but also the ideological heritage and influences of *their* sources as well as significant others *for whom they are sources*.

**Follow-Up Assignments: Reflection Papers**

8) You will present your paper in three different venues, and 9) subsequently submit response papers of 500 words reflecting on the reactions to your paper.

   Venue A) Live Local Venue. This can be on-campus, to which either a minimum of two other course sections, or the whole student body, is invited. Alternatively, you can choose any live venue (social/tribal event or gathering; meetup; official function) that is

***not*** exclusively a family gathering.  You will receive extra credit for recording your presentation

Venue B) An online venue or social media portal with national-level access and unmoderated comments

Venue C) An *international* online venue, website, or forum with unmoderated comments.

You are free to interact (or not) with your respondents, but you must submit to the course Brightspace a reflection paper after you've received at least a week's worth of responses.

Math 1220 SIPI Final Exam
SIPI

Instructions:

This is an in-class, closed book exam.

You may use your calculator and one 5" X 8" note card with formulas and processes. The card must be turned in with the exam.

***ABSOLUTELY*** **NO Cell phones or other electronic devices are to be out during the exam. Being caught with one may result in an automatic 0% on the exam.**

---

Name:_____

By signing below, you affirm that the work that you have submitted is your own and that you did not obtain help from any unauthorized person or resource.

Signature:_____

**Score:**

| | |
|---|---|
| Multiple Choice (70 pts) | _____ |
| Problem 1 (10 pts) | _____ |
| Problem 2 (10 pts) | _____ |
| Problem 3 (10 pts) | _____ |
| Total score (100 pts) | _____ |

# SIPI Math 1220 Final Exam A

Multiple Choice (2 pts each)

**Show any work on this paper. No scrap paper will be considered.**

**1.** Determine the distance between the points (3,-5) and (2,7). _____

**(a)** 145 **(b)** $\sqrt{21}$
**(c)** $\sqrt{11}$ **(d)** $\sqrt{145}$
**(e)** None of the above.

---

**2.** For the function $f(x) = 1 + 2x^2$, compute the difference quotient $\frac{f(x+h)-f(x)}{h}$ and simplify. _____

**(a)** $4x + 2h^2$ **(b)** $4x + 2h$
**(c)** $4x^2 + 4x + 2h^2$ **(d)** 1
**(e)** None of the above.

---

**3.** Solve for $x$: $abx - c = x$. _____

**(a)** $x = \frac{c}{ab-1}$ **(b)** $x = \frac{c-1}{ab}$
**(c)** $x = \frac{c}{ab}$ **(d)** $x = \frac{c}{ab} - 1$
**(e)** None of the above.

---

**4.** Find the $x$-intercepts of the equation $x^2 + (y-3)^2 = 25$. _____

**(a)** (4,0), (-4,0) **(b)** (0,4), (0,-4)
**(c)** (-8,0), (2,0) **(d)** $(0,8), (0,-2)$
**(e)** None of the above.

---

**5.** Find the equation of a circle with radius $\sqrt{5}$ and center (3,-4). _____

**(a)** $(x-3)^2 + (y+4)^2 = 5$ **(b)** $(x+3)^2 + (y-4)^2 = \sqrt{5}$
**(c)** $(x-3)^2 + (y-4)^2 = \sqrt{5}$ **(d)** $(x+3)^2 + (y-4)^2 = 5$
**(e)** None of the above.

---

**6.** Find the center and radius of the circle given defined by $x^2+(y-3)^2=25$.

**(a)** $(0,-3), r=5$ **(b)** $(0,3), r=5$

**(c)** $(0,-3), r=25$ **(d)** $(0,3), r=25$

**(e)** None of the above.

---

**7.** Given the rational function $(x)=\frac{2x^2-3x+4}{x^3-2x^2-3x}$, determine the domain of *f*.

**(a)** $\{x|x\neq 3, x\neq -1\}$ **(b)** $\{x|x\neq 0, x\neq -3, x\neq 1\}$

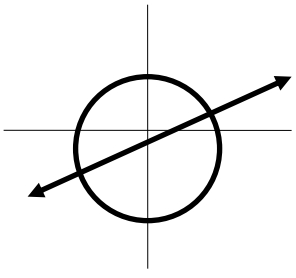
**(c)** $\{x|x\neq 0, x\neq 3, x\neq -1\}$ **(d)** $\{x|x\in \mathbb{R}\}$

**(e)** None of the above.

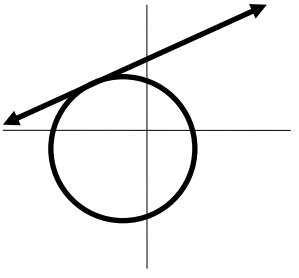
---

**8.** Which of the following systems has exactly ZERO solutions?

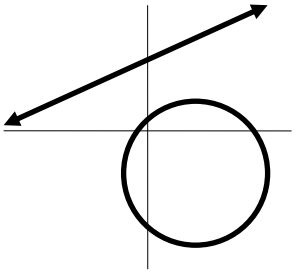
**(a)**



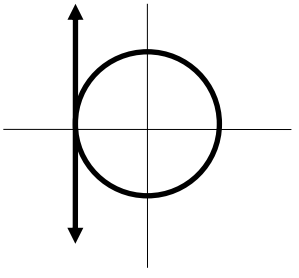
**(b)**



**(c)**



**(d)**



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**9.** A triangle with an area of 12 $m^2$ has a height that is 2 m more than its base. What is the height of the triangle?

**(a)** 3 m **(b)** 4 m

**(c)** 5 m **(d)** 6 m

**(e)** None of the above.

**10.** Find the average rate of change of $f(x) = x^3 + 2$ from x=1 to x=3

**(a)** 13 **(b)** 4

**(c)** $\frac{1}{4}$ **(d)** -13

**(e)** None of the above.

**11.** Find the **range** of $f(x) = \sqrt{x} + 2$ using interval notation.

**(a)** $[0, \infty)$ **(b)** $[-2, \infty)$

**(c)** $[2, \infty)$ **(d)** $(-\infty, 0]$

**(e)** None of the above.

**12.** Which of the following relations is NOT a function?

**(a)** $\{(7,-2),(3,-2),(-2,-2)\}$ **(b)** $\{(5,-2),(3,-4),(5,4),(6,0)\}$

**(c)** $\{(0,0),(-1,3)\}$ **(d)** $\{(\pi,4),(2,0),(-1,3)\}$

**(e)** None of the above.

**13.** Find the interval where $f(x) = -|x+3|$ is increasing.

**(a)** $(3, \infty)$ **(b)** $(-\infty, -3)$

**(c)** $(-3, \infty)$ **(d)** $(-\infty, \infty)$

**(e)** None of the above.

**14.** Find the maximum value of the function $f(x) = x^2 + 26x$.

**(a)** 26 **(b)** 169

**(c)** 13 **(d)** -169

**(e)** None of the above.

**15.** The equation for the graph of $f(x)=\sqrt{x}$ shifted left 3 units and reflected across the *x*-axis is: _____

**(a)** $f(x)=\sqrt{-x-3}$ **(b)** $f(x)=\sqrt{-x+3}$

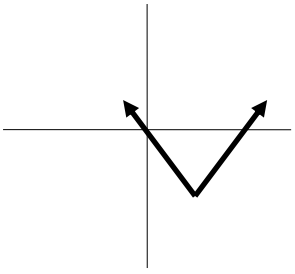
**(c)** $f(x)=-\sqrt{x+3}$ **(d)** $f(x)=-\sqrt{x-3}$

**(e)** None of the above.

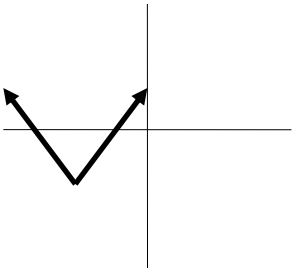
---

**16.** Which of the following best fits the graph of $f(x)=|x-2|+3$? _____

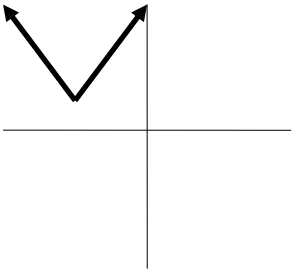
**(a)**



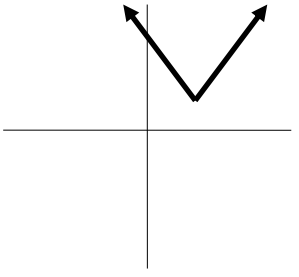
**(b)**



**(c)**



**(d)**



---

**17.** Let $f(x)=2x^2-x$ and $g(x)=-2x$. Find $(g\circ f)(x)$. _____

**(a)** $(g\circ f)(x)=8x^2+2x$ **(b)** $(g\circ f)(x)=-8x^2+2x$

**(c)** $(g\circ f)(x)=-4x^2+2x$ **(d)** $(g\circ f)(x)=-4x^2-2x$

**(e)** None of the above.

---

**18.** Let $f(x)=2x+4$ and $g(x)=x^2-4$. Find $(f\circ g)(0)$. _____

.

**(a)** -4 **(b)** 4

**(c)** 12 **(d)** 16

**(e)** None of the above.

**19.** Find the inverse of the function $f(x) = \sqrt[3]{x-5}$.

**(a)** $f^{-1}(x) = \sqrt[3]{x} + 5$ **(b)** $f^{-1}(x) = x^3 + 5$

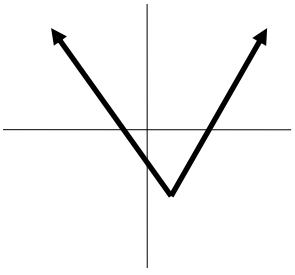
**(c)** $f^{-1}(x) = \sqrt[3]{x} - 5$ **(d)** $f^{-1}(x) = x^3 - 5$

**(e)** None of the above.

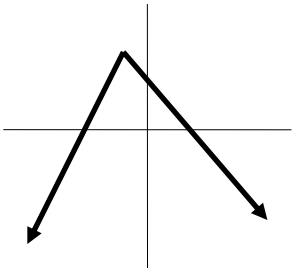
---

**20.** Which of the following functions has an inverse?

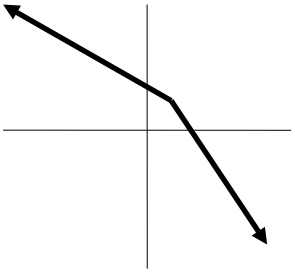
**(a)**



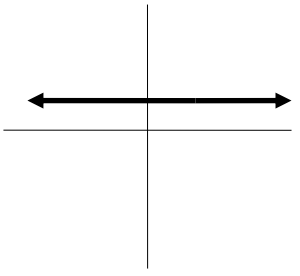
**(b)**



**(c)**



**(d)**



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**21.** Find a linear function such that $f(3) = 2$ and $f(1) = -2$.

**(a)** $f(x) = -2x + 4$ **(b)** $f(x) = -x + 3$

**(c)** $f(x) = 2x + 4$ **(d)** $f(x) = 2x - 4$

**(e)** None of the above.

---

**22.** Write the function $f(x) = 2x^2 - 4x$ in the form $f(x) = a(x-h)^2 + k$.

**(a)** $f(x) = 2(x-1)^2 - 2$ **(b)** $f(x) = 2(x-2)^2 + 1$

**(c)** $f(x) = 2(x+1)^2 + 2$ **(d)** $f(x) = 2(x-1)^2 + 2$

**(e)** None of the above.

**23.** Find the end behavior of the polynomial function $p(x) = x^3(x-1)^3$. _____

**(a)** As $x \to \infty$, $p(x) \to \infty$
As $x \to -\infty$, $p(x) \to \infty$

**(b)** As $x \to \infty$, $p(x) \to -\infty$
As $x \to -\infty$, $p(x) \to -\infty$

**(c)** As $x \to \infty$, $p(x) \to \infty$
As $x \to -\infty$, $p(x) \to -\infty$

**(d)** As $x \to \infty$, $p(x) \to -\infty$
As $x \to -\infty$, $p(x) \to \infty$

**(e)** None of the above.

---

**24.** While managing a car factory, Jacob discovers that the relationship between the price, $p$, to produce a car and the number of cars produced, $x$, is $p = -2x + 12000$. The revenue, $R$, is the total amount of money generated by producing $x$ cars at a price of $p$ dollars each, that is, $R = p \cdot x$. How many cars should the factory produce to maximize the revenue? _____

**(a)** 3000

**(b)** 6000

**(c)** 9000

**(d)** 18000

**(e)** None of the above.

---

**25.** Find all the zeros and their multiplicities for $p(x) = x^4(x+2)^2$ _____

**(a)** 0 (mult 2); -2 (mult 4)

**(b)** 0 (mult 2); 2 (mult 4)

**(c)** 2 (mult 2); 4 (mult 2)

**(d)** 0 (mult 4); -2 (mult 2)

**(e)** None of the above.

---

**26.** Solve the equation $2^{3x} = 16$. _____

**(a)** $x = \frac{4}{3}$

**(b)** $x = \frac{3}{4}$

**(c)** $x = -\frac{4}{3}$

**(d)** $x = -\frac{3}{4}$

**(e)** None of the above.

---

**27.** Solve the equation $\sqrt[3]{5} = 5^{2x}$. _____

**(a)** $x = -\frac{1}{6}$

**(b)** $x = \frac{2}{3}$

**(c)** $x = \frac{1}{6}$

**(d)** $x = \frac{3}{2}$

**(e)** None of the above.

**28.** Solve the equation $\frac{e}{\sqrt{e}} = e^{2x}$.

**(a)** $x = 1$ **(b)** $x = 2$

**(c)** $x = \frac{1}{4}$ **(d)** $x = 4$

**(e)** None of the above.

---

**29.** If Julie invests \$3000 for 5 years at a rate of 5%, then what is the total amount of the investment if she compounds the interest quarterly (rounded to the nearest cent)? $(A = P(1 + \frac{r}{m})^{mt})$

**(a)** \$3,313.46 **(b)** \$3,846.11

**(c)** \$7,697.35 **(d)** \$9,886.54

**(e)** None of the above

---

**30.** Simplify the expression $2\ln e^3$.

**(a)** 2 **(b)** 3

**(c)** 5 **(d)** 6

**(e)** None of the above.

---

**31.** Simplify the expression $\log_{49}(7)$.

**(a)** 7 **(b)** 2

**(c)** $\frac{1}{2}$ **(d)** -2

**(e)** None of the above.

---

**32.** Solve the equation $\log_3 x = 2$.

**(a)** 5 **(b)** 6

**(c)** 8 **(d)** 9

**(e)** None of the above.

---

**33.** Solve the equation $\log(x)+\log(x+4)=\log(12)$. _____

**(a)** $x = -6$ **(b)** $x = 2, -6$

**(c)** $x = 4$ **(d)** $x = 2$

**(e)** None of the above.

---

**34.** Suppose you can model the insect population $p$ in a spider cave by the exponential equation $p(t) = 4000e^{-0.04t}$ where $t$ is in days. How long until there are only 1,000 insects remaining? _____

**(a)** $\frac{-0.04}{\ln(0.25)}$ days **(b)** $\frac{0.04}{\ln(0.25)}$ days

**(c)** $\frac{\ln(0.25)}{-0.04}$ days **(d)** $\frac{\ln(0.25)}{0.04}$ days

**(e)** None of the above.

---

**35.** A colony of bacteria begins with 6,000 cells. After 9 minutes, there are 10,000 cells. Assuming we can model this growth as an exponential function, what is the doubling-time of the bacteria (rounded to the nearest tenth of a minute)? $(P = P_0 2^{(t/d)})$ _____

**(a)** 12.2 minutes **(b)** 12.8 minutes

**(c)** 13.1 minutes **(d)** 13.6 minutes

**(e)** None of the above.

SIPI Name:_____

Instructions:

This is an in-class, closed book exam.

You may use your calculator and one 5" X 8" note card with formulas and processes. The card must be turned in with the exam. Answer each question completely. Make sure to show all of your work for credit. Look at each problem carefully and do not leave anything blank.

***ABSOLUTELY*** NO **Cell phones or other electronic devices are to be out during the exam. Being caught with one may result in an automatic 0% on the exam.**

---

**36. Use the following function to answer questions a - f.**

$$f(x) = \frac{(x+4)(x-2)}{(x+2)(x-1)}$$

a. Domain:_____

b. Vertical asymptotes:_____

c. x-intercepts:_____

d. y-intercepts:_____

e. Horizontal asymptote:_____

f. Slant asymptote:_____

**Use the given information about temperature and chirp rate to answer the questions (a) - (f).**

**37.** The common cricket can be used as a crude thermometer. The colder the temperature, the slower the rate of chirping. The table below shows the average chirp rate of a cricket at various temperatures.

| Chirp Rate (chirps/second) | Temperature (°F) |
|---|---|
| 3.7 | 68 |
| 2.4 | 51.5 |
| 1.3 | 46.7 |
| 1.6 | 47 |
| 1.2 | 47.8 |
| 1.7 | 56 |

a) Assuming the regression is linear, compute the equation of the line for predicting the temperature from the chirp rate. Round your values to the nearest hundredth.

b) What is the slope of the line?

c) Interpret the slope of the line (What does the slope represent in this situation?)

d) What is the y-intercept of the line?

e) Interpret the y-intercept of the line for this problem (What does the y-intercept represent in this situation?)

f) Use the function you found in part (a) to predict the temperature when the chirp rate is 6.5 chirps/second.

**Use the following information to solve problems (a) to (f).**

**38.** An automobile manufacturer can produce up to 300 cars per day. The profit made from the sale of these vehicles can be modeled by the function $P(x) = -10x^2 + 2000x - 36000$, where $P(x)$ is the profit in dollars and $x$ is the number of automobiles made and sold.

a) What is the y-intercept of the parabola?

b) Interpret the y-intercept of the parabola.

c) What is the vertex of the parabola?

d) How many cars should be made and sold to maximize profit?

e) What is the maximum profit possible?

f) How many cars should be made and sold to make a profit of $50,000?

**COMPREHENSIVE ASSESSMENT: CRITICAL ANALYSIS PAPER**

This paper of at least 4,000 words in MLA style must critically analyze, at minimum, one work of American Literature no earlier than the colonial European period and no later than the American Civil War, supporting its thesis with a minimum of five secondary sources.

While there is no specific requirement concerning the nature or content of the thesis claim, that paper must in some way address the following:

- The genre identity of the work, if any
- The extent to which the work has been considered literature
- Its reception by literary critics in its contemporary period and also in later periods
- Comments on the work by scholarly authorities and/or literary authorities, with some explanation of who considers them to be authorities and why
- How the work relates, if at all, to the heritage, transmission, and development of American Literature
- The cultural traditions that contributed to the formation of the work, its content, and also to the life and work of the author in general
  At minimum, these should include
  a) The author's cultural background/s and cultural self-conception
  b) Major cultural influence on the author
  c) Prevailing cultural influences contemporary with the author that were present in the author's location or known to the author during the period of time during which the work was conceived and written
  d) Cultural antecedents, predecessors, and/or ancestors of the author
  e) Antecedent literary works
  f) Cultures and works *influenced by* the author and/or the author's work – this work in particular
- Civic influence or impact exerted by the author in general and/or this work in particular, both in the author's lifetime and subsequently. This can include influences on society, popular culture, politics, the media, other arts, famous people, etc.
- The general reception of, importance of, and/or significance of the work over time. Any other works influenced by this work or responding to this work should be identified and put into context.
- Any use of the work by its author or by others for ideological, political, or cultural influence
- An evaluation of the work's contemporary significance and reception, if any, in *your* local community and on each of the following scales: regional, national, ethnic, civilizational, global.

In addition to a standard reference list, you will also submit your annotated bibliography wit this paper.

**COMPREHENSIVE ASSESSMENT: CRITICAL ANALYSIS PAPER**

This critical analysis paper of at least 4,000 must be written in MLA style and has special requirements:

1) At least three of the critical and/or interpretive models applied in the paper must fit the following criteria
   a) One model must explicitly address intercultural interactions and influences. Examples include models of cultural transmission and cultural legacy; models of cultural ethos and value transformation; civilizational philosophies of history; the social construction of knowledge and/or value systems
   b) Another interpretive model must explicitly relate to indigeneity. Such models might include those focused on indigenous worldviews, traditionalist models of cultural formation, decolonization models, etc.
   c) A third model that investigates the presumptions of Western literary scholarship. These include models of intertextuality, post-modernity, and so forth.
2) Each of these models must be represented by at least one source presenting its methodology and application to literary texts.
3) Your critical analysis must identify elements in the text that have been influenced by the Native American background and/or identity of the author, as well as elements in the text that are indicative of the influence of non-Native-American cultural influences.
4) Identify at least one feature of the text that could only have developed under conditions in which Native American influences have interacted with at least one non-Native-American cultural form. This could include language, aesthetics, art, philosophy, ideology, religion, etc.
**5)** Your conclusion should contextualize *both* the literary work on which you have chosen to focus *and* its author/s within the local setting in which the work was produced, but it should also examine the impact and significance of the work in any other local areas where this is evidenced. Similarly, your conclusion should evaluate the global relevance and significance of the text. You should examine it in the context of Native American literature and English literature but also in the context of world literature, global literature, and indigenous literature. Compare it to other texts of a similar character. Have they achieved more renown or less? End your conclusion by responding to any literary criticism, media reception or representation, adaptations, political/ideological reactions, or community responses. Consider the possible influence of the work on other works of literature. Does the author have any special legacy within any culture or community?

**Southwestern Indian Polytechnic Institute**
**Navajo 101 Final Exam**
**Summer Trimester 2019**

1. Haash yinílyé?_____.
2. Haash dooné'é niłį?
   _____
   _____
   _____
   _____

3. Extended family relationship terms.
   a. 1st person/singular maternal grandfather_____
   b. 3rd person/singular grandmother_____

4. How does a maternal aunt claim her nephews and nieces? _____

5. What does a female call her paternal aunt's son? _____

Write 3 sentences for the conjugated verb "**I am sitting**".

| | Singular | Dual | Plural |
|---|---|---|---|
| 1st person | | | |
| 2nd person | | | |
| 3rd person | | | |

6. 1st person/singular _____

7. 3rd person/plural _____
8. 2nd person dual _____

9. Place verbs in the appropriate conjugation model "**I am walking into it/to put it on**" Imperfective mode

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

10. Write 3 sentences for the conjugated verb **I am walking into it/to put it on**" Imperfective mode

1st person/plural _____
2nd person/dual _____
3rd person/singular _____

Identify the subjects of the sentences as being 1st, 2nd, 3rd person singular, dual, or plural

Person Number

16. Naa', díí ch'il ahehe ła' wohdlą _____.

17. Naalyehí bá hooghandi tódilchxoshí ła' yiidaaą_____.

18. Write a sentence in Navajo using yishá, yisdlą, yishbéésh, and yist'ees.

a. _____.

b. _____.

c. _____.

19. Díkwíishą' Béeso? Write it in Navajo

Total_____

19. Write it in Navajo

$42.25 _____.

20. Listen carefully as I read the story to you. Write it in Navajo

_____
_____
_____
_____
_____
_____.

Yá’át’ééh shik’éí dóó shidiné’é,
Shi éí Naanibah yinishyé, neeznáá shinaahai. Shi léécháąį’ éí Buddy dóó Spot wolyé. Buddy éí sida dóó Spot éí sizį. Shimásání éí asdzą́ą́ tsiiłgai wolyé. Shimásání bił na’nishkaad. Nihi dibé t’aa ahayoi.

**Comprehensive Assessment: Final Reflection**

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

Address the following questions:

1) Did you meet your Language Research Goal? If so, how?

2) Why did you succeed or fail?

3) Why did you choose this goal?

4) In retrospect, would you still have chosen this goal if you knew how much you would learn by the end of the course? Why or why not?

5) What is the most useful Spanish phrase you've learned, and why?

6) Describes the ways you succeeded in communicating in Spanish online.

7) Describe an unsuccessful attempt to communicate in Spanish online. What happened and why?

8) What is the most important thing you have learned about culture in the Spanish-speaking world? What is the most interesting thing? What is the most surprising thing?

9) If you could discuss any complex subject in Spanish, what would it be, with whom would you want to talk, and why?

**Comprehensive Assessment : Final Essay Examination**

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

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

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

**Comprehensive Assessment : Written Project Digest**

This is a compilation of written assignments that will be completed throughout the course. A number of them can be done at your own pace; others have very specific due dates, so you will need to manage and organize your time.

# Math 129, Survey of Mathematics Module 1 Test –Take-Home Portion

There are three topics given below. Choose **two (2) of these three topics** and write three or four paragraphs for each to answer the questions posed. Your response to each topic is worth up to 20 points each.

1. Between 1200 and 1600 CE there was a ground shaking revolution that took place in Europe – replacing Roman numerals and calculation on the Roman counting board with the Hindu-Arabic numerals and algorithmic calculation we are familiar with today. Here are two web sites you can visit to learn more about this revolution.

- http://press.princeton.edu/chapters/i9662.pdf
- http://bluenetworks2014.weebly.com/the-transition-from-roman-to-hindu-arabic-numerals.html

Write two or three paragraphs discussing the key events that lead to the common use in Europe of Hindu-Arabic numerals and algorithmic calculations. Be sure to include the names of the key players (not Richard Feynman, actually) who historically were involved. If you use any other web sites, please list the URL for those.

2. Not only do we have designations of prime and composite numbers, but there are "perfect" and "amicable" numbers as well. Here are two web sites to get you started on exploring what is meant by perfect and amicable numbers.

- http://mathforum.org/dr.math/faq/faq.perfect.html
- http://primes.utm.edu/glossary/xpage/AmicableNumber.html

Write two or three paragraphs explaining what perfect and amicable numbers are and the key people involved in classifying these types of numbers. If you use any other web sites, please list the URL for those.

3. Scientific notation is a relatively recent mathematical "invention." Here are two web sites that gives some information on the origin of our use of scientific notation.

- http://www.madsci.org/posts/archives/2005-02/1109547573.Sh.r.html
- http://www.newworldencyclopedia.org/entry/Scientific_notation

Write two or three paragraphs explaining what scientific notation is and why people started using scientific notation, according to these articles. If you use any other web sites, please list the URL for those.

**Rubric**: You will receive **20 points** each for writing on two of the topics given. I will not guarantee that you will received extra credit if you do all three. The points will be distributed as follows.

- Addressed the questions posed – **10 points**
- Referred to articles for authority in discussions – **8 points**
- Answers are clearly written using complete sentences – **2 points**

Name: _____ Date: _____

# Compound and Continuous Interest Project

Over the course of the semester, we have seen many problems that require us to use the compound interest and continuous interest formulas. For this project, you will explore some real world problems using these two formulas. You will be using excel to complete this project.

You will be required to complete a separate excel sheet for each problem showing all that is necessary to answer that particular problem such as: years, monthly payment, interest paid, remaining balance, etc.

You will also provide a cover sheet summarizing what you found for each problem. (Example excel sheets and cover sheets will be provided)

Here are the problems that you are required to answer:

1. You invest $25,000 dollars into a savings account with an annual interest rate 5.25%. How much money will you have in the account after 25 years if the account is:

   a. Compounded monthly?
   b. Compounded quarterly?
   c. Compounded annually?

2. You want to purchase your dream car. (Note you will have to look up the cost of your dream car for this problem.) You do not have enough money to purchase the car outright, so you are going to have to set up a payment plan. Suppose your annual interest rate is 7.80%. What would your monthly payments have to be if you wanted to pay off the car in ten years?

3. Now suppose you are purchasing the same car as in problem 2, but this time you can choose between two different payment options:

   Option 1: $950 a month with an interest rate of 2.75%

   Option 2: $1200 a month with an interest rate of 3.50%

Which payment option would you choose and why? Take into consideration the number of years it would take to pay off the car and the amount of interest that is collected.

4. You are the manager of a bank. A customer comes in with $15,000 to invest in a savings account. They have already been to another bank that promised them an interest rate of 4.5% per year for 25 years.

Come up with your own interest rate, which will allow your customer to have the same ending balance in only 20 years.

5. Suppose you invest an x amount of money into a savings account that is compounded continuously with an annual interest rate of 6.7%. What is the amount of money in your account after:

a. 10 years

b. 15 years

c. 25 years

The amount of money you invest is equal to your 810 number, excluding the first three digits.

# Cover Sheet Format:

1. The account will have _____ after 25 years compounded monthly.

   The account will have _____ after 25 years compounded quarterly.

   The account will have _____ after 25 years compounded annually.

2. In order to pay off the car in ten years, the monthly payment would have to be

   _____ dollars.

3. Option 1 accumulated _____ in interest while Option 2 accumulated

   _____ in interest. I would choose Option ____ because…

4. Your bank should have an interest rate of _____ in order to match your customer's other bank.

5. The account will have _____ in 10 years.

   The account will have _____in 15 years.

   The account will have _____in 25 years.

# Probability Project:

# Design Your Own Game

In this assignment, you will be designing your own game in groups. The game should be the type of game that you would play at a **carnival, amusement park or casino**. It cannot be a game that already exists— your group must create a unique game. You must be able to explain the probability of your game, so don't make it too complicated!

Final Products:

1. **Game** – Include all game boards, playing pieces, cards, balls, etc. for your game.
2. **Instructions** - You must create a set of written or typed instructions to clearly explain your game. They must be easy to follow so that anyone can pick them up, read them and begin playing your game.
3. **Write-Up** – See below.

Grading:

See rubric (next page).

**The Write-Up**

1. Introduction - Provide an overview of your game. **(1 Per Group)**
   - What type of game is it?
   - Where would you play this type of game?
   - How much does it cost to play?
   - What are the prizes if you win?

2. Instructions - Step-by-Step instructions for how to play the game. **(1 Per Group)**

3. Game Description – What do you need to play the game? **(1 Per Group)**
   - List all materials needed to play (dice, spinner, darts, ball, etc.)
   - Draw picture of your game board, if necessary

4. Probability Analysis **(1 Per Group)**
   - Is the game fair? Show the mathematical calculations for the **expected value** of winning the game.
   - If the game is not fair, how could you change the game to make it fair?

5. Reflection – Each student must write a 1-page reflection **(1 Per Person)**
   - What were your overall feelings about this project?
   - Did this project help you understand the probability any better?
   - How did your group work together?
   - Were there any group members that didn't pull their weight? Any group members who tried to boss the group around?

Relevance: What have you learned about "Fair Games"? What is your opinion about Las Vegas and the gaming industry? Do you think it's fair to have establishments designed for people to lose money? What is your opinion on the lottery? Would you advise your grandmother to play? What do you think about gaming casinos?

- 

| **Grading Rubric:** | | | | |
|---|---|---|---|---|
| | | | | |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| Game | Students create a fully functioning game that students can play. They bring all of the game materials to class. | Students create a game that students can play. There may be slight over-sights, but overall the game can be played. | Students create a game, but it cannot be played in class. | Students have an idea for a game. |
| Instructions | Instructions are clear and easy to follow. The game can be played by others without referring to the game creators for help. | Instructions are somewhat clear and easy to follow. The game can be played by others with minimal interaction with creators of the game. | Group has written instructions but they are unclear and a verbal description of the game is necessary. | Instructions are incomplete. |
| Group Write-Up | Group has comprehensive write-up including: introduction, instructions, game description and | Group has write-up including: introduction, instructions, game description and probability analysis. The write-up provides some insight into | Group has an incomplete write-up including some of the following: introduction, instructions, game | An attempt at a write-up is made. |

| | | | | |
|---|---|---|---|---|
| | probability analysis. The write-up has been thoughtfully prepared and provides insight into the actions of the group. | the actions of the group. | description and probability analysis. | |
| Probability Analysis | Group provides accurate analysis of the math behind their game. The idea of a fair game is clearly explained in terms of their project and an alternative for making their game fair is presented. | Group provides somewhat accurate analysis of the math behind their game. The idea of a fair game is explained in terms of their project. An attempt at providing an alternative for making their game fair is presented. | Group provides some analysis of the math behind their game. The idea of fair game is mentioned. | Group attempts some sort of analysis of their probability. |
| Individual Reflection | Reflection clearly explains students thought process during the project. The relevance of the project is clearly described. | Reflection attempts to explain students thought process during the project. The relevance of the project is described. | Reflection attempts to explain students thought process during the project. | Some attempt at a reflection is made. |
| Neatness and Organization | The work is presented in a neat, clear, organized fashion that is easy to read. | The work is presented in a neat and organized fashion that is usually easy to read. | The work is presented in an organized fashion but may be hard to read at times. | The work appears sloppy and unorganized. It is hard to know what information goes together. |

# Math 129: A Survey of Mathematics
## Term Paper #2

Thus far in this class we have delved a little bit into the history of mathematics. For your term paper, I would like you to research the live and work of a mathematician from the past (see list below for possible names). In your paper you should answer the following questions.

• Where and when did the person live?

• Is there much known about this person's private life? Share with us a little of what is known. This point and the one before can take anywhere from one paragraph to no more than four paragraphs.

• What major contributions did this person make to the mathematics of his/her time? Answering this point should take anywhere from three to five paragraphs.

This paper should be around 2 or 3 pages long if you use standard formatting (1 inch margins and 12 pt. Times New Roman type). You need not find "original" sources, but be sure to include a bibliography of the sources you used. I do not care if you use MLA or APA style, just make it possible for me to find the source.

Remember, when you are using Internet sources, Wikipedia can be a fun place to start, but it should not be use as a primary source. You will need to find others to verify the content in Wikipedia. Internet sites with .edu or .org or .gov suffixes are usually more scholarly. There are also some books in the library that can be helpful.

Here is a list of some of the people you may wish to find out about:

• Archimedes • Liu Hui

• Aryabhata • Pythagoras

• Brahmagupta • Ramanujan

• Eratosthenes • Zhang Heng

• Hypatia

You do not need to pick from this list, but this will give you a start.

Tell me who you will be writing about **by Monday, February 13**. Your Term Paper is due **Sunday, March 11**. It will be worth **100 Project points**.

Rubric:

• 40 points for giving information about where and when the person lived, and a paragraph or two about anything that is known about his/her personal life.

• 40 points for giving information about this person's contribution(s) to mathematics. This should be around 3 to 5 paragraphs describing the mathematical contribution as well as you can.

• 20 points for an accurate Bibliography.

• Please do not just download a copy of someone else's paper for this. Nor should you just "randomly" copy and paste from web sites. Actually *write a paper* putting thoughts together in a cogent way. If I find that you have copied someone else's work, you will receive 0 points for this assignment

**Comprehensive Assessment: Statistical Research Project**

The results of this project will be presented to the class with charts, graphs, and specialized visual aids that you determine will make your presentation both accessible and convincing.

You will begin articulating a hypothesis that can be tested through the acquisition of statistical evidence. You will need to determine what that evidence would be and how to acquire it, and this can range from research into databases and journals to experimentation, probability generation, conducting of surveys, observation, etc.

When you have acquired sufficient data, you will apply the appropriate statistical models and techniques of statistical analysis to arrive at a reasoned conclusion concerning your hypothesis. It is critical that you are able to explain your reasoning and reconstruct it if necessary, because this is what you will be doing in your presentation. You will need to avoid all of the errors we have encountered in class, and you will also need to avoid fallacies and errors of interpretation.

You will need to be very well prepared and informed about your data set, having calculated the mean, median, mode, range, and standard deviation.

You will also be required to demonstrate with at least two different techniques that the data is statistically significant.

The focus of your presentation should be the conclusion you are able to draw from the data concerning your hypothesis, but you should be prepared to answer questions about how the data was acquired, how your analyzed it, and so forth.

You should also be able to explain what you have found with technical statistical terminology as well as in layman's terms.

In addition to the oral presentation, you should submit digital copies of your presentation text and all of your visual aids, *as well as all of your data and the sources from which you acquired it*. If you collected your own data, you should include a summary of your research process and the means by which you ensured that the data was not corrupted or biased in its collection, and that – if a sample – it was a representative sample, a random sample, and/or had whatever characteristics would be necessary in a sample being used to test your particular hypothesis.

Finally, you should be prepared for questions by your peers and the instructor, as well as discussion with fellow presenters, comparison and contrast with their topics, data, and methods, and any other conversations that arise concerning your experiment or your research. Unprepared presenters will be downgraded accordingly, while those who are particularly creative, inspired, or elegant in presentation may receive bonuses.

**Comprehensive Assessment: Economic Theory Project**

In this course, you have been introduced to most of the major (and some of the minor) macroeconomic models and theories, as well as utilizing them in formal debates.

This project will be your opportunity to present your own understanding of a chosen theory and its application to the class, followed by questions and discussions, and culminating in a class roundtable discussion, simulating the style of a small academic conference.

Here are the steps for completion of this project, which has two parts.

**PART ONE**

1) Select a specific macroeconomic theory and/or model that has been discussed in class, and then choose a particular area or application of this model that you intend to focus on in your project.

2) Identify <u>one specific contemporary real-world example</u> of economic activity which you can use as an example of the demonstration of this theory's validity and/or this model's utility in the specific socio-cultural context in which the example occurs

3) Acquire <u>current</u> and <u>accurate</u> data from at least three sources that demonstrates the quantitative, specific application of the theory/model to the example you've identified

4) Examine, analyze, and evaluate each source and its data in a paper in APA style. Part One should be between 1200 and 1600 words. This paper must have an APA style abstract, in-text parenthetical citations, and a complete reference list. After presenting each source, compare and contrast their applications of the theory/model. In your conclusion, assess their strengths and weaknesses, and synthesize their approaches in your own summary of the model's application to the chosen example. Then *predict* the future economic behavior of the real-world example, using whatever you believe to be the best application of the theory/model you've selected.

**PART TWO**

5) Select a contemporary economic *problem* to which you believe theory/model has beneficial application. In the next half of your paper (Part Two), articulate *why* this economic situation should be considered a problem. Be sure that you present <u>quantitative data</u> (and that this data is accompanied with visual aids). <u>Do not present only descriptive analysis</u>.
6) Analyze the causes, current conditions, and short- and long-term effects of this problem.
7) Survey the historical background behind the problem. How did the causes originate? Have there been attempts to solve the problem? Be sure to use reliable and sufficiently detailed sources to support your summary of these factors.

8) In addition to the standard APA reference list, you should also have an annotated bibliography in which you examine your reasoning for using *or rejecting* each source you consulted, along with an evaluation of any biases exhibited by the sources. Be sure to evaluate the extent to which agendas relating to the economic problem under your examination might have resulted in these biases.

9)Conclude Part Two by presenting your own practical solution to the economic problem, utilizing your chosen theory/model. Illustrate this with a specific practical example even if it is a hypothetical one, and refer to real data as much as possible to support your proposal. Defend the position that this solution is the most effective normative application of your selected theoretical model, and that this theoretical model offers the most accurate description of the problem, presenting brief counterarguments against influential competing models.

10) Prepare a PowerPoint presentation in which you can summarize your paper in less than ten minutes. Be sure that this presentation includes charts, graphs, and any other visual aids necessary for the audience of your peers to quickly and easily follow your comments about the sources and the data.

Each presentation will be followed by a few minutes of questions and discussion. You are required to ask at least one question of a minimum of three other presenters.

Following the presentations, the remaining time will be used in a roundtable discussion addressing the merits, flaws, and applications of the various theoretical models presented.

**Comprehensive Final Assessment**

This course has introduced you to four sub-fields of anthropology. With one class session remaining for a final presentation based, in part, on this exam, you have this session to answer the following questions in writing:

This final examination has five sections.

The instructions for the first four sections are identical, and they should be completed in the order that the sub-fields were presented in class.

1) Summarize the major theories and models of the sub-field in question
2) Give at least three examples of major research questions and the studies that (claimed to) resolve them, citing primary sources where appropriate.
3) *Apply* one of these models to one aspect of human experience *using specific examples from your own experience and culture*, as well as examples from research literature, to support and illustrate your points.

In the fifth section, address the following:

1) How would you describe and define anthropology as a whole? Why?
2) What aspects of human experience continue to remain mysterious or difficult to frame as questions or problems within these subfields? Why? What approaches can you think of that would help to contextualize them more effectively?
3) Propose a project by which data could be gathered on one of these problems.
4) Articulate a hypothesis about a related claim based on whatever ideas and evidence you already have
5) Summarize a formal research proposal to investigate that hypothesis. Be sure to describe what kinds of evidence or findings would confirm or refute it.
6) If this claim were confirmed or refuted, would it justify further research on the problem from the perspective of a new sub-field? Why or why not?

In the following class session, you will present your "research proposal" as persuasively as you can, and with whatever multiple media you desire. Be sure to address possible ethical concerns, social complications or ramifications of the research, and possible objections to the research being done at all (or being wasteful of resources). Also explain why conventional research within one of the four well-established sub-fields is insufficient for the task you propose, and why their models and theories have yet to fully address the issue so far. Be prepared for skeptical questions by your classmates, who will be playing the roles of other scholars, and the instructor, who will be playing the role of financial donors. While the points you earn for this final presentation will not be based on the hypothetical grant you receive, an element of realism is likely to enhance the effectiveness and persuasiveness of your presentation.

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**Comprehensive Final Project**

Having examined a wide variety of cultures in all their expressions throughout the course, this project is your opportunity to put to use everything that you've learned concerning the study of a culture.

You will choose one specific culture or subculture still existing in the world today. This must not be your own; otherwise, you are not restricted in any way in this choice.

Your project will require as thorough an examination and presentation of this (sub)culture as you are able to undertake, and will require your having engaged in observation (both naturalistic and participant) as well as interview. If you have chosen a culture to which you have no direct access, your observations can be of secondary source material (the closer to primary observation the better, so, for example, research footage would be preferred over a finished documentary, and interview – even if remote – with some member of the [sub]culture would be preferable to interviewing an anthropologist who has made their own primary observations). If you aren't able to directly access members of the culture or cultural events in which to participate, you can attempt to create your own based on available knowledge, even if this is limited to preparing the culture's traditional food as authentically as you are able, or celebrating a cultural holiday in a traditional manner, learning and performing songs and stories, and so forth. Ideally, as much of these elements will be shared with the class in presentation as possible; extra credit for extraordinary effort or elaboration will be available.

The presentation itself should be as comprehensive as possible. At minimum, it should cover every aspect of culture learned throughout the course, including but not limited to cuisine, art forms, values and ethics, family dynamics, primary means of subsistence, technological level, preferred media of communication, relationship to the natural world, modes of education, conception of child development and stages of life, attitude toward death, prevailing religions, sexual and marital customs, and so forth.

Ideally, your presentation will deliver informational content along with an engaging experience of cultural expressions. Depending on the number and length of presentations (which should be no shorter than twenty minutes), there will be time for discussion and questions.

Your project will be evaluated for accuracy, completeness, expressed awareness of limitations and possible biases, engaging presentation, and use of sources. Any previous research on the culture, secondary sources, and prior fieldwork should be cited or at least acknowledged. Be sure to survey what is known about the development of the culture, how the culture has preserved and transmitted itself, how it interacts with the natural world and its environment, and how it interacts with the global community.

Finally, you will *compare and contrast* the culture across these various dimensions to another culture studied in the course *chosen at random by the instructor after your presentation*. This will begin the discussion and question/answer period; while you are welcome to consult

whatever references you desire, you will be given only a few minutes to begin preparing your response, so in order to do well with the final project, you will need to be thoroughly familiar with the wide range of examples presented in class.

**COMPREHENSIVE ASSESSMENT: COMMERCE PROJECT**

This course introduces you to many specific microeconomic concepts which require both computation and contextualization. In this project, you will do both.

These are the steps you will follow:

1) Select a specific a) industry b) product c) business d) or some other object of microeconomic study similar to those used as examples throughout the course

2) Identify four real-life examples. For each of these examples, research the following:

    a) Public presentation
    b) Business strategies
    c) Advertising
    d) Investments
    e) Major investors
    f) Cultural factors
    g) Major regions
    h) Ethnic significance
    i) Presence in your local community

3) Choose at least four quantifiable economic features of your selection. Examples might include annual revenue over a period of years; production quantities; expenditures on advertising; total investment in the selection; etc.

4) On selected presentation and discussion days, you will present your research to the class using visual aids. You will also share these, as well as a written summary of your presentation and report, on the online course platform.

5) By the time of your third presentation, you should have acquired enough data and statistics that you have noticed differences between sources for the same statistics. Choose one example and analyze the reasons for the discrepancy. Do any of the sources show particular agendas or biases? Which is the most reliable and trustworthy? Why?

6) By the time of your last presentation, you should have identified the three most significant economic problems or challenges that face the object of your research. Examine two competing solutions to each of these problems. Research these in every way that you can, and find the most plausible and convincing example of each solution. Extra credit is available for conducting interviews by text, in person, or online.

7) During this final presentation, detail a process of argument and counter-argument between these two most convincing but opposing sources. If you conclude that one is more convincing, explain why. Elaborate on how the proposed solution could be practically applied to the four real-life examples that you started with. If you conclude that both successfully refute each other, identify and propose an alternative solution, or consider whether the two might work in combination.

8) Submit all research from all presentations as a single research paper in APA style with citations and a reference list. Be sure that you have included at least three objective and reliable sources.

9) Analyze the cultural impact of your object of study

**Comprehensive Assessment: Paper II**

Paper II requires a minimum of 2,500 words, MLA style including all citations and references as well as general formatting. There is no maximum length for this paper so that all necessary content can be included; everything listed below must be included in the paper in order to receive full credit.

Full text of the paper will be posted to the course Brightspace after the paper is presented in class. Images of referenced art works are required for the presentation as well as for Brightspace. A Brightspace discussion thread will be opened by the instructor; each student is required to post a question about the paper, and the presenter will respond to each question. Further, each student will reply in the form of a comment or a question to at least one of the presenter's responses. In addition, each student will post at least one follow-up question or comment to their own or another's posting. Presenter responses will be factored into their Paper II grade; questions and comments will be factored into each student's *own* Paper II grade.

Papers will also be discussed in the classroom immediately after each presentation, with five minutes of questions and answers and five minutes of open discussion. At the end of any class session during which multiple papers are presented, there will also be a closing discussion during which insightful participation will earn extra credit.

Required Paper II content:

1) The paper must contain a thesis claim that in some way relates to the outcomes of European encounters with non-Western and/or indigenous art.
2) It should contain detailed content relating to the colonial European reaction, understanding, or lack of understanding of indigenous art.
3) At least three specific works of art must be referenced; one reference must be to Native American art. At least two of the works of art must be from two different time periods, or two different cultures or civilizations, or two different geographical regions.
4) One work referenced in the paper requires discussion of the artist's intention and its reception by an audience.
5) The paper should include at least three systematic interpretations, perspectives, or views of what happened when Europeans came into contact with non-Western and/or indigenous art.
6) At least five secondary sources should be cited in your paper. Among them must be an example of a Eurocentric perspective or bias, an example of Orientalism, and an example of colonialist bias. The paper must include rhetorical analysis of each of these three lenses.
7) The paper should include at least one example of scholarly debate about Eurocentrism, Orientalism, colonialism, or the use of these concepts in regard to art.
8) The paper should examine or reference at least one instance of censorship enacted through institutional condemnation or repression.

9) The paper should include discussion of the religious, political, and economic contexts, aspects, or interests involved in the examples of art that are used.
10) The paper should identify at least two specific examples of ways in which artists, works of art, or both have engaged with socio-cultural change on both local and global scales.

a) One of these works of art must be related to or influential on or within a community with which you as the author of the paper have a personal connection or membership. The paper should demonstrate how the example used relates to the community with which you identify, whether ranging from a local community to a global community, or expanded to include the whole human community.

b) One of these works of art must be related to or influential on or within a community with which you as the author of the paper have *no* personal connection or membership.

**Comprehensive Assessment: Final Project - Group Exhibition**

The class is divided into groups of 3 or 4 students for this Final Project.

Your assignment is to develop and conduct group art exhibition to be held at a selected location on campus.
Your group will determine a name and theme for the exhibit. Your group will produce one promotional flyer to advertise the exhibit as well as an exhibition catalog available to attendees.

Each member of the group will contribute a minimum of two of their own drawings, with a maximum of four pieces. Minimum size of each piece is 12" x 14" / 11"x17"; maximum size 18"x24". Students are strongly encouraged to show both of their Course Independent Drawing Projects in the exhibit, in particular Independent Drawing Project Number Two due to its association with and reference to Native American art.

Documentation for each student piece exhibited will include a name of the work, the size, the medium/media including paper used, and an artist statement with the artist's name and relevant information about the piece. Examples of the information that could be included in the artist statement for each piece: the artist's purpose or mission in regard to the specific piece; the inspiration or motivation for the piece; what the artist hopes to convey through the particular piece, the significance of the piece to the artist; how the artist views the work in relationship to the environment, the community, and/or the world; an explanation of the materials and techniques used; and, any other information about the work or the artist that could be of interest to the exhibit attendees. The student may also elaborate their general artistic intentions and how they would like their work to be perceived by their audience. As in the case of all artists participating in gallery art exhibits, student artists are encouraged to communicate and establish dialogue with exhibit attendees as well as the other artists involved in the group exhibit.

Each member of the group will also select the work of two other non-student artists to include in the exhibit, choosing two pieces from each artist. At least one of the artists must be Native American. The work of the artists that are chosen should reflect the theme of the exhibit. The artists may be well-known or emerging, deceased or living. The most significant factor in choosing these artists will be the way in which their work, their life, and/or their art philosophy contributes to the theme of the exhibit.

For each artist, you will provide an artist statement, compiled from multiple sources of information about the artist, and a short biography. Also provide a short critical analysis of the artist's work, including information that aids in contextualizing their work, or comparing and contrasting it to that of other widely known artists. (This approach can also be used to aid in creating a more detailed artist statement for your own work.) All sources used to provide information about the artists must be cited. Specific statements about the two pieces in the exhibit should include as much information as

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possible; such as, the name, genre, and style of each piece, the date and location where it was done, the size and medium used, any available information about the piece and/or the artist in specific relation to the piece. A printed color copy of each piece should be included in the exhibit; any source of the copy is acceptable, such as a book, magazine, or online image. See the course instructor if you encounter difficulty in printing a color copy. The source of the image must be cited on the back of the print.

As part of this Final Project, each group will word-process and print an exhibition catalog. The cover catalog page should at minimum display the name of the exhibit, the dates, and the name and location of the gallery where the exhibit is located. Introductory information inside the beginning of the catalog should clarify the theme of the exhibition, addressing its relevance to the art works being exhibited, citing and quoting appropriate sources. These sources should include multiple perspectives on the significance of the art, the relevance and classification of styles and genres, influences on or by the artists, as well as their reception by critics and the public, etc. Differing perspectives and opinions should be included as critical conversation or persuasive argument. The introductory material should also include comparison and contrast of the work of each of the two artists chosen by each student, and compare and contrast the work of the particular student to the work of the artists chosen.

All information about the artists and their work should be organized inside the main body of the catalog pages, and the order should reflect the staging of the exhibit. All pieces in the exhibit will be listed in the catalog with all appropriate identifying information, statements, and relevant comparisons, contrasts, and critical analyses. Copies of the printed catalog pages will be distributed to the class and attendees at the time of the group exhibit presentation. At the time of the presentation, copies of the promotional flyer used to advertise the exhibit will also be distributed to the class and SIPI community.

Each student group will submit to the instructor, in written form, a detailed description of how and why the pieces in the exhibit were selected, including their relationship to the theme of the exhibit, and an analysis of the design, display, and arrangement of the exhibition. The written submission to the instructor should also include a copy of the promotional flyer and a copy of the exhibition catalog.

After the conclusion of each group exhibition, during which time each exhibiting student will have presented, displayed, and discussed all art that they have contributed to the exhibit, including all required information as outlined in this Final Project assignment, there will be a private class discussion about the exhibit and its content. The class are encouraged to question and comment on all aspects of the exhibition, just as attendees were in the public exhibition itself.

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Evaluation as a group will be based on the aesthetic consonance of the works in the exhibit to the theme, as well as on the thorough and creative execution of the requirements of the assignments. The group evaluation will form 70% of each student's project grade. The remaining 30% will be derived from evaluating the student's own art work chosen for the exhibit and their presentation of it.

Following the group presentation, all statements, documents, and relevant materials should be uploaded to the course Brightspace. Extra credit will automatically be given to all students in the group when the exhibit is fully uploaded to Brightspace. Further extra credit will be awarded on an individual basis when a student exhibitor posts comments/dialogue regarding their experience as an exhibitor. Meaningful dialogue between class exhibitors and attendees will earn extra credit for all students participating in the thread.

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**Comprehensive Final Assessment**

Name_____

CHEM 111(Final Test)

A) Place the proper symbol next to the element:

_____1) Potassium _____6) Nitrogen

_____2) Sodium _____7) Phosphorus

_____3) Oxygen _____8) Chlorine

_____4) Iron _____9) Carbon

_____5) Copper _____10) Hydrogen

B) Determine the correct ionic charge for the following elements:

a) Sulfur _____ d) phosphorus _____

b) Lithium _____ e) Bromine _____

C) Match the following words with their definitions.

_____1) heterogeneous A) a substance that looks the same throughout

_____2) homogeneous B) no definite volume or shape

_____3) solid C) definite volume but not shape

_____4) liquid D) definite volume and shape

_____5) gas E) a substance that looks different throughout

D) Atoms and Periodic Table

Fill in the following blanks in the chart

| Element | symbol | at. Number | at. Mass | #p | #e | #n |
|---|---|---|---|---|---|---|
| 1) aluminum | _____ | ___ | 27 | ___ | ___ | ___ |

2) oxygen _____ ___ ___ ___ ___ 8

3) Copper _____ ___ 64 ___ ___ ___

E) Molecules and the Mole

1) calculate the percent composition of glucose ($C_6H_{12}O_6$)

a) % C = _____ b) % H = _____ c) % O = _____

2) calculate the molar mass of:

a) $O_2$ _____g/mol b) $CaCO_3$ _____g/mol c) $Al(OH)_3$ _____g/mol

3) change moles to mass in grams.

a) 3.5mol $N_2$ = _____g b) 10.8mol $NaNO_3$ = _____g

4) change mass to moles.

a) 16.5g $O_2$ = _____mol c) 82.5g $KNO_2$ = _____mol

5) Find the number of molecules in 39g of $F_2$.

Molecules = _____

F) Formulas and Equations

1) Determine the correct formula:

a) Li & F _____

b) Na & S _____

c) Mg & P _____

2) Balance the following equations:

a) _____$CH_4$ + _____$O_2$ → _____$CO_2$ + _____$H_2O$

b) _____Al + _____$O_2$ → _____$Al_2O_3$

c) _____Ni + _____HCl → _____$NiCl_2$ + _____$H_2$

G) Nomenclature and Bonding

1) Name the following compounds:

a) $Fe_2O_3$ _____

b) $NO_2$ _____

c) $Na_2SO_4$ _____

d) $KNO_3$ _____

2) Matching (place the correct letter next to the number)

| | |
|---|---|
| _____1) type of bonding in water | A) covalent triple bond |
| _____2) type of bonding in a salt crystal | B) polar covalent bond |
| _____3) type of bonding in $O_2$ | C) covalent double bond |
| _____4) type of bonding in $H_2$ | D) ionic bond |
| _____5) type of bonding in $N_2$ | E) covalent single bond |

H) Chemical Reactions

1) Match the chemical reaction with its type:

| | |
|---|---|
| _____1) Combustion | A) $CH_4 + 2O_2 \rightarrow 2H_2O + CO_2$ |
| _____2) Double-replacement | B) $2NaNO_3 \rightarrow 2NaNO_2 + O_2$ |
| _____3) Single-replacement | C) $2AgNO_3 + H_2S \rightarrow 2HNO_3 + Ag_2S$ |
| _____4) Decomposition | D) $2Ca + O_2 \rightarrow 2CaO$ |
| _____5) Combination | E) $2Al + 6HCl \rightarrow 2AlCl_3 + 3H_2$ |

2) Write the net ionic equation for: $KOH_{(aq)} + HCl_{(aq)} \rightarrow H_2O_{(l)} + KCl_{(aq)}$ (acid-base)

a) _____ → _____

b) spectator ions- _____

I) Match the correct definition with the name;

| | |
|---|---|
| _____1) acid | A) produces $OH^-$ in water |
| _____2) base | B) substance that obtains a noble gas configuration |
| _____3) anion | C) substance dissolved in a liquid |
| _____4) cation | D) having a partial negative and positive charge |
| _____5) valence electrons | E) produces $H^+$ in water |
| _____6) octet rule | F) electrons in the highest energy level |
| _____7) tetrahedral | G) having a negative charge |
| _____8) dipole | H) having a positive charge |
| _____9) diatomic | I) shape of $CH_4$ |
| _____10) aqueous | J) representative particle has two items |

J) Acids and Bases

Fill in the following table:

| $pH = -\log[H^+]$ | pOH | $[H^+] = 10^{-pH}$ |
|---|---|---|
| a) 3.0 | _____ | _____ |
| b) _____ | 9.0 | _____ |
| c) _____ | _____ | .000045 |

**Comprehensive Assessment:**

**Quizzes and tests will consist of multiple choice, matching, and problem solving questions. A "C" is a passing grade for both the class and the lab. Sample questions, see the following pages. Indirect assessments will be made through minute papers.**

The lab will consist of attendance and a rubric for grading each lab assignment, which should contain: title, purpose, data/observations, and result/analysis.

**Examples**

Name_____

Chapter 6 (HW)

1) 74.8J of heat is required to raise the temperature of 18.69g of silver from 10.0°C to 27.0°C. What is the specific heat of silver?

C (specific heat) = _____J/g•K

2) A 500.g block of copper absorbed 1850J of heat giving a final temperature of 37° C, what was the initial temperature? ($C_{Cu}$ = 0.385J/g•K)

$T_f$ = _____K

3) A 20.0 g piece of aluminum at 0.0°C is dropped into a beaker of hot water. The final temperature of the aluminum is 75°C. What quantity of heat energy did the piece of aluminum absorb? ($C_{Al}$ = 0.897J/ g•K)

q(heat) = _____J

4) A 13.8g piece of zinc(specific heat = 0.388J/g•K) was heated to 98.9°C in boiling water and then dropped into 15.0g of water at 25.0°C. When the water and metal reach thermal equilibrium, what is the final temperature of the system?

$T_f$ = _____°C

5) Chloromethane, $CH_3Cl$, is used as a topical anesthetic. The boiling point is -24.09°C. What quantity of heat must be absorbed by the liquid to convert 150.g of liquid to a vapor at the boiling point? ($\Delta H_{vap}$ = 21.40 kJ/mol)

q (heat) = _____kJ

---

Name_____

Test (Chapters 1,2,3)

1) How many significant figures in 0.083?

2) Given a density of 10.2g/$cm^3$ and a mass of 6.10g, how much volume is present?

3) 25° C = __?__ K

4) Give the symbol for:
   a) Hydrogen
   b) Oxygen
   c) Iron
   d) Sodium

5) Express .0000345 in scientific notation.

6) Using only the information below, fill in the missing blanks.

| symbol | name | #protons | #neutrons | #electrons | atomic mass |
|---|---|---|---|---|---|
| Cu | | | 34 | 29 | |
| Cl | | 17 | | | 35 |

7) Calculate the atomic mass of Mg.

| % abundance | exact mass |
|---|---|

| | |
|---|---|
| 78.99% | 23.985 |
| 10.00% | 24.985 |
| 11.01% | 25.983 |

8) Calculate the number of grams of Au in 6.03 mol. (molar mass = 197)

9) Calculate the number of moles in 127.08g of Na. (molar mass = 23)

10) 1.94g of Au contains how many atoms?

11) Give the molar mass of the following: (masses of Cu = 63.6, O = 16.0, S = 32.1, H = 1.00)

a) $CuSO_4$ b) $C_6H_{12}O_6$

12) Give the ionic charge on the following as they ionize:

a) Mg (group II) b) Ga (group III) c) K (group I) d) S (group VI)

13) Give the correct formula for the following atoms when they combine:

a) $Al^{3+}$ & $Cl^{-}$ b) $Na^{+}$ & $F^{-}$ c) $Al^{3+}$ & $O^{2-}$ d) $Ca^{2+}$ & $O^{2-}$

14) Name:

a) $K_2S$

b) Ni $SO_4$

c) $(NH_4)_3PO_4$

d) $NF_3$

15) Give the formula for:

a) dinitrogen pentaoxide

b) silicon tetrachloride

16) Calculate the percent of Mg in $MgCO_3$ (masses; Mg- 24.3, C- 12.0, O- 16.0)

17) Given the empirical formula $C_2H_4NO$ and a molar mass of 116.1g/mol, calculate the molecular formula. (masses C,H,O- see above, N- 14.0)

18) Given 89.94% C and hydrogen in a compound, what is the empirical formula?

19) Given 58.77% C, 13.81% H, and 27.40% N, what is the empirical formula?

**Comprehensive Assessments**

Test Chapters 9, 13, 14

1) Draw a Lewis structures for:

a) $NH_3$ b) $CO_2$

N C

Shape _____ shape _____

2) Matching (place the correct letter next to the number)

| | |
|---|---|
| _____1) type of bonding in water | A) covalent triple bond |
| _____2) type of bonding in a salt crystal | B) polar covalent bond |
| _____3) type of bonding in $O_2$ | C) covalent double bond |
| _____4) type of bonding in $H_2$ | D) ionic bond |
| _____5) type of bonding in $N_2$ | E) covalent single bond |

3) What quantity of heat is required to melt tin at its melting point? The $\Delta H_{melt}$ is 7021 J/mol.

q(heat) to melt = _____J

Is this process endothermic or exothermic? _____

4) Calculate the $\Delta H_{rxn}$: $O_{2(g)} + 2H_{2(g)} \rightarrow 2H_2O_{(g)}$

Bond energies (in kJ/mol): O=O 498, H-H 436, H-O 463

Energy- _____kJ endothermic or exothermic? _____

5) a) dipole-dipole b) ion-ion c) H-bond-H-bond d) dispersion(induced)-dispersion

Order from highest to lowest strength(a,b,c,d): _____,_____,_____,_____

6) Matching (choose the correct letter from the right)- use once

| | |
|---|---|
| _____1) rubber, plastic, glass | A) dipole-dipole |
| _____2) regular geometric pattern | B) metallic bonding |
| _____3) diamond and quartz bonding | C) network bonding |
| _____4) H-H type bonding | D) crystalline |
| _____5) water uses this type of bonding | E) amorphous |
| _____6) ice and sugar have this type of bonding | F) ionic bonding |
| _____7) positive charges surrounded by a sea of electrons | G) dispersion |
| _____8) salt uses this type of bonding | H) covalent bonding |
| _____9) means two poles attracted to two poles | I) molecular bonding |
| _____10) the larger the size the larger the force | J) H-bonding |

**7)** Calculate a) the freezing point and b) the boiling point of 50g of ethanol ($C_2H_5OH$) in 1kg of water. $K_{f(water)}$ = 1.86°C/m $K_{b(water)}$ = .51°C/m

a) molality = _____mol/kg

b) $T_f$ = _____ °C c) $T_b$ = _____°C

8) What is the molarity of 150g NaOH in 500mL?

M = _____mol/L

9) Given: 45.0g of $C_{10}H_{16}O$, in 425ml of $C_2H_5OH$ (density = .785g/ml). Calculate

a) Molarity = _____ mol/L

b) molality = _____ mol/kg

c) mole fraction ($C_{10}H_{16}O$) = _____

d) weight % = _____ %

10) Given: $k_H(CO_2) = 4.5 \times 10^{-5}$ M/mmHg and a partial pressure of .66atm, using Henry's law, calculate the concentration of $CO_2$ in water at 25˚ C.

M = _____ mol/L

11) Using Raoult's Law calculate the vapor pressure over water at 90˚C of 10.0g of $C_6H_{12}O_6$ in 100mL of water, vapor pressure of pure water at 90˚C = 525mm Hg.

P = _____ mm Hg

12) Calculate the osmotic pressure of a .16M NaCl solution at 37˚C, R = .082L●atm/(mol●K).

Π = _____ atm

Name_____

Test Chemistry 122 (Chapters 16, 17, 18)

1) Calculate the rate constant of $2NO_{(g)} + O_{2(g)} \rightarrow 2NO_{2(g)}$. (NO is first order and $O_2$ is second order, [NO] = .020M, [$O_2$]= .020M, rate = .00004)

Rate equation = _____ k = _____

2) Matching (choose the best answer (letter) from the right): use once

| | |
|---|---|
| _____1) Bronstead-Lowry acid | A) moles/Liter |
| _____2) Arrhenius base | B) acid substance |
| _____3) metal oxide | C) proton acceptor |
| _____4) molarity | D) increase $OH^-$ in water |
| _____5) Arrhenius acid | E) neutral substance |
| _____6) pH = 7 | F) increase $H^+$ in water |
| _____7) non-metal oxide | G) proton donor |
| _____8) pH< 7 | H) acid anhydride |

_____9) Bronsted-Lowry base I) base substance

_____10) pH > 7 J) base anhydride

3) Given: $N_2O_{2(g)} \rightarrow N_{2(g)} + O_{2(g)}$: $K_{eq} = 2$

| | $[N_2O_2]$ | $[N_2]$ | $[O_2]$ |
|---|---|---|---|
| initial | 2 | 0 | 0 |
| change | -x | +x | +x |
| equilibrium | 2 – x | +x | +x |

a) write $K_{eq}$ =

b) calculate at equilibrium: $[N_2]$ or (x) = _____ c) $[N_2O_2]$ = _____

4) $2SO_{2(g)} + O_{2(g)} \rightarrow 2SO_{3(g)}$ , given $[SO_2]$ = .025M, $[O_2]$ = .05M, $[SO_3]$ = .03M

a) Write $k_{eq}$ = b) Calculate $k_{eq}$ = _____

c) Using LeChatelier's principle, which direction does the equilibrium shift?:

add more $O_2$ _____ take away $SO_3$ _____

5) $pH = -\log[H^+]$

a. If the $[H^+]$ = .75M, what is the pH?

pH = _____

b. If the pH = 3.5, what is the molarity of the $[H^+]$?

$[H^+]$ = _____ Is this an acid or a base? _____

c. IF the pOH = 10 what is the pH?

pH = _____

6) ) Given: $2NO_{(g)} + 2H_{2(g)} \rightarrow 2H_2O_{(g)} + N_{2(g)}$.

| $[NO]$ | $[H_2]$ | rate of appearance of $[N_2]$ |
|---|---|---|

| | | |
|---|---|---|
| .21 | .12 | .0339 |
| .42 | .12 | .136 |
| .21 | .244 | .0678 |

a) what is the order of [NO]- _____ b) what is the order of $[H_2]$- _____

c) calculate k= _____

d) write the rate equation: rate = _____

7) Write the $K_a$ for HCN; [HCN] = .1, pH = 4.0

Write $K_a$ = calculate $K_a$ = _____

1) List three energy sources and their impact on the environment.

2) Give pros and cons of glass versus plastics in consumer products.

3) How would you safely dispose of acids and bases to have the least harmful effect on the environment?

**Comprehensive Assessment**

- Know the historical roots and aspects of Astronomy as a selected science;

  - Who proposed the geocentric and heliocentric systems and how are these two systems similar and different? Which system (geocentric or heliocentric) do we live in while being the Earth citizens?

- Identify and track objects in the night sky;

  - As the U.S. citizen you went outside in one clear night and you observe the sky. Which object must be found by you in the sky if you need to know the geographical north direction? (Please include into this answer the following knowledge: How to find this object (which other objects may be helpful to find it and why)? Why does this object indicate the direction of geographical north? What is (actually) pointed by this object in the sky? In which constellation is this object? What is the relationship: your local latitude and the altitude of this object? If it would become dark in the day (like during the solar eclipse) would this object appear in your local sky? Why?)

- Understand the physical definitions and laws applied to Astronomy;

  - Ancient sky observers believed that "*Mars moves back in the sky for some time while observing it systematically*" and they called this phenomenon *A Retrograde Motion of Mars*. Today, based on Modern Astronomy, we know that "Mars does not go back". How Kepler's Laws and then Copernicus Theory helped in the explanation of this phenomenon called (wrong) by ancients "A Retrograde Motion of Mars"?

- Understand the techniques for measuring distances in Astronomy and the relationship between distance to the object (distance scale) and time ("looking back in time");

  - Define the three fundamental astronomical distance-units: 1 Astronomical Unit, I Light Year, and 1 Parsec and explain what you understand the sentence: "*Looking into space means looking back in time*" based on the definition of one of these units. Please include the following knowledge into your answer: show the symbols of the introduced units, remind (if known) who measured them "as the first in the world", write "where" are they useful for in Astronomy, (the numbers are not necessary but note if the unit is "long" or "shorter" etc.: which are more useful while exploring the Solar System, which are useful while the measurements in the deep cosmic space).

- Be aware of the tools and techniques used for research in Astronomy;

  - Describe briefly the history of the invention of the first optical telescope.

- Know the Solar System formation process and its current structure (the Solar System objects);

  - The modern theory of the origin of the Solar System is known as the *Solar Nebula Theory*. Based on this theory, write briefly the most important aspects (chronological "steps") how the Solar System was formed.

- Be aware of the Earth's motion (orbital and rotational) as the reason of the changes (annual and daily) in the sky above the observer;

  - Describe the two motions which our Earth planet follows them: its orbital motion and its rotational motion. Please add the times needed for completing one full orbit, one full rotation, describe which observational effects (changes seen in the sky and the phenomena) are seen by us (by the sky observers), as the results of these two Earth's motions.

- Know the fundamental characteristics/properties of the objects in the Solar System: planets and their moons, dwarf planets, asteroids, meteoroids, and comets;

  - Write the brief description of the Solar System member called the Asteroids (including the general characteristic of these objects, their origin, the short history of the first discovered asteroid, the most common location of these objects in the Solar System, mention the facts about some "unusual asteroids" etc. What is the difference (by size criterion) between the asteroid and the meteoroid? What is the difference (by properties criterion) between the asteroid and the comet?

- Know the major components of the stars and the processes in the stars' interior based on the Sun;

  - Describe briefly how and where (in the Sun's and in the other stars' interior) is the energy produced? Then, how is this produced energy transported through the Sun's (and the other stars') interior to its surface? How is this energy send (distributed) from the Sun's (and from the other stars') surface into the cosmic space?

- Be aware of the general properties of stars and their classification;
- Interpret the Hersprung-Russel diagram: the stars and their stage of evolution based on the diagram;

  - Based on which (main) criteria do we classify the stars? (Please recall the H-R Diagram.) Explain the meaning of these two (listed by you) criteria. Which parameters do these

criteria primarily depend on? Describe shortly these parameters. Please include how (when possible, when impossible) astronomers measure one of these two (indicated by you) above parameters?

- Know the steps of the life-cycles of stars: from their formation process to their death;

  Compare the dying process of (generally called: less and medium massive and more massive) stars. (Less massive stars and medium massive stars: their initial mass was up to 3 solar masses, more massive stars: their initial mass was above 3 solar masses.) Which processes (stage of their evolution) do these two groups go through after they left the Main Sequence of H-R Diagram? What is typical end of the life of these two groups of stars?

- Be aware of the Milky Way properties;

  - The Solar System is the member of some larger structure called ……. Complete the sentence correctly and provide the brief description of the structure and the properties of the object in which the Solar System is located in. What is the newest knowledge about the central part of this structure? What is (probably) in the very center of this structure?

- Know the galaxies classification and their distribution in the universe;

  - How do we classify the galaxies? Provide the short description of every (listed by you) type of galaxy.

- Be aware of the Universe structure and modern theories of its origin and expansion;

  - What is our "Cosmic Address"? How do we understand the *Expansion of the Universe*? Do we know the shape of our universe? Where are we located in? Do the individual objects (and the clusters of these objects) expand? Why?'

    ∞ Ancient sky observers based on the geocentric system of the universe and believed that "*Mars moves back in the sky for some time while observing it systematically*". They called this phenomenon *A Retrograde Motion of Mars*. Today, based on Modern Astronomy, we know that "Mars does not go back". How did Copernicus Theory, Kepler's Laws and Newtonian Physics helped in the explanation of this phenomenon called (incorrectly) by ancients "A Retrograde Motion of Mars"? (Hint: you may start from the description/comparison of the geocentric and heliocentric systems and then

answer the question through the analysis of the modern model and its physical/astronomical properties).

Case Study Rubric

| Criteria | Ratings | | | Points |
|---|---|---|---|---|
| Analyze Case Situation: | 5.0<br>Clearly identified the situation of the case by identifying whether it is a problem, decision, or evaluation. | 3.0<br>Adequately identified the situation | 0.0<br>Situation not identified | 5 |
| Initial Questions: | 8.0<br>After reading the first and last part of the case, list the questions and partial or full answers you found and how they relate to each other and the big picture. | 4.0<br>After reading the first and last part of the case, shared questions and/or answers and/or how they relate to each other and the big picture. | 0.0<br>Missing either the questions, partial or full answers or how they relate to each other and the big picture. | 8 |
| Situation Questions: | 5.0<br>Thoroughly discussed answers to questions pertinent to the situation. | 3.0<br>Adequately discussed questions. | 0.0<br>Questions not addressed | 5 |
| Hypothesis: | 5.0<br>Provided a tentative explanation that accounts for a set of facts and can be tested by further investigation. | 3.0<br>Provided an explanation but not certain it can be tested by further investigation. | 0.0<br>Hypothesis wasn't provided or was incomplete. | 5 |
| Proof and Action: All Evidence | 10.0<br>Thoroughly provided evidence that supports the hypothesis | 5.0<br>Adequately provided evidence that supports the hypothesis. | 0.0<br>Minimal evidence provided. | 10 |
| Proof and Action: Strongest evidence | 10.0<br>Thoroughly identified the strongest evidence that supports. | 5.0<br>Adequately idenfied the strongest evidence | 0.0<br>Minimally idenfied the strongest evidence | 10 |

| | | | | |
|---|---|---|---|---|
| Proof and Action: Implementation | 10.0<br>Thoroughly identified how you would implement the decision you are recommending. | 5.0<br>Adequately identified how you would implement your recommendation. | 0.0<br>Minimally identified how you would implement your recommendation. | 10 |
| Alternative Hypothesis | 7.0<br>Thought provoking alternative hypothesis | 4.0<br>Basic alternative identified | 0.0<br>Alternative hypothesis missing. | 7 |
| Class Case Discussion | 20.0<br>Take responsibility for your own view point | 10.0<br>Adequately presented personal view | 0.0<br>Timid or missing discussion. | 20 |
| | 10.0<br>Explain your argument with proof | 5.0<br>Adequately presented argument with weak areas of proof | 0.0<br>Minimal arguments | 10 |
| | 10.0<br>Listen to others who may disagree | 5.0<br>Listened but didn't offer further explanation | 0.0<br>Not engaged or disruptive. | 10 |
| Analyze Context & Content (Demonstrate Critical Thinking) | Identifies most important elements of the situation (visually, symbolically, numerically, verbally, physically) & shows exceptional insight & observations, making relevant connections between ideas and applications. | Identifies main elements of the situation & recognizes relevant connections between ideas and applications | Unable to identify any element of the situation nor make connections | |
| Conceptualization & Creation: | Sophisticated creation synthesizes evidence, context/content, & process | Creation shows knowledge of content & analyzes content/evidence & process | Creation does not show understanding of context/content, process | |

| | | | | |
|---|---|---|---|---|
| Process & Reasoning: | Draws warrented fair-minded conclusions; Clearly justifies assumptions & explains reasoning | Draws rational conclusions, yet does not fully explain reasoning | Unable to draw valid conclusions nor justify | |

100

**Clovis Community College**
**Introduction to the World, Humanities II**
**HUM 2110**

**INSTRUCTOR:** Robin Henry

**OFFICE HOURS:** Available via Skype or in the Canvas chat room by appointment

**E-MAIL:** robin.henry@clovis.edu
For a swift response time, please use the messaging system inside the course.

**TEXT:** We will not be using a print text; rather we will use open source text sources online and other readings as assigned.

**MATERIALS REQUIRED:**
Students will need a computer with internet access, some type of word processing software, a PDF reader, along with media players to access all course assignments.

**INSTRUCTOR AVAILABILITY & CONTACT INFO:**
I may be contacted via the course email or Clovis email (see above). Students may normally expect to receive a response to questions within 24 hours, but response time will not exceed 72 hours.

**COURSE DESCRIPTION:**
This course is an interdisciplinary introduction to the interrelationships of cultural contributions and values during the Renaissance, Baroque, Enlightenment, Romantic, and Modern eras in Europe as well as those during the same time periods in China, Japan, Africa, other parts of the Middle East, and Latin America. The course will emphasize artistic expression, philosophical thought, and religious practices in these regions, as well as historical and technological developments.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**
1. Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.
2. Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.
3. Demonstrate knowledge of particular examples introduced in the course.
4. Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

**ONLINE COURSE GUIDELINES:**
To see the latest guidelines for all online courses, please see the "Online Course Guidelines" document located within your Canvas course.

**SUBMITTING ASSIGNMENTS:**
All assignments must be submitted in the online classroom. Pay close attention to due dates. Please note that all online course messages and submissions are automatically date and time stamped using MST. Make sure you know what time it is at your house when it is 11:59 PM in Clovis, NM. Spread the assignments out over the week so you are not overwhelmed. It is easy to find yourself behind if you delay completing all the weekly items until the weekend.
In the beginning modules of the course, the dues dates are paced for you. In the second half of the course you will have more freedom to turn things in at any point in the module. It is important that you not get behind in your assignments. There is a longer explanation of the pacing of the course inside the online course.

**MAKE-UP WORK:**
Make up and late assignments will be handled on a case by case basis. Please contact me in advance if you need to make special arrangements. **NOTE: in general, late assignments will not be accepted.** Students should plan ahead and check all due dates. Assignments may be submitted before the due date in the event that you have a conflict. An online course allows some flexibility for turning in assignments on your own schedule, however, the final due dates are **firm.** The lowest quiz grade and the two lowest essay grades will be dropped. You may choose to opt out of three discussions. *No other assignment grades will be dropped*.

**GRADING POLICY:**
Grades in this course will be based on the following:
Students will receive points for assignments submitted inside the course based on the quality of those submissions and adherence to requirements of the assignment.

**ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:**

| **Type of assignment** | **Percentage of Final Grade** |
|---|---|
| CFU—Check for Understanding | 5% |
| Long term Assignments (commonplace book, annotated bibliography) | 25% |
| Quizzes | 20% |
| Discussions | 20% |
| Essays | 20% |
| Reflections | 10% |

**GRADING SCALE:** Student final grades are based on overall performance in class. Your grade will be based on the percentage of points you receive out of the possible total.
90-100%=A
80-90%=B
70-80%=C
60-70%=D
Below 60%=Failing grade

**EXTRA CREDIT:**
There is no extra credit available for this course.

**LATE WORK:**
In general, late work will not be accepted. Assignments are due by 11:59 NM time on the due date. There is a 24 hour grace period during which assignments will still be accepted to allow for technology issues. After the 24 hours, assignments will not be accepted unless prior arrangements have been made.

**COURSE SCHEDULE**

| Date | Module # | Material | Homework |
|---|---|---|---|
| **Week 1** | **1-2** | Introductory Material and Long-term Assignments | Reading, Discussion, Quiz, Preview Long-term assignments |
| **Week 2-3** | **3** | Renaissance | Reading, Quiz, Discussion, Essay/Project |
| **Week 4-5** | **4** | Baroque Period | Guiding Questions for Annotated Bibliography DUE<br>Reading, Quiz, Discussion, Essay |
| **Week 6-7** | **5** | Enlightenment and Age of Reason | Live Performance Review DUE<br>Reading, Quizzes, Discussion, Essay/Project; Annotated Bibliography DUE |
| **Week 8-9** | **6** | Romanticism and Realism | Reading, Quizzes, Discussion, Essay/Project |
| **Week 10** | **7** | Impressionism and Post-Impressionism | Reading, Quizzes, Discussion, Essay/Project |
| **Week 11** | **8** | China and Japan in the Early Modern Period and Beyond | Reading, Quizzes, Wiki Page, Discussions, Essay/Project |
| **Week 12** | **9** | Africa and Latin America | Reading, Quizzes, Wiki Page, Discussions, Essays |
| **Week 13+** | **10** | Twentieth Century | Reading, Quizzes, Discussions, Essay/Project<br>Final Commonplace Book DUE |

**SAMPLE ASSESSMENT ENG 211/ENGL 1410**

Unit 3 Assignment: Two-Page Essay

**Key Points for Analysis:**

- Identify the story by its title and author.
- Make connections with other texts, forms, and the social and historical context.
- How will readers use this text to further their understanding of literature?

Unit 3 has been about expanding your definition of literature and what literary reading and literary texts are about. Now you're going to put that definition to work...

For this assignment, find a short story **NOT in your textbook** and write a two-page essay arguing how that short story, which you have clearly identified by title and author (and edition, if relevant), is a piece of literature. Explain in five or six paragraphs why the story is, or should be, part of the canon of literature worthy of our study, like in this class.

Consider a basic thesis like this example (in which I have underlined the story and author to show how basic their mention is to this paper):

*A Thousand Acres* by Jane Smiley is worthy of study because...

- the story's complex characters exist in domestic and sometimes too-familiar 20th century American settings.

or

- of the clear portrayal of women's struggles in a patriarchal, mid-western America.

or

- the ingenious inversion of Shakespeare's *King Lear* into a story of feminist protest.

Another example in which I have underlined the story and author:

"Bartleby, the Scrivener" by Herman Melville is a story worthy of study because

- of the epiphany of the central lawyer character, who transforms in the story from a materialist to a humanist

or

- the secondary characters are colorful symbols of human weaknesses, much like the cast of a TV sitcom

or

- the character of Bartleby is a forerunner of the zombie figure like we see in contemporary zombie movies and TV.

Okay, maybe that last one is a stretch. But I invite you to use your imagination and have some fun with this essay. Your thesis can be constructed similarly:

**[Your story title]** is a literary work worth of study because **[your reasons]**.

You may use sources, but you need to document any such usage with MLA/APA style documentation, including a Works Cited page (bibliography) and in-text citations. See the sample papers in your text (pp. 53-65, for example).

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# Clovis Community College
# DANC 1110 Dance Appreciation
# Fall 2019

**INSTRUCTOR**: Jan Williams
**OFFICE:** Health & Fitness Center #310
**OFFICE PHONE:** 575-769-4154 (leave a message)
**OFFICE HOURS:** **M** 8-9am & 3-4pm, **T** 10-11am, **W** 8-9am, **TH** 10-11am
**CONTACT INFO:** Through the Canvas Inbox
**E-MAIL:** jan.williams@clovis.edu – This is a secondary email, PLEASE email me within the online course.

**TEXTBOOK: Paperback or Digital**
**Paperback Textbook**: Learning About Dance: Dance as an Art Form and Entertainment, Nora Ambrosio, eighth edition, 2018 ISBN 978-1-5249-2212-2
**Digital Textbook**: Purchase directly from Kendall Hunt https://www.kendallhunt.com/ambrosio/

**INSTRUCTOR AVAILABILITY:**
Students should communicate with the instructor through the Canvas inbox. The instructor will strive to respond to all messages within 24 hours, but response time may take up to 72 hours.

**COURSE DESCRIPTION:**
This course introduces the student to the diverse elements that make up the world of dance, including a broad historic overview, roles of the dancer, choreographer and audience, and the evolution of the major genres.

**STUDENT LEARNING OUTCOMES:**
1. Explain a range of ideas about the place of dance in our society.
2. Identify and apply critical analysis while looking at significant dance works in a range of styles.
3. Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.
4. Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal expression, within the human experience across historical periods and cultures.
5. Use dance to consider contemporary issues and modes of thought.

**ONLINE COURSE GUIDELINES:**
**It is very important that you view this document! It contains information that applies to all online courses. This document is located within your canvas course - click on Online Course Guidelines located on your course home page.**
**GRADING POLICY:**

Performance will be based on a combination of assignments, quizzes and a final exam.

**Grades will be based on the following using a point system:**

- Chapter Discussion Questions/Video Questions **150 points**
- Mid-term Paper **50 points**
- Power Point Presentation **50 points**
- Quizzes **100 points**
- Final Exam **75 points**

**Total Points - 425**

**Grading Scale**

A = 90% - 100%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% and below
***Point values may change but percent values will not***

**SUBMITTING ASSIGNMENTS:**

All assignments must be submitted through Canvas. **Pay close attention to due dates.** Please note that all online course messages and submissions are automatically date and time stamped using Mountain Standard Time (MST). All assignments are due at 11:00 PM MST. Odd, unlikely things happen in cyberspace: internet goes down, servers disconnect temporarily, etc. Allow time to meet deadlines. Reply and check for replies on every email sent and received (check your Canvas inbox at least twice a week). Be sure to check the **Announcements** area each time you log on for important messages.

**QUIZZES:**

The chapter quizzes will be True/False and multiple choice. Quizzes will come from the material presented in the textbook.

**EXAMS:**

The final exam will come from the material presented in the textbook**. If you do not take the final exam your final grade will be dropped one letter grade.**

**EXTRA CREDIT:**

Not available for this course.

**MAKE-UP WORK:**

Must be discussed with the instructor.

**SYLLABUS CHANGES:**

The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students.

**COURSE EVALUATION:**

Each semester, Clovis Community College provides students the opportunity to evaluate their course(s). Students are strongly encouraged to participate in this evaluation. This evaluation is completely anonymous and the instructor will not see the report until after the semester has concluded and all the grades have been submitted. Students will receive an email and Canvas announcement with specific instructions to participate in the evaluation.

**PROCTORED FINAL EXAM:**

**CCC approved proctor options:**

- **CCC's Testing Center (no fee for CCC students // ID required)**
- **Military Education Centers (may have a fee // DoD ID required)**
- **Testing Centers at other Colleges/Universities (may have fee // ID required)**
- **ProctorU (has a fee // webcam required // 2 forms of ID required)**

**If you live within 50 miles of Clovis Community College**, you will be required to take your proctored exam at **CCC's Testing Center** or use **ProctorU.** If you are using the CCC testing center, I will turn in your name to the testing center towards the end of the semester. ***Do not contact me to schedule your exam***. **Testing Center hours of operation are M – Th 8am – 8pm and Fri 8am – 4:30pm.**

**If you live more than 50 miles from Clovis Community College**, you may use any of the above proctor options. Students with a valid DoD ID card may use a military education center if desired. If you want to take your exam at CCC, let me know through the Canvas inbox and I will inform the testing center towards the end of the semester. I understand that this can be inconvenient (or expensive) for some of you but it is a requirement for this course.

- **If you use a Certified Testing Center**, have them fill out the Proctor Approval Form, located in the **Online Course Guidelines**, and send it back to me through Canvas (**due date for proctor approval form is located in the Syllabus Course Schedule and in the Module**). Once I approve your location, I will let you know and send your proctor the information regarding the exam as the date for the final exam draws near.

- **If you use ProctorU**, you need to let me know through the Canvas inbox that you are using ProctorU (you do not need to submit a proctor approval form to me). You can take the test on demand or by appointment. Appointments need to be scheduled at least 3 days in advance. Go to http://www.proctoru.com/portal/clovis/ for more information about ProctorU.

- It is the student's responsibility to find a suitable proctor, make testing arrangements, and pay any associated fees for proctoring services. Be aware that All proctors require a valid photo ID, some proctors charge a fee, and some proctoring options require a webcam.

**Developmental Lifespan Psych 242 Research Paper Grading Rubric**

| Performance Element | Possible Points | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *Not Included* | *Minimal - to - Adequate* | | | | | *Excellent* | |
| **Format/requirements:** APA Format, 5-8 page minimum is met, and at least 5 references/scholarly articles are included. The topic is relevant to human development/developmental psychology. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Academic quality:** Grammar, spelling, and punctuation suitable for an academic paper. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Introduction:** Provides a sufficient description of the concept. Main points of paper are adequately explained and communicated. (Clear thesis statement) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Body:** Student identifies, describes, explains, and critically evaluates relevant issues, ethical dilemmas, and arguments regarding the topic. Student supports his/her claims with research throughout the body. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Conclusion:** Clear and thoughtful conclusions regarding the relevance of chosen topic to human development and overall health are made while referencing the research included. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Delivery:** There is good flow of ideas between sentences and paragraphs. Transitioning is smooth and effective in guiding the reader. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| **Clarity:** Readability; appropriate voice, and tone; gracefulness of sentence structure; appropriate variety and maturity of sentence structure. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Content:** Research is relevant to topic and it is clear the student has a thorough understanding of his or her research. Research included adds significant information and is engaging to the reader. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Total Possible** | | | | | | | | **50** |
| ***Your Score out of 50*** | | | | | | | | |
| ***Percent Equivalent*** | | | | | | | | |
| ***Letter Grade*** | | | | | | | | |
| ***Instructor Comments:*** | | | | | | | | |
| ***Peer Reviewer/Tutor Comments:*** | | | | | | | | |

## ECON 201 Country Profile

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Country's location | **10.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information.** | **5.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information.** | 10.0 pts |
| Population and demographics | **15.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student analyzed demographics clearly.** | **7.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Student listed demographics/ no explanation.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to analyze demographics.** | 15.0 pts |
| Politics and History | **20.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. The student explained political systems and historical events clearly.** | **10.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. The student mentioned political systems and historical events.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. The student failed to explain clearly political systems and historical events.** | 20.0 pts |
| GDP table and analysis | **25.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Table created was clear and analysis was thorough.** | **10.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Table created and some analysis written.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to create table and provide analysis.** | 25.0 pts |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Trade between U.S. and selected country | **15.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student research and analysis was thorough.** | **7.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Some analysis and research was delivered.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to research meaningful information and analysis.** | 15.0 pts |
| Migration | **10.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Information presented was analyzed insightfully and correctly.** | **5.0 pts**<br>**Average Marks**<br>**The student provides some of the information requested. Information was researched and presented.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. Student failed to present and analyze information.** | 10.0 pts |
| IMF and international aid | **5.0 pts**<br>**Full Marks**<br>**The student followed instructions and provides appropriate information. Student analyzed the social and financial implications of the IMF in the analysis.** | **2.5 pts**<br>**Average Marks**<br>**The student provides some of the information requested. The student performed an analysis of the IMF and international aid.** | **0.0 pts**<br>**No Marks**<br>**The student did not follow instructions and did not provided appropriate information. The student failed to present an analysis of the IMF and international aid.** | 5.0 pts |
| Learning Outcome 3- Exhibit effective oral and written communication skills related to economics activities.<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Learning Outcome 2- Analyze, interpret and synthesize economic data to make decisions<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |
| Learning Outcome 1- Demonstrate proficiency in economic concepts and their relationship with national and global issues<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | -- |
| Total Points: 100.0 | | | | |

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
*GOVERNOR*

DR. BARBARA DAMRON
*CABINET SECRETARY*

# New Mexico General Education Curriculum Course Certification Form

## A. Institution and Course Information

| | |
|---|---|
| Name of Institution | **WESTERN NEW MEXICO UNIVERSITY** |
| Department | **SCHOOL OF BUSINESS** |
| Course Number, Title, Credits | **ECON 202, PRINCIPLES OF MICROECONOMICS, 3 Credit hours**<br>**CCN # 2120 Microeconomic Principles** |
| Co-requisite Course Number and Title, if any | |
| Is this application for your system (ENMU, NMSU, & UNM)? | **No** |
| Name and Title of Contact Person | **Dr. Miguel A. Vicens, Associate Dean School of Business** |
| Email and Phone Number of Contact Person | Miguel.vicens@wnmu.edu , 575-538-6403 |

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

☒ Yes ☐ No

**This course will fulfill general education requirements for (check all that apply):**

☒ AA/AS/BA/BS ☒ **AAS**

## B. 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

## C. Learning Outcomes

**This course follows the CCNS SLOs for**

**ECON 2123 NM Business Articulation/ ECON 202, PRINCIPLES OF MICROECONOMICS / CCN # 2120 Microeconomic Principles**

**List all learning outcomes that are shared between course sections at your institution.**

**Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)**

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

| **Institution-specific Student Learning Outcomes** |
| --- |
| 1. Demonstrate proficiency in economic concepts and their relationship with national and global issues. 2. Analyze, interpret, and synthesize economic data to make decisions.3. Exhibit effective oral and written communication skills related to economics activities. |

## D. Narrative

**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

This course introduces microeconomic theory and explores market allocation of resources; supply and demand; theory of marginal analysis; market types; market failure; regulation and antitrust; economic growth and innovation; business finance; and economic globalization. The students develop communication, critical thinking, and personal and social responsibility skills by completion of several assignments during the semester. These assignments are listed on page five of the ECON 202 Syllabus.

Students will develop the essential skills (critical thinking, communication, and social responsibility) by analyzing current economic events, using basic statistical calculations and by responding to discussion questions related to the decisions made by different types of companies in the economy and its implications for the consumers. Rubrics are prepared to grade and assess learning in the assignments. The rubrics tie the learner performance to the student learning outcomes for the course and tie into the entire business programs SLO's.

**METHODS OF ASSESSMENT:**

1. Will include examinations, quizzes, and homework. The list of assignments in page five of the syllabus lists exercises, discussions and analyses that support the learner's development of the essential skills throughout the term.
2. Students evaluate the instructor through student evaluation process.

| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
| --- |
| This course include in-class discussions and debates on questions that test the communication skills of the student. Specifically, the student will be asked to apply concepts learned in class and their judgement to several situations and problems (Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments). Questions are based on normative premises that allow the student to judge the fairness of the outcomes of the economy while developing a cohesive narrative. Students use discussion boards and class presentations to communicate their conclusions and reasoning.<br><br>For example, students use their judgement in selecting companies (strategies for understanding and evaluating messages), reacting to the public information generated by those companies (Genre and medium awareness, application and versatility) and evaluating the message sent by those companies to consumers (evaluation and production of arguments). Students are required to create graphs and make calculations about economic indicators, |

price elasticity, transaction costs, and communicate these creations in a cohesive and professional way to the entire class. The class then would debate the student's argument and provide feedback (Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments).

Students are assessed individually and in groups. Student's assessment also includes multiple choice questions, essay questions and short problems. The normative nature of the essay questions provide no right or wrong answer. Several exercises are used in class to debate the importance of the subject matter (i.e. supply/demand, monopolies, externality problems, etc.) and it is evaluated via multiple mediums of assessment(Genre and medium awareness, application and versatility; strategies for understanding and evaluating messages; and evaluation and production of arguments).

Approximately 6 essay assignments are required in the class. These assignments assist in explaining a concept discussed in class and in applying it to a real life scenarios. The content of the assignment is assessed with rubrics evaluating content, organization and spelling (evaluation and production of arguments).

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

The course requires students to use the scientific method to develop and assess their critical thinking skills. The scientific method is used to analyze economic problems and theories (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). The Principles of Microeconomics course develop students' economics literacy and teaches them how economics relates to everyday decisions (individual, business and society in general). For example, students will be required to complete a variety of homework that develop and assess their critical thinking skills through the observation, development and testing of economic theories.

The course requires students to employ assumptions, and think critically asserting theories of cause and effect relationships. Complex concepts such as opportunity costs, marginal costs, and cost benefit analysis, are emphasized as decision-making tools. For example, students learn how to evaluate the pricing processes in companies, by calculating revenue, calculating costs, and how to maximize revenues. The student use this information to make economically sound decisions. (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion)

Each chapter/module have homework questions that include multiple assessment methodologies; open-ended questions, multiple choice and problem solving exercises (evidence evaluation; and reasoning/conclusion). For example, in homework from Chapters 5 and 6 the student perform Price elasticity and total revenue operations, applying critical thinking by evaluating responsiveness of the markets, based on the information/situation established (problem setting; evidence acquisition; evidence evaluation; and reasoning/conclusion). Additionally, students will cite reliable sources and develop arguments supported by quantitative evidence (reasoning/conclusion).

The class will have five exams (multiple choice and problem solving exercises) that will test the content knowledge and critical thinking from the modules in class. The class will also have approximately six homework (essay) reinforcing the learning of the concepts discussed in class and tested in the exams (evidence acquisition; evidence evaluation; and reasoning/conclusion).

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

**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 course uses positive and normative analysis to approach different types of economic problems. Normative statements are opinion-based; while positive statements are, fact tested and can be proved. Both approaches reinforce the critical thinking skills, and personal and social responsibility skills of the students. One approach is based on facts and causal relationships (positive), the other founded on subjective, value-based judgement (normative). The last one is particularly important in developing personal and social responsibility skills (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 are required to complete homework presenting the ethical importance of allocating resources and the concept of scarcity (Intercultural reasoning and intercultural competence; sustainability and the natural and human worlds; ethical reasoning). The class introduce the concept of sustainable economics to individuals, firms and communities. In addition, the student is required to address the issue of how to improve quality of life (sustainability and the natural and human worlds; ethical reasoning). Furthermore, students work independently and in groups to understand the importance of government actions addressing social problems, minimum wage, rent control effects, negative externalities and public investments (such as schools, infrastructure, healthcare, etc.) (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 social problems of individuals in the economy (as consumers and active members of local, state and national economies), require the evaluation of tradeoffs in choices they make, implying winners and losers in a system that compensates the ones harmed by the policies enacted (intercultural reasoning and intercultural competence; sustainability and the natural and human worlds). Class meetings and discussions introduce the student to the issues mentioned above, while exams, homework and problem solving exercises test their knowledge.

The class use case studies to relate the student with current situations and events. Chapter 2 and 3 require the student to describe social issues and how are they related to specific microeconomics context (Type of companies and Specialization of trade). Students are required to demonstrate intercultural sensitivity in these discussions (ethical reasoning; collaboration skills, teamwork and value systems; and civic discourse, civic knowledge and engagement- local and global). The class has approximately six assignments/homework that uses essay questions, reinforcing the learning of the concepts discussed in class and tested in the exams.

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

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

## E. Supporting Documents

☒ **Sample Course Rubric Attached** (recommended) ☒ **Sample Assessment Attached** (required)

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

**Link to Institution's General Education Assessment Plan**

**This course meets institutional standards for general education.**

_____ _____

Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on _____
Date

☐Approved ☐Denied

If denied, rationale:

Institution Notified on _____
Date

**Sample assessment**

The following assessment sample contains essay questions in a project that covers communication skills, critical thinking skills, and personal and social responsibility skills.

**ECON 202- Know your company- Business Report**

Purpose: This is the final assignment for the class and I hope you take this opportunity to reflect on how Microeconomics affects every business, and its consequences to society. When you submit your assignment, please make sure that all the sections are completed.

Your assignment must have the following content:

1. Name of your selected company.
2. When was it created, where and by whom?
3. Which was the main purpose of your company when it was founded?

    - Introduce a new product
    - Improve an existing product
    - Introduce a new production method
    - Introduce a new business model (new way of doing business)

Expand on the main objective of the company, to include its vision, mission and philosophy. Focus on the economic and social elements of the vision, mission and philosophy.

4. Is this a private company or a public company? If this is a public company, write information about the IPO (Initial Public Offer) and the current market value of its stocks.
5. Type of company. Is this a non-profit, for –profit, small business, corporation, cooperative, partnership, etc.? Would it make a difference in the company current situation if it was a different type of company?
6. Where is it headquartered? Please write the name of the city, the county, and the state. If your company does not have headquarters in the U.S., please check if they have an operations office in the U.S. that you can use. What are the advantages of the company having headquarters in the U.S.?
7. Who is the current CEO or President of the company?
8. To what type of industry does your company belong? What is its competitive position? Is it perfectly competitive? Is the company a price taker? Is it a monopoly? Explain how a monopolistic position would determine production and price.
9. Please go to the Miller library website and visit the Business Insights http://bi.galegroup.com/essentials/?u=nm_a_wnmu (Links to an external site.)Links to an external site. Search your company and write key information about like Net Revenue, Employees, etc. You can access this by going to wnmu.edu (Links to an external site.)Links to an external site, miller library, and online resources scroll down until you find Business Insights: Essentials.
10. Please use Business Insights or any other source to write about the market and your company's closest competitors and if possible, write about how the market is divided among companies within the same industry.

11. Research about the company's corporate social responsibility efforts. Provide your insights on the company efforts to be socially responsible.

12. Please visit the U.S. Census Quick Facts https://www.census.gov/quickfacts/fact/table/US/PST045217 (Links to an external site.)Links to an external site. In addition, search for the county where your company is headquartered. Please get the following information about that county:

- Population estimates, July 1, 2017
- Race and Hispanic Origin: percentage of White people, African American, Hispanic
- Housing: Median gross rent, 2012-2016
- Education: Percentage of people with a Bachelor's degree or higher
- Economy: Percentage of people in civilian labor force
- Income and poverty: median household income and the percentage of persons in poverty
- Business: Total employer establishments, Women-owned firms, and Veteran-owned firms

13. Please, visit the U.S. Census Quick Facts https://www.census.gov/quickfacts/fact/table/US/PST045217 (Links to an external site.)Links to an external site. and search for GRANT COUNTY, NM. Please get the following information about that Grant County:

- Population estimates, July 1, 2017
- Race and Hispanic Origin: percentage of White people, African American, Hispanic
- Housing: Median gross rent, 2012-2016
- Education: Percentage of people with a Bachelor's degree or higher
- Economy: Percentage of people in civilian labor force
- Income and poverty: median household income and the percentage of persons in poverty
- Business: Total employer establishments, Women-owned firms, and Veteran-owned firms.

14. Prepare a table that compares the information from both counties. Write a paragraph about your observations.

15. Based on your research, class discussions, and textbook information, analyze and write a conclusion about your company.

**Please consider this a writing assignment (Maximum 5 pages and minimum of 2 pages). Therefore, please write in complete sentences when answering the questions. You will be able to write this as a business report. Points will be deducted if you only answer the questions in a bullet point fashion. You can use tables and/or graphs to illustrate your points, but you will have to write paragraphs that explain them.**

## ECON 202- Know your company-Business Report

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| History | **15.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information.** | **7.5 pts**<br>**Average Marks The student Delivers some of the information requested.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information.** | 15.0 pts |
| Public or private company, IPO, stock market | **15.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company finances.** | **7.5 pts**<br>**Average Marks The student Deliver some of the information requested. The Student Delivers some analysis of the company.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 15.0 pts |
| Type of company - small, LLC, LLP, corporation, non-profit, coop | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company's legal structure.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver e some of the information requested. The Student Delivers some analysis of the company's legal structure.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |
| Management - headquarter, CEO/President | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company organization structure.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver some of the information requested. The Student Delivers some analysis of the company's organizational structure.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Industry | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company and the industry.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver some of the information requested. The Student Delivers some analysis of the industry in which the company compete.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |
| Company's key information net revenue, employees, etc. | **15.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company and its finances.** | **7.5 pts**<br>**Average Marks The student Deliver some of the information requested. The Student Delivers some analysis of the company's financial situation.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 15.0 pts |
| Industry Market competitors, market share | **15.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company and performed a complete market analysis.** | **7.5 pts**<br>**Average Marks The student Deliver some of the information requested. The Student Delivers some analysis of the company's competitive advantage and market analysis.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 15.0 pts |
| Social responsibility | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers insights of the social responsibility policies of the company and a thorough analysis.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver some of the information requested. The Student Delivers some analysis of the company's corporate social responsibility policies.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Information about location of headquarters | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers a thorough review of the company.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver some of the information requested. The Student Delivers some analysis of the company.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |
| Information about Grant County | **5.0 pts**<br>**Full Marks**<br>**The student Follows instructions and Deliver appropriate information. The Student Delivers thorough comparisons.** | **2.5 pts**<br>**Average Marks**<br>**The student Deliver some of the information requested. The Student Delivers some comparisons/analysis of the company.** | **0.0 pts**<br>**No Marks**<br>**The student did not Follows instructions and did not Deliver appropriate information. Student failed to build a cohesive analysis.** | 5.0 pts |
| Exhibit effective oral and written communication skills related to management activities.<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | 5.0 pts |
| Analyze, interpret and synthesize data to make managerial decisions.<br>threshold: 3.0 pts | **5.0 pts**<br>**Exceeds Expectations** | **3.0 pts**<br>**Meets Expectations** | **0.0 pts**<br>**Does Not Meet Expectations** | 5.0 pts |
| Total Points: 100.0 | | | | |

**ECON 202**
**(ECON 2123 in New Mexico Business Articulation)**
**Principles of Microeconomics**
**CRN 10101 (3 credit hours)**
**Fall 2018**
**T & TH from 2:00 – 3:15 pm**
**Light Hall #215**

Professor: **Dr. Francisca Reyes**
Phone: **575-538-6326**
Email: **Francisca.Reyes@wnmu.edu**
Office Location: **Light Hall # 107**
Office Hours: **Mondays and Wednesdays from 11 a.m. to 12 p.m. and from 2 p.m. to 4 p.m. and also by appointment.**

**COURSE DESCRIPTION:**
Introduces microeconomic theory and explores market allocation of resources; supply and demand; theory of marginal analysis; market types; market failure; regulation and antitrust; economic growth and innovation; business finance; economic globalization; and cultures of capitalism.

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

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

**REQUIRED TEXT AND MATERIALS:**

McEACHERN (2015). Micro Econ 5. Principles of Microeconomics. 4LTR Press, Cengage Learning. ISBN 9781305631946. **You do NOT need to buy the access card.**

**WNMU PROGRAM OUTCOMES:**
**<u>Management Program Outcomes</u>**

1. Implement foundational concepts of management and explain management roles - INTRODUCED
2. Illustrate management skills - INTRODUCED

3. Analyze and interpret data to make decisions - INTRODUCED
4. Synthesize information from applicable disciplines and management concepts – INTRODUCED

**Accounting Program Outcomes**

1. Demonstrate proficiency in the accounting process - INTRODUCED

**Marketing Program Outcomes**

1. Implement foundational concepts of marketing and explain marketing functions – INTRODUCED
2. Illustrate marketing skills - INTRODUCED
3. Analyze and interpret data to make decisions – INTRODUCED
4. Synthesize information from marketing and applicable disciplines – INTRODUCED

**Economic Program Outcomes**

1. Demonstrate proficiency in economic concepts and their relationship with national and global issues.
2. Analyze, interpret, and synthesize economic data to make decisions.
3. Exhibit effective oral and written communication skills related to economics activities.

**MEANS OF ASSESSMENT:**

How the student's achievement of the above academic outcomes will be evaluated:

| Assessment Means | Objectives Assessed | How Counted in Final Grade |
|---|---|---|
| Quizzes & Homework | 1-8 | 25% |
| Exam 1 | 1,2,3 | 15% |
| Exam 2 | 3, 4,5,6,7 | 15% |
| Exam 3 | 7, 8 | 15% |
| Exam 4 | 7, 8 | 15% |
| Exam 5 | 7, 8 | 15% |
| | **Total** | **100%** |

Each student is responsible for monitoring his/her grade in the class. The student can ask for revision of it, but after this period the grade will be final, without exception.

Grading will be based on a regular percentage scale as follows:

| | |
|---|---|
| 90-100% | =A |
| 80- 89% | =B |
| 70- 79% | =C |
| 60-69% | =D |
| 59% or below | =F |

**QUIZZES & HOMEWORK**:

Quizzes will be in class and will consist of multiple choice questions. Some quizzes will be done individually and others in groups. Most of the quizzes will be done using a platform called Kahoot!, please make sure that you download the app or get access to the internet when you come to classes. Yes, you will be using you cell phones or your electronic devices in class solely for these activities. **There are no make-ups.**

Homework assignments will also be done through CANVAS. Some of the homework assignments will consist of multiple choice questions and others of problems. We will have writing assignments, so you will be informed of those when needed. **There are no make-ups for missing homework assignments.**

**EXAMS:**
Exams will consist of multiple-choice questions, short problems and short answer questions. Some exams will be done in class and others will be done online via CANVAS. There will be 5 examinations given during the class. The dates are as follows:

Exam 1 (Chapters 1-4): September 6, 2018
Exam 2 (Chapters 5-10): October 4, 2018
Exam 3 (Chapters 11-14): November 1, 2018
Exam 4 (Chapters 15-18): November 27, 2018
Exam 5 (Chapters 19-21): December 11, 2018

**Exam dates are subject to change. Exam dates will be announced few days before the exam date.**

**COURSE EXPECTATIONS**
Prior notification is required for make-up work or exams. Exceptions for legitimate emergency circumstances may be made at the discretions of the instructor. It is important to work on the assignments regularly and read the assigned material.

**INFORMED CONSENT**
Some individuals may choose to disclose personal information during class discussions. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

**PROFESSIONALISM**
Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines.

**DISABILITY SUPPORT SERVICES**
Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221.

Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, certified health care professionals must provide documentation Please contact the Coordinator of Disability Support Services and Advisor for students with disabilities located in Student Health Services. (JoBeth Erling, MSW (phone) 575.538.6138 (fax) 575.538.6017, email: erlingj@wnmu.edu)

**COMMUNICATION POLICY STATEMENT REGARDING OFFICIAL EMAIL**

**WNMU's** policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

**Example:** Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com Martin would follow the direction provided at http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm

**ACADEMIC INTEGRITY POLICY AND PROCEDURES:**

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include "any behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain" (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.
Penalties for infractions of academic integrity in this class are as follows:

**Plagiarism:** "the intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work" (WNMU Faculty Handbook, 2008).

**Cheating:** "using or attempting to use unauthorized materials…and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge" (WNMU Faculty Handbook, 2008).

**The minimum penalty for infractions of academic integrity is an F in the class. Other Academic actions could be taken, depending on the severity of the misconduct. This matter is taken very seriously, so please avoid submitting other people's work as your own.**

**CLASS SCHEDULE FOR PRINCIPLES OF MICROECONOMICS**

| Week | TOPIC | REQUIRED READINGS |
|---|---|---|
| 1 | Introduction, Getting Ready, The Economic Problem, The Science of Economic Analysis | Chapter 1 |
| 2 | Choice and Opportunity Cost, comparative Advantage, PPF, Circular Flow<br>Homework: Types of Companies | Chapters 2 & 3 |
| 3 | Demand, Supply and Markets<br>Homework: Specialization and Trade | Chapter 4 |
| 4 | **Exam 1** | |
| 4 | Elasticity of Demand and Supply, Consumer Choice | Chapters 5&6 |
| 5 | Elasticity of Demand and Supply, Consumer Choice<br>Homework: Price Elasticity and Total Revenue | Chapters 5&6 |
| 6 | Production and Cost in the Firm<br>Homework: Discussion Southwest | Chapter 7 |
| 7 | Perfect Competition, Monopoly, Monopolistic Competition, and Oligopoly | Chapters 8,9 & 10 |
| 8 | **Exam 2** | |
| 8 | Resource Markets, Labor Markets and Labor Unions<br>Homework: Discussion Unions and Collective Bargaining | Chapters 11 & 12 |
| 9 | Capital, Interest, Entrepreneurship and Corporate Finance | Chapter 13 |
| 10 | Transaction Costs, Asymmetric Information and Behavioral Economics<br>Quiz | Chapter 14 |
| 11 | **Exam 3** | |
| 11 | Economic Regulation and Antitrust Policy, Public Goods and Public Choice<br>Quiz | Chapter 15 & 16 |
| 12 | Externalities & the Environment, Poverty and Redistribution<br>Quiz | Chapter 17 & 18 |
| 13 | **Exam 4** | |
| 13 | International Trade & International Finance<br>Quiz | Chapter 19 & 20 |
| 14 | Economic Development<br>Homework: Final Project-Know your company | Chapter 21 |
| 15 | **Exam 5** | |

# Rubric for the Five-Paragraph Essay

**Name**_____
**Date**_____ **Period**_____

| CATEGORY | 4 = Exceeds the standard | 3 = Meets the standard | 2 = Partially meets the standard | 1 = Attempted but does not meet the standard | 0 = Not attempted | Score |
|---|---|---|---|---|---|---|
| **Introduction Organization** | There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt. | Introduction clearly states the main topic, adequately addressing the writing prompt. | Introduction is somewhat clear, but only partially addresses the writing prompt | Introduction does not address the writing prompt. | No introduction is present | |
| **Support for Thesis (Concrete Details)** | Each body paragraph contains a topic sentence and relevant, telling, quality concrete details that give the reader important information that goes beyond the obvious or predictable. All supporting details serve to substantiate the thesis statement. | Each body paragraph contains a topic sentence that is adequately supported by relevant concrete details. Most supporting details serve to substantiate the thesis statement. | Topic sentence is stated in some body paragraphs. Supporting details are relevant, but some key issues are unsupported. Support for the thesis statement is weak. | Topic sentence is weak. Supporting details and information are typically unclear or not related to the topic. There is a seemingly random collection of information Thesis statement lacks proof. | No topic sentence is present OR no concrete details are present. The paragraph contains no facts, details, or examples. | |
| **Commentary** | Essay contains explanation, analysis, discussion, comparison and/or contrast that demonstrate mastery and depth of understanding. | Essay contains explanation, Analysis, discussion, comparison and/or contrast that logically supports the concrete details | Essay contains explanation, analysis, discussion, comparison and/or contrast that is weak, incomplete, or partially illogical. | Essay contains explanation, analysis, discussion, comparison and/or contrast that is off topic illogical. | No commentary is present. The paragraph contains no attempt to explain, discuss, analyze, evaluate, compare and/or contrast the factual information (concrete details) it presents. | |
| **Conclusion (Organization)** | The conclusion is strong and logical; provides a clear answer to the question, "So what?" | The conclusion is logical and adequately answers the question, "So what?" | The conclusion is logical, but does not answer the question, "So what?" | Conclusion is illogical. | There is no clear conclusion, the paper just ends. | |
| **Conventions Grammar, Usage & Sentence Structure** | The essay contains no errors in grammar, word usage or sentence structure. | The essay contains 1 or 2 errors in grammar, word usage or sentence structure. | The essay contains 3 or 4 errors in grammar, word usage or sentence structure. | The essay is readable, but contains 5 or more errors in grammar, word usage or sentence structure. | The essay is unreadable because of errors in grammar, word usage or sentence structure. | |
| **Conventions Spelling & Punctuation** | Essay contains no errors in spelling, capitalization or punctuation. | Essay contains 1 or 2 errors in spelling, capitalization or punctuation. | Essay contains 3 or 4 errors in spelling, capitalization or punctuation. | The essay is readable, but contains 5 or more errors in spelling, capitalization or punctuation. | The essay is unreadable because of errors in spelling capitalization or punctuation. | |
| | | | | | Total | |

# Rubric for the Five-Paragraph Essay

**Name**_____
**Date**_____ **Period**_____

| CATEGORY | 4 = Exceeds the standard | 3 = Meets the standard | 2 = Partially meets the standard | 1 = Attempted but does not meet the standard | 0 = Not attempted | Score |
|---|---|---|---|---|---|---|
| **Introduction Organization** | There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt. | Introduction clearly states the main topic, adequately addressing the writing prompt. | Introduction is somewhat clear, but only partially addresses the writing prompt | Introduction does not address the writing prompt. | No introduction is present | |
| **Support for Thesis (Concrete Details)** | Each body paragraph contains a topic sentence and relevant, telling, quality concrete details that give the reader important information that goes beyond the obvious or predictable. All supporting details serve to substantiate the thesis statement. | Each body paragraph contains a topic sentence that is adequately supported by relevant concrete details. Most supporting details serve to substantiate the thesis statement. | Topic sentence is stated in some body paragraphs. Supporting details are relevant, but some key issues are unsupported. Support for the thesis statement is weak. | Topic sentence is weak. Supporting details and information are typically unclear or not related to the topic. There is a seemingly random collection of information Thesis statement lacks proof. | No topic sentence is present OR no concrete details are present. The paragraph contains no facts, details, or examples. | |
| **Commentary** | Essay contains explanation, analysis, discussion, comparison and/or contrast that demonstrate mastery and depth of understanding. | Essay contains explanation, Analysis, discussion, comparison and/or contrast that logically supports the concrete details | Essay contains explanation, analysis, discussion, comparison and/or contrast that is weak, incomplete, or partially illogical. | Essay contains explanation, analysis, discussion, comparison and/or contrast that is off topic illogical. | No commentary is present. The paragraph contains no attempt to explain, discuss, analyze, evaluate, compare and/or contrast the factual information (concrete details) it presents. | |
| **Conclusion (Organization)** | The conclusion is strong and logical; provides a clear answer to the question, "So what?" | The conclusion is logical and adequately answers the question, "So what?" | The conclusion is logical, but does not answer the question, "So what?" | Conclusion is illogical. | There is no clear conclusion, the paper just ends. | |
| **Conventions Grammar, Usage & Sentence Structure** | The essay contains no errors in grammar, word usage or sentence structure. | The essay contains 1 or 2 errors in grammar, word usage or sentence structure. | The essay contains 3 or 4 errors in grammar, word usage or sentence structure. | The essay is readable, but contains 5 or more errors in grammar, word usage or sentence structure. | The essay is unreadable because of errors in grammar, word usage or sentence structure. | |
| **Conventions Spelling & Punctuation** | Essay contains no errors in spelling, capitalization or punctuation. | Essay contains 1 or 2 errors in spelling, capitalization or punctuation. | Essay contains 3 or 4 errors in spelling, capitalization or punctuation. | The essay is readable, but contains 5 or more errors in spelling, capitalization or punctuation. | The essay is unreadable because of errors in spelling capitalization or punctuation. | |
| | | | | | Total | |

ARTS 1610 – Drawing I

**Chiaroscuro Still Life of white geometric objects: Vine, Compressed Charcoal and White Pastel.**

# White on White **Project 6**

Composition

- Large Pad; 16 x 20 Vertical or Horizontal
- Use viewfinder to select area within still life to create an interesting composition. You must include minimum of five objects but you cannot include the entire still life. Remember the guidelines discussed in class and refer to your text pgs.
- Make a thumbnail sketch, evaluate your composition; make changes by changing position or scale to improve composition.

Identify values in your composition

- Cover your 16 x 20 format with vine charcoal. **Squint** Erase out the light shapes you see with a kneaded eraser, Including the background and foreground. Use negative shapes to help you place the light shapes.
- Remember to work general to specific.
- After placing light shapes, start your modeling of the shapes to achieve a 3-D appearance to the shapes. Use value gradations within the shapes and background.
- Follow up with compressed charcoal to achieve the darkest darks.
- Apply white chalk or pastel to reinforce the lightest area if needed.
- Project worth 100 points

ARTS 1610 - Drawing I

Student Name:

# Rubric for white on white

| Criteria | Distinguished 100- 90 | Proficient 89-80 | Competent 79-69 | Emerging 68 or less | Points earned |
|---|---|---|---|---|---|
| **Compostion** 20pts | Shows highly complex and sophisticated relationships between elements. Elements are correctly balanced. | Design elements relate satisfactorily to the whole. Space within the work is properly utilized. | Artwork struggles to achieve a unified composition. Attempts is apparent, though weak. Elemental balance is weak yet can be altered by simple corrective alterations. | Elements do not properly relate to each other or as the whole. | |
| **Formal Elements/Principles of Design** 30 pts | Value, line, shape and perspective are understood. Student understands principles of drawing and masters the medium. | Drawing principles understood and controlled. Value, line, shape and perspective are correct. | Artwork shows a grasp of drawing concepts but is weak as a whole. Tonal value, line, shape and proportion are understood within individual portions of drawing, but do not relate properly to the whole. | Student does not grasp basic understanding of drawing principles. Proportions are wrong, line is weak, and forms are confusing or incorrectly represented. | |
| **Creativity** 20pts | Reflects a high level of originality. Student uses line, shading or form in a highly original manner. | Reflects originality. Student uses line, shading or form in an original manner. | Drawing shows some evidence of originality. Student uses line, shading or formina slightly original manner. | Drawing shows little or no evidence of original thought. Student does not use line, shading, or form in a creative manner. | |
| **Effort** 20 pts. | Student has worked diligently and put in the necessary time and effort to produce a superior product. | Assignment objectives are met, time and effort is evident and the drawing is a success. | There is evidence of time and effort but not of success. More time is needed in preparation and analysis. | The finished product shows a lack of commitment to the goals of the assignment. | |
| **Presentation and Critique** 10 pts. | Final work is clean, presentation is professional, and work is finished on time. Student is able to communicate analysis of artwork using appropriate vernacular. | Presentation is of student quality and is completed on time. Participation in critique is satisfactory . | Presentation approaches student quality. Student participates in critique | Presentation is sloppy, work is late or incomplete. Student does not participate in critique. | |
| | | | | **total points** | 0 |

ENGL 2630: British Literature I

RUBRIC for Writing Assignments

# Rubric for Writing Assignment

**50 points possible**

2-3 pages, APA Format

**Criteria** – Refer to the Instructions and Samples before submitting.

**Inclusion of Media file (if part of the assignment): 6 points _____/6_**

Relevance, value to audience

**Depth of Analysis: 25 points _____/25__**

Novice 0 (0%)–12 (25%) points

Demonstrates limited effort at engaging the reading and criticism.

Competent 13 (50%)–20 (75%) points

Demonstrates a conscious and thorough understanding of the work, its context, and subject matter.

Proficient 21 (80%)–25 (100%) points

Considers and evaluates the reading and criticism extensively.

**Use of Evidence: 15 points ____/15_**

Novice 0 (0%)–5 (16%) points

Uses incomplete or vaguely-developed examples to support claims, with limited text-to-text, text-to-criticism, and text-to-self connections.

Competent 6 (30%)–11 (50%) points

Uses relevant examples from the texts studied to support claims. Makes insightful and applicable text-to-text and text-to-self connections.

Proficient 12 (66%)–15 (100%) points

Demonstrates a commitment to use the insights toward educational goals. Poses questions and challenges author claims.

**Conventions and Citations—10 points _____/10_**

Novice 0 (0%)–3 (33%) points

Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and limited attempts to vary sentence structure. Exhibits frequent errors in spelling, verb tense, subject-verb agreement, punctuation, pronouns, and possessives. Appears to quote but includes no mention of source.

Competent 4 (40%)–6 (60%) points

Uses precise language with a sense of voice, awareness of audience, and varied sentence structure. Demonstrates control of prose with few errors. Identifies sources with attempt to format.

Proficient 7 (70%)–10 (100%) points

Speaks and writes with authority. Uses language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Demonstrates control of the conventions with essentially no errors, even with sophisticated language. Consistently and specifically identifies sources demonstrating mastery of format.

Clovis Community College

# Macroeconomics Principles
## ECON 2110 – Online
## Course Syllabus—Fall 2019

**Instructor** Dr. Robin Kuykendall
**Office** Room 133
**Office Phone** 769-4001
**Email** Use the Canvas system to send any mail messages. Please do not use my campus email address except for emergencies only (robin.kuykendall@clovis.edu).

**Office Hours** By appointment only

**Textbook** **Course Material Available in Canvas**
Supplemental free eBook available at https://cnx.org/contents/J_WQZJkO@8.5:3ZlSW1C7@6/Introduction

**Prerequisite** A grade of "C" or higher in TRST 0930, or appropriate placement into MATH 1215 or MATH 1130.

**Course Description** An introduction to the interdependent variables comprising macroeconomics and an application of the tools utilized to monitor and alter economic output in market systems. Content includes gross domestic product; opportunity cost; analysis of inflation and unemployment; gains from international trade; aggregate supply and demand; individual product/service supply and demand; equilibrium; monetary system components; monetary and fiscal policy tools; the impact of changes in currency exchange rates, markets, and the trade deficit on economic output; and how protectionism affects domestic economic output.

**Course Objectives** *Through course work and exams, the student should be able to achieve a minimum of 70% proficiency in all objectives*

**Student Learning Objectives**

- Objective 1: Explain the concepts of opportunity cost, comparative advantage, and exchange.
- Objective 2: Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
- Objective 3: Explain the concepts of gross domestic product, inflation, and unemployment and how they are measured.
- Objective 4: Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
- Objective 5: Describe the determinants of the demand for money, the supply of money, and interest rates and the role of financial institutions in the economy.
- Objective 6: Define fiscal policy and monetary policy and how these affect the economy.
- Objective 7: Identify causes of prosperity, growth, and economic change over time, and explain the mechanisms through which these causes operate in the economy.

## Communication

E-mail through the Canvas system is the preferred method of communication. Every effort will be made to respond to e-mail correspondence within 24 hours of delivery. I will check the system Monday through Friday; however, I seldom check the system on Saturdays and Sundays, so responses may be more than 24 hours if sent on a weekend. It is the student's responsibility to check the system frequently especially when there is an ongoing dialog between the student and instructor or if there is a problem with a quiz or exam prior to the deadline. In this situation, students are expected to check the system daily until the situation is resolved.

## Grading Policy/ Grading Scale

Module quizzes will be graded immediately upon completion, and the grade will be displayed immediately in the gradebook. Module assessments and discussions will be graded within 7 days of the due date.

Grades will be based on the following percentages:

Percentage Breakdown

| | |
|---|---|
| 25% | Lesson Quizzes |
| 25% | Module Assessments |
| 10% | Discussion Questions |
| 20% | Mid-Term Exam |
| 20% | Final Exam |

Course Grade Scale

| | |
|---|---|
| A | 100% - 90% |
| B | 89% - 80% |
| C | 79% - 70% |
| D | 69% - 60% |
| F | Below 60% |

## Proctored Mid-term & Final Exam

**The comprehensive mid-term and final exam are proctored and must be completed by the deadline.** This means if you live within 50 miles of Clovis, you will be required to take the mid-term and final in the CCC Testing Center. If you live more than 50 miles from Clovis, you will have the option of driving here or finding a proctor site to take the exam. You may use an authorized testing facility, an approved Military Education Center, or ProctorU for your mid-term and final. You will be required to complete a Proctor Information Assignment located in Canvas to identify your plans for the exams. If you are using a site other than ProctorU or the CCC Testing Center, you must complete and upload the proctor form to the assignment link. The instructor will notify you once the proctor has been approved. Students are responsible for finding a suitable proctor. Examinations will not be submitted to a proctor until the proctor has been approved. **Keep in mind that ProctorU requires a webcam and a proctor fee. A testing site other than CCC may require a proctor fee. Students are responsible for all proctor fees.**

## Quizzes

Lesson quizzes will be assigned for each lesson covered. Each lesson quiz will be between 5 and 12 questions. You can attempt the lesson quiz as many times as you would like; however, you must earn a minimum score in order to move on to the next lesson (see lesson quiz for minimum score requirements). Any late lesson quizzes will have an automatic point reduction. The maximum score you can make on a late quiz is the minimum score needed to move on to the next lesson. All lesson quizzes must be completed prior to the Module Assessment deadline. No late quizzes will be accepted after the Module Assessment deadline.

## Module Assessments/ Module Study Guides

At the beginning of each module you will find a Module Study Guide. It is recommended that you print this study guide and complete it as you work through the module lessons. At the end of the module, you will be required to complete a Module Assessment that is based on your Module Study Guide. This Module Assessment is timed. You can use your study guide on the assessment. Late Module Assessments will be deducted as follows: 1

minute to 24 hours late- 25% reduction in grade, 24 hours to 48 hours late-50% reduction in grade, more than 48 hours late – zero on assignment.

Once Module assessments have been graded, you should double check your answers and ensure that your study guide answers are accurate. These module study guides will serve as your study guide for the mid-term and final.

**Discussions**

You are also required to complete a discussion question for each module. These discussions have two components.

1. You must post an original discussion that includes the requirements as indicated in each assignment. You will not be able to see the other students' posts until you have posted an original discussion. Your original post will count 60% of the grade for the discussion.
2. You must respond to two other posts. One of these responses must be at least 24 hours after your original post or else you will not receive credit for the response 10-point deduction). Since this is the case, you cannot wait until the last minute to post your original discussion and get full credit. Your two responses will count 40% of your grade for the discussion.

Late discussions will not be accepted; however, the lowest discussion grade will be dropped.

**Late Assignments and Quizzes**

See individual categories for discussion of late policy. Assignments are due by 11 p.m. (MST) on the days specified in Canvas. If you do not live in MST zone, please make note of the time zone change.

**Module Surveys**

Since this course is a redesign without a formal textbook, I am asking each student to fill out a Survey at the end of each Module. Students will earn full credit for participating or a zero for not participating. The purpose is to gain feedback to determine if you feel additional information is needed to gain mastery of the concepts presented, identify elements you felt helped the most, etc. Subsequent modules will be modified based on student feedback in order to provide the best possible class this semester.

**Extra Credit**

Students will have the opportunity to complete an extra credit assignment toward the end of the semester. This assignment is tied directly to a topic area that you did not score well on and could benefit from some additional work in that topic area.

**Additional Information**

See the **Online Course Guidelines** in Canvas for additional information on the following items:

- Online Course Attendance
- Online Tutoring
- CCC Email
- Technical Support
- Technology Requirements
- Safeguards
- Proctoring Information
- Academic Dishonesty
- Emergency Alert
- Computers on Campus
- Netiquette
- Starfish
- Students with Disabilities
- Support Services
- Copyright
- Withdrawing

# COURSE SCHEDULE

**You will have two weeks to complete most modules. It is imperative that you not save all module work for the week it is due as it is very difficult to get all module assignments completed in one week. All assignments are due on either Tuesday or Thursday of each week as shown in this calendar and in Canvas. All assignments are due by 11 p.m. (Mountain Time) as indicated in Canvas. Be sure to check the late policy for all assignments.**

| | |
|---|---|
| **Week 1**<br>**Aug 19 – Aug 27** | Getting Started Module<br>▪ Intro Video/Intro Discussion/Syllabus quiz due Aug 27 |
| **Week 2**<br>**Aug 28 – Sept 3** | Module 1—Scarcity, Opportunity Cost, PPF, and Specialization & Trade |
| **Week 3**<br>**Sept 4 – Sept 10** | Module 1—continued<br>▪ Lesson quizzes due Sept 5<br>▪ Module Assessment/Module Discussion/Module Survey due Sept 10 |
| **Week 4**<br>**Sept 11 – Sept 17** | Module 2—Supply and Demand |
| **Week 5**<br>**Sept 18 – Sept 24** | Module 2—continued<br>▪ Lesson quizzes due Sept 19<br>▪ Module Assessment/Module Discussion/Module Survey due Sept 24 |
| **Week 6**<br>**Sept 25 – Oct 1** | Module 3—Macroeconomic Measurements |
| **Week 7**<br>**Oct 2 – Oct 8** | Module 3—continued<br>▪ Lesson quizzes due Oct 3<br>▪ Module Assessment/Module Discussion/Module Survey due Oct 8 |
| **Week 8**<br>**Oct 9 – Oct 15** | Proctored Mid-Term Exam—*Available from Oct 5 to Oct 15*<br>Module 4—Aggregate Demand and Supply |
| **Week 9**<br>**Oct 16 – Oct 22** | Module 4—continued<br>▪ Lesson quizzes due Oct 22 *(note the change in due date due to the mid-term last week)* |
| **Week 10**<br>**Oct 23 – Oct 29** | Module 4—continued<br>▪ Module Assessment/Module Discussion/Module Survey due Oct 24 *(note the change in due date due to the mid-term)*<br>Module 5—Money and Banking |
| **Week 11**<br>**Oct 30 – Nov 5** | Module 5—continued<br>▪ Lesson quizzes due Oct 31<br>▪ Module Assessment/Module Discussion/Module Survey due Nov 5 |
| **Week 12**<br>**Nov 6 – Nov 12** | Module 6—Fiscal and Monetary Policy |
| **Week 13**<br>**Nov 13 – Nov 19** | Module 6—continued<br>▪ Lesson quizzes due Nov 14<br>▪ Module Assessment/Module Discussion/Module Survey due Nov 19 |
| **Week 14**<br>**Nov 20 – Nov 26** | Module 7 – Economic Growth<br>▪ Module discussion/Assessment due Nov 26 |
| **Week 15/16**<br>**Nov 27 – Dec 5** | Extra Credit due Dec 3<br>Final Exam due Dec 5 |

Clovis Community College

# Microeconomics Principles
## ECON 2120 – Online
## Course Syllabus—Fall 2019

| | |
|---|---|
| **Instructor** | Robin Kuykendall |
| **Office** | Room 133 |
| **Office Phone** | 769-4001 |
| **Email** | Use the Canvas system to send any mail messages. Please do not use my campus email address except for emergencies only (robin.kuykendall@clovis.edu). |
| **Office Hours** | By appointment only |
| **Textbook** | **Course Material Available in Canvas**<br>Supplemental free eBook available at https://cnx.org/contents/XAl2LLVA@11.5:3ZlSW1C7@6/Introduction |
| **Prerequisite** | A grade of "C" or higher in TRST 0930, or appropriate placement into MATH 1215 or MATH 1130. |
| **Course Description** | An introduction to the interdependent variables comprising macroeconomics and an application of the tools utilized to monitor and alter economic output in market systems. Content includes gross domestic product; opportunity cost; analysis of inflation and unemployment; gains from international trade; aggregate supply and demand; individual product/service supply and demand; equilibrium; monetary system components; monetary and fiscal policy tools; the impact of changes in currency exchange rates, markets, and the trade deficit on economic output; and how protectionism affects domestic economic output. |
| **Course Objectives** | *Through course work and exams, the student should be able to achieve a minimum of 70% proficiency in all objectives*<br>**Student Learning Objectives**<br>▪ Objective 1: Explain the concepts of opportunity cost.<br>▪ Objective 2: Demonstrate knowledge of the laws of supply and demand and equilibrium.<br>▪ Objective 3: Use supply and demand curves to analyze responses to markets to external events.<br>▪ Objective 4: Use supply and demand analysis to examine the impact of governmental intervention.<br>▪ Objective 5: Explain and calculate price elasticity of demand and other elasticities.<br>▪ Objective 6: Demonstrate an understanding of producer choice, including cost and break-even analysis.<br>▪ Objective 7: Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly. |
| **Communication** | E-mail through the Canvas system is the preferred method of communication. Every effort will be made to respond to e-mail correspondence within 24 hours of delivery. I will check the system Monday through Friday; however, I seldom check the system on Saturdays and Sundays, so responses may be more than 24 hours if sent on a weekend. It is the student's responsibility to check the system frequently especially when there is an ongoing dialog |

between the student and instructor or if there is a problem with a quiz or exam prior to the deadline. In this situation, students are expected to check the system daily until the situation is resolved.

## Grading Policy/ Grading Scale

Module quizzes will be graded immediately upon completion, and the grade will be displayed immediately in the gradebook. Module assessments and discussions will be graded within 7 days of the due date.

Grades will be based on the following percentages:

Percentage Breakdown

| | |
|---|---|
| 25% | Lesson Quizzes |
| 25% | Module Assessments |
| 10% | Discussion Questions |
| 20% | Mid-Term Exam |
| 40% | Final Exam |

Course Grade Scale

| | |
|---|---|
| A | 100% - 90% |
| B | 89% - 80% |
| C | 79% - 70% |
| D | 69% - 60% |
| F | Below 60% |

## Proctored Mid-term & Final Exam

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## Quizzes

Lesson quizzes will be assigned for each lesson covered. Each lesson quiz will be between 5 and 12 questions. You can attempt the lesson quiz as many times as you would like; however, you must earn a minimum score in order to move on to the next lesson (see lesson quiz for minimum score requirements). Any late lesson quizzes will have an automatic point reduction. The maximum score you can make on a late quiz is the minimum score needed to move on to the next lesson. All lesson quizzes must be completed prior to the Module Assessment deadline. No late quizzes will be accepted after the Module Assessment deadline.

## Module Assessments/ Module Study Guides

At the beginning of each module you will find a Module Study Guide. It is recommended that you print this study guide and complete it as you work through the module lessons. At the end of the module, you will be required to complete a Module Assessment that is based on your Module Study Guide. This Module Assessment is timed. You can use your study guide on the assessment. Late Module Assessments will be deducted as follows: 1 minute to 24 hours late- 25% reduction in grade, 24 hours to 48 hours late-50% reduction in grade, more than 48 hours late – zero on assignment.

Once Module assessments have been graded, you should double check your answers and ensure that your study guide answers are accurate. These module study guides will serve as your study guide for the mid-term and final.

**Discussions**

You are also required to complete a discussion question for each module. These discussions have two components.

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**Late Assignments and Quizzes**

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**Module Surveys**

Since this course is a redesign without a formal textbook, I am asking each student to fill out a Survey at the end of each Module. Students will earn full credit for participating or a zero for not participating. The purpose is to gain feedback to determine if you feel additional information is needed to gain mastery of the concepts presented, identify elements you felt helped the most, etc. Subsequent modules will be modified based on student feedback in order to provide the best possible class this semester.

**Extra Credit**

Students will have the opportunity to complete an extra credit assignment toward the end of the semester. This assignment is tied directly to a topic area that you did not score well on and could benefit from some additional work in that topic area.

**Additional Information**

See the **Online Course Guidelines** in Canvas for additional information on the following items:

- Online Course Attendance
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- CCC Email
- Technical Support
- Technology Requirements
- Safeguards
- Proctoring Information
- Academic Dishonesty
- Emergency Alert
- Computers on Campus
- Netiquette
- Starfish
- Students with Disabilities
- Support Services
- Copyright
- Withdrawing

# COURSE SCHEDULE

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| | |
|---|---|
| **Week 1**<br>**Aug 19 – Aug 27** | Getting Started Module<br>▪ Intro Video/Intro Discussion/Syllabus quiz due Aug 27 |
| **Week 2**<br>**Aug 28 – Sept 3** | Module 1—Scarcity, Opportunity Cost, PPF, and Specialization & Trade |
| **Week 3**<br>**Sept 4 – Sept 10** | Module 1—continued<br>▪ Lesson quizzes due Sept 5<br>▪ Module Assessment/Module Discussion/Module Survey due Sept 10 |
| **Week 4**<br>**Sept 11 – Sept 17** | Module 2—Supply and Demand/Responses to External Events/Government Intervention |
| **Week 5**<br>**Sept 18 – Sept 24** | Module 2—continued<br>▪ Lesson quizzes due Sept 19<br>▪ Module Assessment/Module Discussion/Module Survey due Sept 24 |
| **Week 6**<br>**Sept 25 – Oct 1** | Module 3—Elasticity |
| **Week 7**<br>**Oct 2 – Oct 8** | Module 3—continued<br>▪ Lesson quizzes due Oct 3<br>▪ Module Assessment/Module Discussion/Module Survey due Oct 8 |
| **Week 8**<br>**Oct 9 – Oct 15** | Proctored Mid-Term Exam—*Available from Oct 5 to Oct 15* |
| **Week 9**<br>**Oct 16 – Oct 22** | Module 4—Consumer Producer Choice |
| **Week 10**<br>**Oct 23 – Oct 29** | Module 4—Consumer Producer Choice |
| **Week 11**<br>**Oct 30 – Nov 5** | Module 4—continued<br>▪ Lesson quizzes due Oct 31<br>▪ Module Assessment/Module Discussion/Module Survey due Nov 5 |
| **Week 12**<br>**Nov 6 – Nov 12** | Module 5— Market Structures |
| **Week 13**<br>**Nov 13 – Nov 19** | Module 5— Market Structures |
| **Week 14**<br>**Nov 20 – Nov 26** | Module 5—continued<br>▪ Lesson quizzes due Nov 21<br>▪ Module Assessment/Module Discussion/Module Survey due Nov 26 |
| **Week 16**<br>**Nov 27 – Dec 5** | Extra Credit due Dec 3<br>Proctored Final Exam—*Available from Nov 27 to Dec 5* |

ENG 2620 AMERICAN LITERATURE II (From 1865 to Present)

RUBRIC for Writing Assignments

# Rubric for Writing Assignment

**50 points possible**

2-3 pages, double spaced, 12-point Times New Roman font, 1-inch margin

**Objectives**: Practice analysis of novel.

**Key Points for Analysis:**

- Identify the reading by its title or author, or the particular discussion.)
- Make connections with your own experience and/or with other texts.
- How will you use this text to further your understanding of literature?

**Criteria** – Refer to the Instructions and Samples before submitting.

**Depth of Analysis: 25 points _____/25__**

Novice 0 (0%)–12 (25%) points

Demonstrates limited effort at engaging the reading and criticism.

Competent 13 (50%)–20 (75%) points

Demonstrates a conscious and thorough understanding of the work, its context and subject matter.

Proficient 21 (80%)–25 (100%) points

Considers and evaluates the reading and criticism extensively.

**Use of Evidence: 15 points ____/15_**

Novice 0 (0%)–5 (16%) points

Uses incomplete or vaguely-developed examples to support claims, with limited text-to-text, text-to-criticism, and text-to-self connections.

Competent 6 (30%)–11 (50%) points

Uses relevant examples from the texts studied to support claims. Makes insightful and applicable text-to-text and text-to-self connections.

Proficient 12 (66%)–15 (100%) points

Demonstrates a commitment to use the insights toward educational goals. Poses questions and challenges author claims.

**Conventions and Citations—10 points _____/10_**

Novice 0 (0%)–3 (33%) points

Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and limited attempts to vary sentence structure. Exhibits frequent errors in spelling, verb tense, subject-verb agreement, punctuation, pronouns, and possessives. Appears to quote but includes no mention of source.

Competent 4 (40%)–6 (60%) points

Uses precise language with a sense of voice, awareness of audience, and varied sentence structure. Demonstrates control of prose with few errors. Identifies sources with attempt to format.

Proficient 7 (70%)–10 (100%) points

Speaks and writes with authority. Uses language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Demonstrates control of the conventions with essentially no errors, even with sophisticated language. Consistently and specifically identifies sources demonstrating mastery of format.

# ARTH 2110 Research Paper

Option 1

**Upload the file of your paper with the pics embedded in the document, if you're choosing option 1. Remember you have already chosen a topic and option. Do not submit assignments to both options!**

**Option 1:** Research Paper on Architectural Structure or Art Object from the material covered in the text. 1,600-word paper, (12 pt. font, 1.5 spacing, 1" margins). Write your paper in the third person. Remember you have already submitted your topic.

**New technology checks your paper for plagiarism, so please don't copy and paste text from the internet or you will fail! If you find something, you would like to use, restructure the content in your own words and credit the appropriate source.**

**Remember your outline:**
**Introduction:** The reason for your paper. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing.

**Body:** The three (or more) significant points you plan to make in your research paper. Each of these essential points should support the thesis statement, facts about your topic.
Develop a list of "talking points."
Review your outline and organize it into an order that makes sense, add pics of the art object to enhance your paper.

**Conclusion:** The conclusion should sum up the reasons you have given that support your thesis. You should add insight by providing some thoughts on the implications of what you have just written or proven.

**Put the correct information at the top left of your paper**

**Name:**

**class:**

**Instructor:**

**Date:**

**Title**

**Name your file with your last name and assignment- example: smith_final.doc**

# ARTH 2110 Research Paper Grading Rubric

| Criteria | Ratings | | | | |
|---|---|---|---|---|---|
| **Introduction/Thesis**<br>Introduction: The reason for your paper. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing. | **50.0 pts**<br>**Excellent**<br>exceptional introduction that grabs interest of reader and states topic. thesis is exceptionally clear, well-developed, and a definitive statement. | **40.0 pts**<br>**Good**<br>proficient introduction that is interesting and states topic. thesis is clear and arguable statement of position. | **35.0 pts**<br>**Minimally Acceptable**<br>basic introduction that states topic but lacks interest. thesis is somewhat clear and arguable. | **30.0 pts**<br>**Poor**<br>weak or no introduction of topic. paper's purpose is unclear/thesis is weak or missing. | 50 pts |
| **Content knowledge: Quality of Research**<br>Analysis of how well the paper is researched | **50.0 pts**<br>**Excellent**<br>paper is exceptionally researched, contains 3 peer reviewed articles, the 3 articles relate to the thesis argument in a logical manner. References are correctly cited | **40.0 pts**<br>**Good**<br>information relates to the main topic. Paper is well-researched in detail and from 3 good sources. References are correctly cited | **35.0 pts**<br>**Minimally Acceptable**<br>information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly | **30.0 pts**<br>**Poor**<br>information has little or nothing to do with the thesis. information has weak or no connection to the thesis. References are not cited correctly. | 50 pts |
| **Content application: Support of Thesis and Analysis**<br>Each of these essential points should support the thesis statement, facts about your topic. | **50.0 pts**<br>**Excellent**<br>Support of Thesis and Analysis exceptionally critical, relevant and consistent connections made between evidence and thesis. excellent analysis | **40.0 pts**<br>**Good**<br>Consistent connections made between evidence and thesis good analysis. | **35.0 pts**<br>**Minimally Acceptable**<br>Some connections made between evidence and thesis. some analysis. | **30.0 pts**<br>**Poor**<br>Limited or no connections made between evidence and thesis. lack of analysis. | 50 pts |
| **Conclusion**<br>The conclusion should sum up the reasons you have given that support your thesis. You should add insight by providing some thoughts on the implications of what you have just written or proven. | **50.0 pts**<br>**Excellent**<br>The conclusion is an excellent summary of the thesis argument with concluding ideas that impact the reader. | **40.0 pts**<br>**Good**<br>Good summary of topic with clear concluding ideas. | **35.0 pts**<br>**Minimally Acceptable**<br>Basic summary of topic with some final concluding ideas. | **30.0 pts**<br>**Poor**<br>Lack of summary of the topic. | 50 pts |
| **Writing**<br>An Analysis of Grammar, Spelling, and Punctuation, Sentence structure and Reading Quality. | **50.0 pts**<br>**Excellent**<br>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted. | **40.0 pts**<br>**Good**<br>Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate. | **35.0 pts**<br>**Minimally Acceptable**<br>Many ideas require clarification and/or are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is very challenging to read due to poor writing flow. Improper reference section. | **30.0 pts**<br>**Poor**<br>Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing | 50 pts |
| | | | | **TOTAL AVAILABLE POINTS:** | 250 |

# ARTH 2120 Research Paper

Option 1

**Upload the file of your paper with the pics embedded in the document, if you're choosing option 1. Remember you have already chosen a topic and option. Do not submit assignments to both options!**

**Option 1:** Research Paper on Architectural Structure or Art Object from the material covered in the text. 1,600-word paper, (12 pt. font, 1.5 spacing, 1" margins). Write your paper in the third person. Remember you have already submitted your topic.

**New technology checks your paper for plagiarism, so please don't copy and paste text from the internet or you will fail! If you find something, you would like to use, restructure the content in your own words and credit the appropriate source.**

**Remember your outline:**
**Introduction:** The reason for your paper. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing.

**Body:** The three (or more) significant points you plan to make in your research paper. Each of these essential points should support the thesis statement, facts about your topic.
Develop a list of "talking points."
Review your outline and organize it into an order that makes sense, add pics of the art object to enhance your paper.

**Conclusion:** The conclusion should sum up the reasons you have given that support your thesis. You should add insight by providing some thoughts on the implications of what you have just written or proven.

**Put the correct information at the top left of your paper**

**Name:**

**class:**

**Instructor:**

**Date:**

**Title**

**Name your file with your last name and assignment- example: smith_final.doc**

# ARTH 2120 Research Paper Grading Rubric

| Criteria | Ratings | | | | |
|---|---|---|---|---|---|
| **Introduction/Thesis**<br>Introduction: The reason for your paper. Thesis statement – this sentence should be a statement—not a question—of what you intend to prove in your writing. | **50.0 pts**<br>**Excellent**<br>An excellent introduction that grabs the interest of the reader and states the topic. The thesis is distinct, well-developed, and a definitive statement. | **40.0 pts**<br>**Good**<br>A proficient introduction that is interesting and states topic. Thesis is a clear and arguable statement of position. | **35.0 pts**<br>**Minimally Acceptable**<br>A basic introduction that states topic but lacks interest. Thesis is somewhat transparent and arguable. | **30.0 pts**<br>**Poor**<br>Weak or no opening to the topic. Paper's purpose is unclear/thesis is weak or missing. | 50 pts |
| **Content knowledge: Quality of Research**<br>The quality of research and analysis of how well the student investigates the topic. | **50.0 pts**<br>**Excellent**<br>Paper is exceptionally researched, contains three peer-reviewed articles; the three articles related to the thesis argument logically. Citing references is correct. | **40.0 pts**<br>**Good**<br>Information refers to the main topic. Paper is well-researched in detail and from 3 sound sources. Citing references is correct. | **35.0 pts**<br>**Minimally Acceptable**<br>Information relates to the main topic, but few details and/or examples are given. The paper shows a limited variety of sources. Citing references is incorrect. | **30.0 pts**<br>**Poor**<br>The information has little or nothing to do with the thesis. The information has weak or no connection to the thesis. Citing references are incorrect or missing. | 50 pts |
| **Content application: Support of Thesis and Analysis**<br>The essential points should back-up the thesis statement and facts about the student's topic. | **50.0 pts**<br>**Excellent**<br>Support of Thesis and Analysis exceptionally critical, relevant, and consistent connections made between evidence and thesis. excellent analysis | **40.0 pts**<br>**Good**<br>Logical connections made between evidence and thesis, a good analysis. | **35.0 pts**<br>**Minimally Acceptable**<br>Some links made between evidence and thesis, some analysis. | **30.0 pts**<br>**Poor**<br>Limited or no connections made between evidence and thesis. Lack of analysis. | 50 pts |
| **Conclusion**<br>The conclusion should sum up the reasons the writer has given to support his or her thesis. The student should add insight by providing some thoughts on the implications of what they have just written or proven. | **50.0 pts**<br>**Excellent**<br>An Excellent summary of the thesis argument by concluding ideas that impact the reader. | **40.0 pts**<br>**Good**<br>A good overview of the topic with bright concluding ideas. | **35.0 pts**<br>**Minimally Acceptable**<br>Basic summary of the topic with some final concluding ideas. | **30.0 pts**<br>**Poor**<br>Lack of summary of the topic. | 50 pts |
| **Writing**<br>Analysis of Grammar, Spelling, Punctuation, Sentence Structure, and Reading Quality. | **50.0 pts**<br>**Excellent**<br>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference section properly formatted. | **40.0 pts**<br>**Good**<br>Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. Reference section adequate. | **35.0 pts**<br>**Minimally Acceptable**<br>Many ideas require clarification, are off-topic or have marginal relevance to the assignment. Many grammatical and/or spellings errors throughout the paper. The paper is challenging to read due to poor writing flow. Improper reference section. | **30.0 pts**<br>**Poor**<br>Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference section missing | 50 pts |
| | | | | **TOTAL AVAILABLE POINTS:** | 250 |