

Application: 0000001094

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 0000001094

Status: Under Review

Last submitted: Mar 13 2020 07:51 AM (MDT)



Application Form

Completed - Mar 13 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	1110
Title	General Biology
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	BIOL
Number	1110L
Title (if applicable)	General Biology Laboratory

New Mexico Common Course Information

Prefix	BIOL
Number	1110
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>)

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.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

At the start of the course the process of science (concepts of hypothesis generation, experimental design elements, data collection and analysis and referring to how this addresses the original question/hypothesis) is covered and then built upon as the semester progresses. Basically, why does science work as a process of generating knowledge and under what circumstances is it applied (i.e. to gain knowledge and understanding of the natural world without recourse to supernatural explanations). This is covered by directly explaining how, unlike fields such as theology and philosophy, science is built from direct observation and experiment (evidence acquisition), where the observations and experiments can be independently tested by other investigators (evidence evaluation). If the findings are a true representation of how the natural world works then regardless of tradition, ideology, creed, personal opinion, etc. the finding represent a truth about the natural world (conclusion). Examples of the process in action are used through the course to demonstrate it in action (e.g. DNA as the hereditary molecule versus protein; development of evolution by natural selection; the link between genetics/heredity and evolution). These illustrate how problems are developed into a questionable form (problem setting), evidence is acquired (evidence acquisition), evaluated (evidence evaluation), and a conclusion (reasoning/conclusion) based on the evidence available is reached. In addition, built into the lectures are a series of questions addressing real life examples of how science-based thinking and analysis can be used to find a solution to a question. These questions increase in complexity as the semester progresses. Exemplars covered in lecture are then used as the basis for questions on quizzes/tests/exams to evaluate student understanding of the process.

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.

At the start of the course the process of science (concepts of hypothesis generation, experimental design elements, data collection and analysis and referring back to how this addresses the original question/hypothesis) is covered and then built upon as the semester progresses. Basically, why does science work as a process of generating knowledge and under what circumstances is it applied (i.e. to gain knowledge and understanding of the natural world without recourse to supernatural explanations). This is covered by directly explaining how, unlike fields such as theology and philosophy, science is built off of direct observation and experiment (evidence acquisition), where the observations and experiments can be independently tested by other investigators (evidence evaluation). If the findings are a true representation of how the natural world works then regardless of tradition, ideology, creed, personal opinion, etc. the finding represent a truth about the natural world (conclusion). Examples of the process in action are used through the course to demonstrate it in action (e.g. DNA as the hereditary molecule versus protein; development of evolution by natural selection; the link between genetics/heredity and evolution). These illustrate how problems are developed into a questionable form (problem setting), evidence is acquired (evidence acquisition), evaluated (evidence evaluation), and a conclusion (reasoning/conclusion) based on the evidence available is reached. In addition, built into the lectures are a series of questions addressing real life examples of how science-based thinking and analysis can be used to find a solution to a question. These questions increase in complexity as the semester progresses. Exemplars covered in lecture are then used as the basis for questions on quizzes/tests/exams to evaluate student understanding of the process.

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.

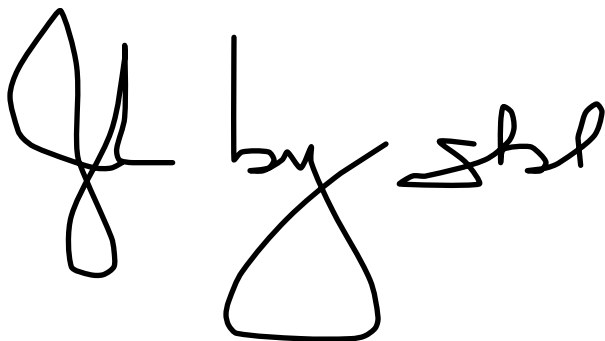
The ethics of medical research are discussed (e.g. use of animal models and human subjects through history). The importance of a scientifically literate society in the modern world is covered – i.e. why should non-scientists have an understanding of scientific processes. During the course this is discussed at a personal (e.g. understanding a visit to the doctor’s office) as well as a societal level (e.g. genetically engineered organisms, environmental impacts of society, how science is supported with public funds, etc.). Most discussions in class are collaborative to build team work and then broadened to the whole class where skills in civil discourse can be developed. Topics covered in the class discussions are then included on quizzes/tests/exams to evaluate students’ ability to synthesize information gained in the course and initial discussion to make a coherent, evidence-based argument for their position.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. Byrd", written in a cursive style.

Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P BIOL 1110 Assessment

Filename: ENMU-P_BIOL_1110_Assessment.pdf Size: 100.6 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: 0000001106

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001106

Status: Under Review

Last submitted: Mar 13 2020 09:46 AM (MDT)



Application Form

Completed - Mar 13 2020

Application Form

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

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Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOL
Number	1120
Title	Environmental Geology
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	GEOL
Number	1120L
Title (if applicable)	Environmental Geology Laboratory

New Mexico Common Course Information

Prefix	GEOL
Number	1120
Name	Environmental Geology

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. Apply the scientific method to the field of environmental geology and differentiate between facts and opinions.
2. Recognize or describe natural cycles, for example the rock cycle, hydrologic cycle, and carbon cycle.
3. Discuss and explain the role humans play in environmental problems and in solutions to those problems; relate environmental geology to your life and its portrayal in the media.
4. Recognize, discuss or explain geologic hazards and their impact on humans and how these impacts can be minimized.
5. Recognize or explain a holistic approach to sustainability (mineral, energy, water and soil resources) on local to global scales while minimizing negative impacts on the environment.
6. Recognize, discuss or explain global environmental issues, including climate change, and the varied responses to these 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.

n/a

C. Narrative

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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.*

We are living in a time in which citizens need to critically evaluate news (which is often of questionable reliability) and statements and decisions made by politicians. In this course students will be given a topic to explore using essential critical thinking skills, particularly in the areas of evidence evaluation and the ability to reason based on knowledge gained in the course. Component skills are introduced during classroom discussion of various topics and through classroom discussion.

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.*

Quantitative reasoning is introduced in the lecture and is briefly assessed on written exams. There is a laboratory component to this course and quantitative reasoning is best assessed in the lab. Student will be able to apply quantitative techniques to solve problems related to scientific principles, population and/or resources. Student will be able to describe/explain information presented in graphics. Classroom discussion/interpretation of data and plots will help build skills for this component. Some examples are provided on the last page.

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.

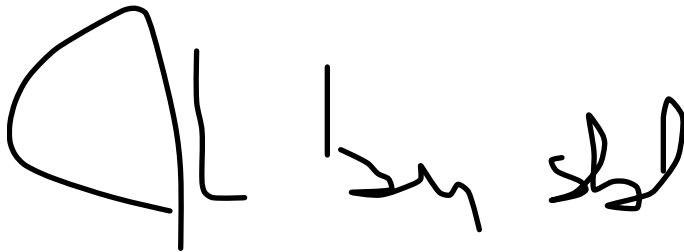
A principle goal of this class is to provide students with an environmental geology knowledge base. This knowledge provides a foundation for students to understand geologic hazards (flooding, landslides, earthquakes, etc.) and environmental/societal issues (waste disposal, resource exploitation/availability, air and water pollution, climate change). This information is important for making informed decisions as a voter, a consumer and a teacher. The focus in this course will related to sustainability and the natural and human worlds, or civic discourse/knowledge as it applies to the environment and resources.

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

A handwritten signature in black ink, appearing to read "D. L. Smith", written over a white background.

Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P GEOL 1120 (113) Environmental Geology Assessment examples

Filename: ENMU-P_GEOL_1120_113_Environmental_Geo_FxP7j1d.pdf Size: 127.3 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: 0000001019

Michael Raine - mraine@unm.edu

NM General Education Curriculum

Summary

ID: 0000001019

Status: Under Review

Last submitted: Jan 28 2020 09:28 AM (MST)



Application Form

Completed - Jan 28 2020

Application Form

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Contact Information

Name	Irina Meier
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Submitting Institution

Name of HEI	UNM
Submitting Department	Russian

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	RUSS
Number	2120
Title	Russian IV
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	RUSS
Number	2120
Name	Russian IV

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>)

In this course, students continue to expand and refine their proficiency skills in listening, reading, writing, and speaking Russian. It is designed for students who have completed Intermediate Russian I. After the completion of the course, students will be able to perform in specific situations at the Intermediate-Mid level on the American Council on the Teaching of Foreign Languages proficiency scale.

Student Learning Outcomes:

1. Students will refine their Russian language skills in reading, writing, speaking and listening.
2. Students will achieve more complex communication goals in specialized contexts.
3. Students will apply their intercultural knowledge to various contexts.
4. Students will analyze more complex Russian cultural phenomena in their historical and contemporary 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.

Per 5.55.6.10 A. 2.b GENERAL EDUCATION CURRICULUM: "Flexible Nine", UNM has assigned one course or three credits in its General Education Curriculum to "Second Language" for which the following critical skills will be assessed: "Communication," "Critical Thinking," "Personal and Social Responsibility." (note: approval from NMHED, e-mail from Thomas Schawel to apcurriculum@unm.edu (Pamela Cheek), Friday, October 25, 2019 at 8:36 AM).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

Effective communication is an essential skill that students continue mastering in the second part of Intermediate Russian. Students expand the range of practical communicative situations in which they can successfully inquire and exchange information in Russian at an intermediate-mid level. Throughout the course, students' ability to communicate in Russian is assessed via multiple activities: they practice dialogues, create personal opinion written arguments on different social and cultural issues, engage in a regular informal exchange with each other by maintaining an Instagram blog in Russian, watch videos where Russian speakers suggest their views on the topic of interest and evaluate these perspectives in class discussions, etc.

During the course, students are asked to produce work in a variety of genres and media: personal reaction essays, videos, digital narratives, oral presentations, and others. For example, in the culture assignment on the Russian language, students write an analytical report in which they evaluate different Russian regional dialects and propose their own argument about the homogeneity of the Russian language. In another culture assignment on the local Russian diaspora, students produce a video examining the life of Russian immigrants in Albuquerque, with its pros and cons. For another culture assignment, students are asked to watch a Russian movie of their choice that was acclaimed in Russia or worldwide and comment on an important political, social, or cultural issue exposed in the film. At the end of the semester, students return to this issue in their final oral presentation to analyze the importance of this problem to Russia and the larger Russian world today.

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.

Russian 2120 is a continuation of the Intermediate Russian course that offers opportunities for students to further develop their communicative skills in the areas of personal interests, experiences, and everyday situations, such as asking for directions in a Russian city, traveling in Russia and former Soviet republics, discussing the most acute problems facing the Russian world today, celebrating holidays, etc. Students will also continue to develop their sense of personal and social responsibility through comparison and contrast of American and Russian cultural perspectives when it comes to significant historical events, linguistic complexities of the Russian language, important social, political, and economic issues as represented in different media, and life of the Russian diaspora in New Mexico. Each of the culture assignments leads into our Russian textbook unit of the same or relevant topic. Four cultural assignments in the course are designed to help students set the problems pertaining linguistic, social, political and cultural issues in Russian and post-Soviet world, acquire data from various sources and perspectives, critically evaluate the evidence, and defend their own argumentative point of view on the topics, such as homogeneity of the Russian language, commonality of historical experiences for Russian and American people, and others. Students are required to examine the data from different sources and produce analytical responses on the issues of Russian dialects, problematic areas of the Russian world, life of the local Russian diaspora, and personal accounts from Russian and American war narratives. For instance, in the assignment about Russian dialects and their cultural significance, students listen to and examine the differences in Russian regional dialects, evaluate the Russian language in terms of its homogeneity, and make their own conclusion about the rationality of translating the linguistic peculiarities of Russian regional dialects using American regional dialects. In the assignment about problematic areas of the Russian world, students watch a Russian movie of their choice that exposes one of those areas and suggest their own analysis and perspective on the issue. In the assignment about Russian and American experiences in World War II, students are asked to contrast and compare personal accounts of Russian and American soldiers in order to trace the commonality of war experiences across cultures.

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.

NA

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 the second part of Intermediate Russian course, students are highly encouraged to engage with the issues of personal and social responsibility. For the culture assignment examining the life of the Russian diaspora in New Mexico, students are required to collaborate with their classmates and either interview a Russian immigrant in Albuquerque or examine places of significance in New Mexico for the local Russian diaspora. Students are expected to incorporate their findings in a video or a digital narrative about life of the local Russian diaspora, examining the problems, the value systems, the place, and the role of Russian immigrants in New Mexico. Students will not only gain knowledge about the local Russian diaspora, but also learn to demonstrate sensitivity in complex cultural issues and problems that arise for Russian immigrants in our state. In the culture assignment on the linguistic variety of the Russian language, students are asked to demonstrate understanding of different Russian dialects and take a position on the issue of homogeneity when it comes to the Russian language. In a written report, students then evaluate the cultural significance of Russian regional dialects and compare them to American regional dialects. One of the final course activities for students in this Intermediate Russian course include learning about different Russian holidays and organizing a celebration of a culturally important Russian holiday at the end of the semester. Since 2020 marks the 75th anniversary of the allies' victory in World War II, students are asked to collaborate with their classmates, other students in the Russian program, and the children from the local Russian school in preparation of a commemorative celebration devoted to American and Russian soldiers who participated in this war. Students will explore the cultural and historical connections between the American and Russian cultures and gain understanding of the commonality of war experiences and importance of this victory for both cultures.

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.

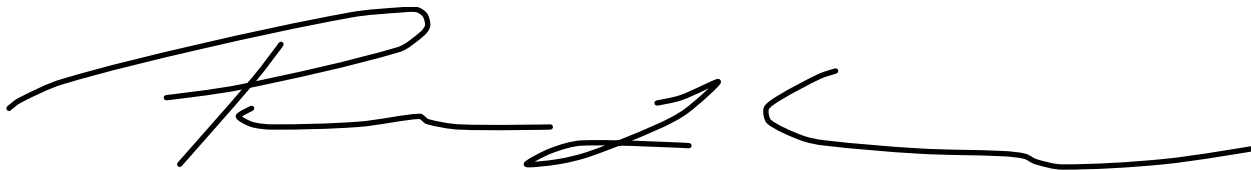
NA

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

RUSS 2120 Culture Assignment 2 Russian dialects and Their Cultural Significance

Filename: RUSS_2120_Culture_Assignment_2_Russian_W8QnK3Q.pdf Size: 169.6 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: 0000001057

Summary

ID: 0000001057

Status: Under Review

Last submitted: Mar 12 2020 12:39 PM (MDT)



Application Form

Completed - Mar 12 2020

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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

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2019 to be heard at the **June 13-14, 2019** NMCAC 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Theatre

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	THEA
Number	1210
Title	Acting for Non-Majors
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	THEA
Number	1210
Name	Acting for Non-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.

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. Develop fundamental physical, vocal, analytical, and imaginative skills for acting for the stage.
2. Apply fundamental techniques of voice and movement for the stage.
3. Apply principles of play text analysis to understand story, character, and meaning.
4. Gain a better understanding of an actor's approach to goals, tactics, and obstacles.
5. Engage in character creation and development while preparing and performing monologues and scenes.
6. Learn a common vocabulary to help discuss the process of acting.
7. Employ collaborative methods of work with a partner and in groups.
8. Observe and evaluate acting skills of other actors.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 will study to understand theatrical genre and develop medium awareness, application and versatility by performing in both comic and dramatic scenes of both contemporary and historical periods. "Genre and medium" are not widely accepted nomenclature to describe different types and subcategories of theatre but there exist a multitude of "genres" such as comedy, tragedy, history, theatre of the absurd, and musical theatre that lend themselves to further categorization, often occurring within the oeuvre of a single playwright. Strategies for understanding and evaluating messages: instructors will introduce a common vocabulary to discuss the process of acting, and to better understand the aims of the playwright and the set of personal and societal circumstances around the creation of the play. Evaluation and production of arguments: Based on the knowledge gained from the play itself and study of the playwright and production history, students will engage in character creation and development through partnered scenes and monologues. Ultimately, students will collaborate in a group project exploring a current social issue that will culminate in an interactive discussion with the audience. Finally, at the end of the semester each student will present a ten-minute monologue based upon a personal experience containing a dramatic conflict. Throughout the semester students will observe and evaluate acting skills of others in written critiques.

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 process of creating theatre is one of setting/solving the problems in the process of creating an authentic and compelling realization of a play. Problem setting: students will research a social issue generating a question to explore. First creating plausible and relevant characters to explore the issue, and a “world” where a scene might take place, they will improvise dialogue to discover the essential arguments in the debate. Evidence acquisition is the research of the problem with attention toward the aims and goals of the sources of information. This allows the students to evaluate the evidence, not only for its truthfulness, but also the point of view of each source; the characters that are carrying on the discourse (or argument) in society. This improvisation will carry these arguments, complete with their competing or reinforcing points of view, to their natural conclusion. An essential part of this exercise is that the audience (the class) will interact with the actors after each presentation to challenge the actors to explain their process and relevant evidence. The audience will provide feed-back on the message received, the authenticity of the characters (whether the characters were based on research or stereotype), and whether the performers have reached an authentic conclusion based on their characters and their points of view. Critical thinking is evaluated according to creative decisions made based on clearly delineating the problems the characters face, the rigor with which information sources were gathered and evaluated for veracity, and how the techniques of acting were used to illuminate the viewpoint of each character.

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 process of creating theatre is one of setting/solving the problems in the process of creating an authentic and compelling realization of a play. Problem setting: students will research a social issue generating a question to explore. First creating plausible and relevant characters to explore the issue, and a “world” where a scene might take place, they will improvise dialogue to discover the essential arguments in the debate. Evidence acquisition is the research of the problem with attention toward the aims and goals of the sources of information. This allows the students to evaluate the evidence, not only for its truthfulness, but also the point of view of each source; the characters that are carrying on the discourse (or argument) in society. This improvisation will carry these arguments, complete with their competing or reinforcing points of view, to their natural conclusion. An essential part of this exercise is that the audience (the class) will interact with the actors after each presentation to challenge the actors to explain their process and relevant evidence. The audience will provide feed-back on the message received, the authenticity of the characters (whether the characters were based on research or stereotype), and whether the performers have reached an authentic conclusion based on their characters and their points of view. Critical thinking is evaluated according to creative decisions made based on clearly delineating the problems the characters face, the rigor with which information sources were gathered and evaluated for veracity, and how the techniques of acting were used to illuminate the viewpoint of each character.

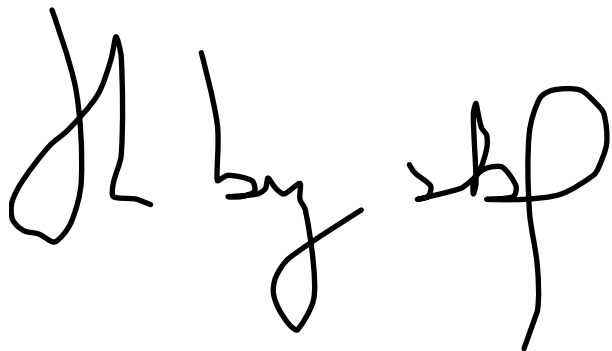
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

THEA 1210 (121) Assessment

Filename: THEA_1210_121_Assessment.pdf Size: 195.0 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: 0000001102

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001102

Status: Under Review

Last submitted: Mar 13 2020 09:12 AM (MDT)



Application Form

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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

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students do throughout the course.

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

Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1225
Title	General Chemistry II for STEM Majors
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	CHEM
Number	1225L
Title (if applicable)	General Chemistry for STEM Majors II Laboratory

New Mexico Common Course Information

Prefix	CHEM
Number	1225
Name	General Chemistry II 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. 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.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

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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.

This is the second semester of a two-semester sequence in the basic principles and applications of chemistry. It focuses on a quantitative view of chemistry, consisting of kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry, and introduction to inorganic chemistry, organic chemistry and biochemistry. The critical thinking skills are developed by course reading assignments, lectures, and homework assignments for solving complex chemistry problems. The emphasis has been on imparting conceptual understanding, instead of presenting equations into which students are supposed to plug numbers. Students are required to isolate the key information from the problems related to common life and use chemical equations to solve those including sentences and chemical symbol formats. They are also required to integrate reliable resources to evaluate their conclusions. Moreover, the critical thinking skills will be improved by in-class discussions where students will present their arguments, ideas, and solutions.

Critical Thinking will be assessed using homework assignments and comprehensive 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.

This course requires quantitative reasoning study to STEM majored students. Students will learn different types of numbers such as mole, Planck's constant, temperature in Kelvin, pressure universal constant, etc. In the meantime, students will learn how to solve problems commonly encountered chemistry such as mole, molarity, writing and balancing chemical equations, stoichiometry, chemical equilibrium, interpreting equilibrium constant, entropy, enthalpy, Gibbs free energy, etc. Students will demonstrate quantitative information using chemical symbols, chemical equations, or formulas. Students are required to use graphs, diagrams, spreadsheets, periodic table, etc. to identify the elements, atoms, molecules, orbitals, active-complex, etc.

Quantitative Reasoning will be assessed using problems embedded in homework and comprehensive 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.

Students will describe the possible negative impacts on the environment for the disposal of chemicals by a specified method. Students will describe the effect, on both the environmental and the economy, the removal of a class of chemicals from use within consumer products. Student will describe the environmental issue of the use of plastics, and describe how biodegradable plastics can be used to reduce the negative impact on the environment from plastics, as part of a sustainable system in the natural world. Students will be arranged in groups to discuss the social, civic, environmental issues, etc. Collaboration skills will be assessed through the class presentations. The presentations will be evaluated by both of their classmates and the instructor. Collaboration skills will also be improved through group projects in and out of class.

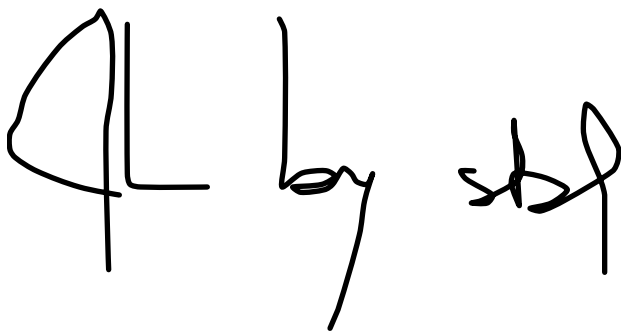
Personal & Social Responsibility will be assessed for the component skills of Sustainability and the Natural and Human Worlds and Collaboration Skills.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nic3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

CHEM 1225 - Gen Chem II for STEM Assessment

Filename: CHEM_1225_-_Gen_Chem_II_for_STEM_Assessment.pdf Size: 204.0 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: 0000001058

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001058

Status: Under Review

Last submitted: Mar 12 2020 12:52 PM (MDT)



Application Form

Completed - Mar 12 2020

Application Form

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Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Psychology and Political Science

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	POLS
Number	1110
Title	Introduction to Political Science
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	1110
Name	Introduction to Political Science

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. Construct reasoned civic discourse to advocate a stance or examine alternate positions.
2. Identify fundamental concepts and theories in political science.
3. Analyze data and information in order to gain a deeper understanding of the material.
4. Articulate how the public influence and are influenced by politics.
5. Identify and compare government systems from democracy to authoritarian, as well as models of analysis of contemporary international relations.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 this General Education course are expected to 1) “communicate in various genres and mediums;” 2) “describe the central idea of a message;” and 3) understand that sources and claims can be “supported or unsupported.” Examples of POLS 1110 addressing these outcomes are as follows:

1) POLS 1110 is currently offered as an online course using the Blackboard platform. Students actively participate in Discussion Board sessions, responding to questions posted there by the professor, and then responding to each other. Their responses to the professor are in a more formal genre than their informal interactions with each other. Later in the course, they communicate in the traditional medium of a written paper, using the concepts presented throughout the semester to evaluate a policy decision by a political leader of their choice.

2) Questions posted by the professor challenge students to grapple with the ideas presented in the assigned text. One example: “Think of two ways you could study American politics from the standpoint of traditionalism and two ways you could study it from the perspective of behavioralism. Which would give you a more useful portrait of American politics, and why?” Responding to this question requires students to understand and describe the central ideas of traditionalism and behavioralism.

3) In their written papers, students are required to cite references in support of their assertions. They must include a bibliography of the sources cited.

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.

There are four components of this essential skill. Students 1) “state a problem” appropriately; 2) gather evidence “from a mix of sources;” 3) “describe appropriate sources;” and 4) “describe weak and strong arguments.” Examples of POLS 1110 addressing these outcomes follow:

- 1) In their written papers, students are required to choose a political leader and a decision made by that leader. Statement of the “problem,” i.e. the internal and external factors influencing that decision, should be made early in the paper.
- 2) Student papers should cite evidence in favor of and against the position they take regarding the policy decision. At least three sources are required.
- 3) Instructions are given describing appropriate and inappropriate sources for analyzing the problem posed by the policy decision. Students should justify the sources used by explaining the background of the author(s) and/or publisher.
- 4) Ideally, students will cite strong arguments in favor of their position. If they include weak arguments, it will be to critique and refute them.

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 State rubric for this essential skill advises that some courses might emphasize only some of the components of this skill. POLS 1110 emphasizes 1) intercultural reasoning and competence, and 2) ethical reasoning. For component 1, students are able to describe personal and social issues in context. For component 2, they recognize ethical theories and “place them in specific contexts.” Examples of POLS 1110 addressing these outcomes are as follows:

1) A personal discussion question that requires students to place themselves in a different cultural group gives students practice with intercultural reasoning. In addition, students are asked to “think of a specific example of each type of power that has been used over you in the last week.” This not only familiarizes them with the types of power, it personalizes the question so that it has more relevance.

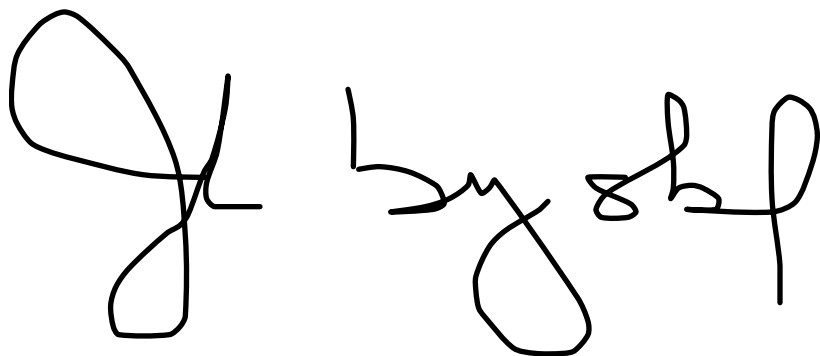
2) Discussion questions sometimes pose ethical dilemmas. One example is the question that asks whether the U.S. should “oppose groups which violate human rights or should the U.S. seek to develop formal relations with such groups?” Another is the question “Is violence ever justifiable as a type of force? If not, why? If so, under what conditions would you consider it justifiable?” Students are expected to apply the theories described in the textbook to these specific ethical questions.

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P POLS 1110 Assessment

Filename: ENMU-P_POLS_1110_Assessment.pdf Size: 62.0 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: 0000001090

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001090

Status: Under Review

Last submitted: Mar 12 2020 05:05 PM (MDT)



Application Form

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Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	History, Social Sciences, and Religion

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	RELG
Number	1110
Title	Introduction to World Religions
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	RELG
Number	1110
Name	Introduction to World Religions

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 knowledge of the origins, history, development, and characteristics of each religion. 2. Recognize and distinguish the beliefs, practices, and features of each religion. 3. Analyze various primary religious texts.

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 and critically interpret significant primary texts. 2. Students will recognize and articulate the diversity of world religions across a range of historical periods and/or cultural perspectives. 3. Students will learn the various hermeneutical and homiletical methods that each religion uses to evaluate any or all the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 participate in discussions about, answer questions about, and write essays on precisely defining the theological contextualization, ideological transmissions and missionary outcomes of world religions, by reasoning and drawing conclusions based on the evidence. Students will learn problem-setting through identifying soteriological concepts, will practice evidence acquisition by identifying and using appropriate primary texts, will practice evidence evaluation by identifying the strengths and weaknesses of a primary text's provenance, and will reach reasoned conclusions about the internal logic and characteristics of world religions.

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 participate in discussions about, answer questions about, and write essays on personal and social responsibility in the areas of intercultural reasoning/intercultural competence and ethical reasoning, -local and global.

The questions will be asked and answered through quizzes, tests, class discussions and participation assignments. Students will learn intercultural competence by discussing a non-western religion's impact on its follower's political, social and economic world view. In the second essay, students will practice intercultural reasoning by discussing the psychosocial tenets and articulate the practical application for the human experience across a range of historical periods and/or cultural perspectives. The third essay, students will learn intercultural reasoning and intercultural competence by drawing on historical and/or cultural perspectives that inform individual behavior regarding: contemporary problems/issues in religion, contemporary modes of expression, and contemporary thought in various world religions. Students will learn ethical reasoning through critiquing the ethos and ethics found in the basic writings or teachings of world religions.

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.

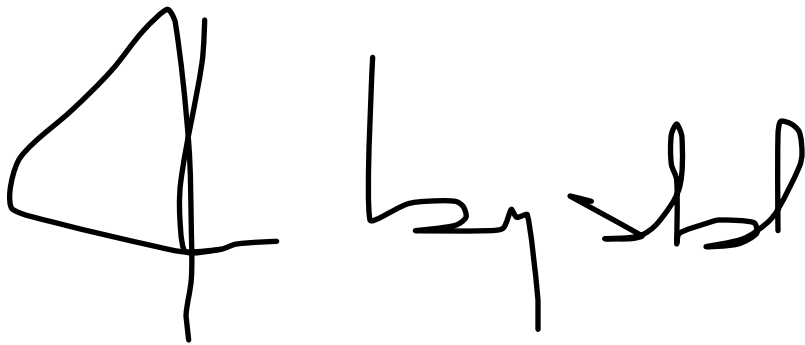
Students will learn about the authority and value of information by assessing the historical provenance of the sacred documents of world religions. Students will learn digital literacy by using the internet to perform research on world religions using a checklist for source reliability to guide their research. Students will learn research as inquiry through class discussions about avoiding confirmation bias in the selection of research sources.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "L. J. ...", is written over a light gray background.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

Rel 1110 Assessment



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: 0000001080

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001080

Status: Under Review

Last submitted: Mar 12 2020 02:50 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	2220
Title	Spanish for Heritage Learners IV
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	SPAN
Number	2220
Name	Spanish for Heritage Learners IV

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. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives, narrate events in the past, describe future events, and present a simple hypothetical situation with some degree of ease and confidence.2. Written expression: Students can produce writing in the target language that state their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.3. Interpretive listening: Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.4. Interpretive reading: Students can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

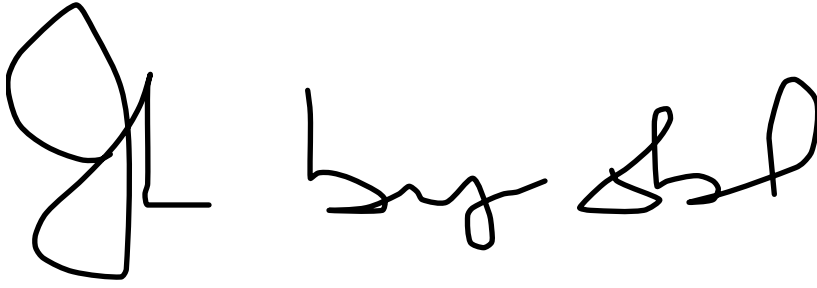
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 2220 (205) Assessment

Filename: SPAN_2220_205_Assessment.pdf Size: 129.2 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: 0000001099

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001099

Status: Under Review

Last submitted: Mar 13 2020 08:45 AM (MDT)



Application Form

Completed - Mar 13 2020

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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Deadline for Next Curriculum Committee Meeting

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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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1110L
Title	Chemistry in our Community Laboratory
Number of credits	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	CHEM
Number	1110
Title (if applicable)	Chemistry in our Community

New Mexico Common Course Information

Prefix	CHEM
Number	1110L
Name	Chemistry in our Community Laboratory

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. Define and explain basic chemical terms, principles and concepts. 2. Evaluate safety issues in chemical reactions, laboratories and industry. 3. Observe the operation of laboratory equipment to collect data and as used in industry. 4. Discuss chemical reactions that take place in various environments and their effects on air and water quality, climate change, nuclear power, fossil fuels, and alternative energy sources. 5. Discuss the use and harmful effects of chemicals to the environment, including the importance of safe disposal of toxic chemicals. 6. Examine the effects of public policy on environment. 7. Examine how energy production affects climate change, including basic calculations. 8. Interpret information from data represented in charts, graphs, tables and spreadsheets.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.*

In every laboratory experiment/report, students practice Problem Setting through pre- and post-lab questions, and use Evidence Acquisition and Evaluation and Reasoning/Conclusion for executing their experiments and writing their reports. Throughout the course, students are presented with laboratory problems that ask them to collect experimental information using techniques and formulas to identify an unknown component using known standard information.

Critical Thinking is assessed on their written lab reports and lab 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.*

As part of data analysis and laboratory reports, students often express quantitative information symbolically, graphically and in written lab reports. Students interpret, analyze, and critique information or a line of reasoning presented by others. Every lab requires the application of a theoretical model to predict the results of the experiment.

Quantitative Reasoning is assessed on their written lab reports and lab 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.

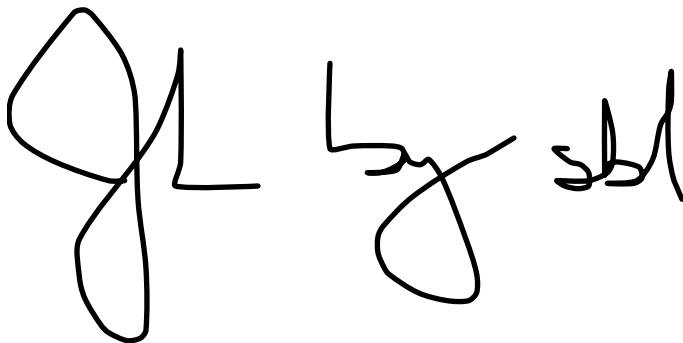
Throughout the course, students read the scientific article “Field Study of Rice Yield Diminished by Soil Arsenic in Bangladesh” published in the journal of Environmental Science and Technology. Each student writes a short summary of the article highlighting the hypothesis, rationale, and the significance of this study. Additionally, students must discuss their findings with their classmates via the discussion board. The implications of this study for these differing ethical standards manifest themselves in the outcomes for society at large. For example, in some instances the financial or health implications for consumers will be demonstrated. In this way, students compare and contrast scientific and non-scientific ethical perspectives and resulting impact of the product, practice, or other manifestation. Personal & Social Responsibility is assessed on their summaries and discussions for the component skills of Ethical Reasoning and Civic Knowledge and Engagement.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, consisting of three distinct parts: a large, stylized initial 'G', a middle name 'Ly', and a surname 'sbl'.

Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

CHEM 1110L - Chem in our Community Lab Assessment

Filename: CHEM_1110L_-_Chem_in_our_Community_Lab_dHWLfka.pdf Size: 230.4 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: 0000001123

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001123

Status: Under Review

Last submitted: Mar 23 2020 10:11 AM (MDT)



Application Form

Completed - Mar 22 2020

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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Tips for Completing the General Education Course Application

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

Contact Information

Name	John Boggs
Title	Dean, School of Humanities
Phone	505 566 3693
Email	boggsj@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	English

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2650
Title	World Literature 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	2650
Name	World 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>)

Student Learning Outcomes

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

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 and critically interpret significant primary texts and works of art from the around the world from antiquity to the Renaissance.
2. Use historical and cultural perspectives to demonstrate understanding of contemporary thought and problems/issues.
3. Demonstrate comprehension of a variety of literary forms including poetry, plays, philosophical, and religious texts.
4. Recognize the diversity of human experience and compare modes of thought and expression across a range of historical periods, from the earliest known literary works through the Renaissance.
5. Analyze and synthesize the themes, issues, problems which are reflected in the literature of specific historical periods; make critical comparisons between different times and cultures to create a deeper understanding of the universal human experience.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 are introduced to methods regarding the examination of World Literature through a variety of scholarly perspectives and means. Such approaches include an awareness of genre and the particulars and expectations of each, using historical, ethnic, and cultural information to provide insight into a text as an artifact of its era, place, and peoples (problem setting). Students also learn the importance of going beyond simple response and/or opinion when considering World Literature in an academic setting, employing the aforementioned scholarly techniques, as well as others, to establish a more nuanced and complete understanding of a text. Students learn the necessity of evidence as it pertains to literary studies and an appreciation for texts representing other cultural, religious, and social structures. Students are required to support their intellectual perspective by employing examples, quotations, and similar forms of evidence from both the work (Evaluation) question and outside scholarly source material (evidence acquisition). Class discussions, response papers, and a final analysis comparison/contrast paper provide students an opportunity to present their informed interpretations that combine initial interests and intellectual rigor (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.

Students examine representative World Literature texts through myriad social and personal lenses in order to understand the importance and endurance of the work, within and beyond the scholarly arena, and why it is worth considering today. This is achieved through the use of works of literature representing a variety of cultures, eras, and places, from the Epic of Gilgamesh to the works of Shakespeare. Students explore how certain ideas and concepts, regardless of how and when they are expressed or from whom, are universal in the human experience (Intercultural Reasoning/Competence; Civic Discourse/Knowledge/Engagement). Students learn critical dynamics and variables informing a respective piece of World Literature, how that text might in turn influence those same elements, and how and why all of these concepts matter in the contemporary world. World Literature courses provide an opportunity for instructors and students to consider global and historic perspectives on topics and issues that resonate locally and over the course of centuries (Civic discourse/knowledge/engagement). Students study and analyze the relationships between characters, crucial themes and commentary regarding important issues, and similar concepts as a reflection of a texts of time and place, in addition to how such ideas might be more intimately and personally applicable. Whether in-person or online, students discuss their reaction to and understanding of the relationship of a text and its connection to their own experiences as scholars and people (ethical reasoning, collaboration, teamwork and value systems). Such collaboration further encourages the intellectual and personal evolution of the individual as students learn that literature from around the world will most assuredly invite perspectives previously overlooked, ignored, or misunderstood.

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 obtain critical context and information for each unit covered in the course. This can include historical context, biographical information, important figures of the era, applicable literary concepts, terms and definitions, theoretical approaches, and so on and so forth (authority and value of information). Students are also introduced to other interpretations of the text in question in order to facilitate interest, understanding, and analysis (research as inquiry). These include visual representations of a written text, performances, films, and scholarly presentations, all of which are available on properly vetted internet sites. Contemporary interpretations are especially effective to this end, helping students to more clearly grasp the meaning and import of those older and/or more complicated works. Moreover, in adherence to the principles of critical inquiry, instructors review the nature of appropriate and rigorous research. Students are encouraged to choose topics and approaches of interest, aware that quality research begins with a disciplined curiosity and pointed, guided questions. Instructors assist students in learning about preeminent scholars in a given discipline, author, text, genre, etc., suitable repositories and databases for supporting research material, and the most up-to-date peer-reviewed articles and books (digital literacy). Students are also provided with exhaustive lessons on the implementation of outside source material in order to most effectively substantiate their intellectual claims. Instructors also provide guidance on selecting evidence from the main artifact that best illustrates the student's own investment in the material. All of this is presented by means of proper scholarly citation and formatting.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Mar 22 2020



Upload Assessment

Completed - Mar 23 2020

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

World Lit I Gen Ed Signature Assignment

Filename: World_Lit_I_Gen_Ed_Signature_Assignmen_8d4qly0.pdf Size: 68.8 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: 0000001110

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001110

Status: Under Review

Last submitted: Mar 13 2020 10:24 AM (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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOL
Number	1115
Title	Earth Resources
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	GEOL
Number	1115L
Title (if applicable)	Earth Resources Laboratory

New Mexico Common Course Information

Prefix	GEOL
Number	1115
Name	Earth Resources

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. Recall, describe or explain geologic vocabulary related to resources.
2. Describe aspects of resource usage from ancient to modern times.
3. Recognize or describe the basic processes involved in the formation of different types of resources including how they are classified.
4. Recall, describe or differentiate methods of resource extraction and processing.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.*

We are living in a time in which citizens need to critically evaluate news (which is often of questionable reliability) and statements and decisions made by politicians. In this course students will be given a topic to explore using essential critical thinking skills, particularly in the areas of evidence evaluation and the ability to reason based on knowledge gained in the course. Component skills are introduced during classroom discussion of various topics and through classroom discussion.

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.*

Quantitative reasoning is introduced in the lecture and is briefly assessed on written exams. There is a laboratory component to this course and quantitative reasoning is best assessed in the lab. Student will be able to apply quantitative techniques to solve problems related to scientific principles and resource usage. Student will be able to describe/explain information presented in graphics. Classroom discussion/interpretation of data and plots will help build skills for this component. Some examples are provided on the last page.

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 principle goal of this course is to provide students with an understanding of the historical usage of resources, how they form, where we find them, and how these resources effect everyday life. The focus in this course will related to sustainability and the natural and human worlds, or civic discourse/knowledge as it applies to resource exploitation and usage.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P GEOL 1115 (123) Earth Resources Assessment examples

Filename: ENMU-P_GEOL_1115_123_Earth_Resources_A_MnCAyhq.pdf Size: 473.5 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: 0000001034

Julia Deisler - julia.deisler@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000001034

Status: Under Review

Last submitted: Mar 28 2020 06:33 PM (MDT)



Application Form

Completed - Mar 28 2020

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
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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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	Julia Deisler
Title	Associate Dean
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Submitting Institution

Name of HEI	Santa Fe Community Colleg
Submitting Department	Business

Chief Academic Officer

Name	Margaret Peters
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Registrar

Name	Kathleen Sena
Email	kathleen.sena@sfcc.edu

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

No

Institutional Course Information

Prefix	ECON
Number	2120
Title	Microeconomic Principles
Number of credits	3 credits

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.

8. Articulate practical solutions to social, environmental, and economic sustainability.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 interact with course material and communicate their knowledge in various genres and media. In on-line discussions, students view and review Ted Talks and/or read chapters from the supplementary text: Natural Capitalism. Students also reply to other students' reviews of these talks and readings. Throughout all the on-line discussions, students apply the 4 strategies of Natural Capitalism and give real world examples of these principles in action. Students research a Benefit Corporation (a benefit corporation is a type of for-profit corporate entity that includes positive impact on society, workers, the community and the environment in addition to profit as its legally defined goals)(B-Corp.). Students write individual or group papers. Students apply key economic principles in their discussions and paper.

(Strategies for Understanding and Evaluating Messages)

The students explore a technique for reading the text from the Reading Apprenticeship Program. (Reading is Thinking). Students learn the key principles of economics, that is the economic way of thinking, to think like an economist and apply it to their reading. This is a rigorous, logical thinking process. For example, students read various chapters in the text to learn these principles and the instructor presents the principles in the face-to-face class.

Students participate in an 8-week long discussion in response to two Ted Talks and a 53-page reading.

(Evaluation and Production of Arguments)

In the on-line discussions and the research paper students make assertions and arguments to support these assertions. Certified B-Corps must meet stringent criteria evaluated by a third party. Students evaluate these criteria based on actions of the B-Corps. In their sustainability Research papers students evaluate their B-Corp using Triple bottom Line criteria.(People, planet, profits)

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 and Evidence Acquisition)

Students identify a certified B Corp. They determine which of the 4 market structures characterizes the organization. Students collect evidence to answer these questions: What would be a circular flow model that would represent this entity? Who are their competitors? Students research the organization to find evidence for how they to address 2 of 4 strategies of Natural Capitalism. What are policies related to employees and all people who are stakeholders in the organization? How does the B Corp define their community of stakeholders? How are their reaching out to this community? How does the organization present themselves on their webpage? How do others view them? What is their carbon footprint? What are other metrics that help evaluate the organization. In addition, Students participate in an 8-week long ongoing discussion that includes two Ted Talks and a 53-page reading. Students post their arguments supporting the views in the videos and reading or refuting the views. They make ethically persuasive arguments citing other sources in support of their views. Students must document their sources in their postings.

(Evidence Evaluation and Reasoning/Conclusion)

After completing their research, students evaluate the credibility of this evidence. Is it third party certified as by B-Lab? Is the information current, accurate and relevant? Are their biases in the information? Do different sources agree or are their differences of opinion? Students draw conclusions about the B-Corp and make recommendations based on what the organization should be doing.

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)

Students research sustainable actions taken by their B Corp. They ascertain how their organization is using radical resource productivity to reduce their negative environmental impact. Students evaluate whether their organization is using biomimicry to implement closed loop resource- to- product systems rather than a linear (take, make, waste) system. Are they applying the principles of service and flow to create a cradle-to- cradle product cycle? Are they investing in natural capital to maintain and rebuild ecosystems?

(Ethical Reasoning)

Students in their Sustainability Research Paper evaluate how their organization articulates practical solutions to social, environmental, and economic issues (people, planet, and profit) Students evaluate their organization in terms of Sustainability: the ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs. They evaluate their B Corp in relation to the Precautionary Principle that minimizes risk to people and the environment. Students examine personal accountability. How do they connect to other cultures on the planet in our global economy? In addition, Students participate in an 8 week long ongoing discussion which includes two Ted Talks and a 53 page reading.

Social and Economic Responsibility: In their research papers students articulate practical solutions to social and economic issues. Students address how their B-Corp is addressing social responsibility (people) and financial bottom-line (profit).

Personal responsibility: Students must demonstrate their increased personal accountability during the course. In their research papers, they must reflect on how the study of sustainability has affected them. Students must address what they have learned about sustainability and personal responsibility in researching their paper and from class discussions.

(See Critical thinking for more information)

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/quality/sfcc-essential-skills-outcomes/>

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



Date

Mar 28 2020



Upload Assessment

Completed - Mar 28 2020

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

ECON 2120 Sustainability Research Paper Requirements 2-25-20

Filename: ECON_2120_Sustainability_Research_Pape_cFK9SXO.pdf Size: 71.3 kB



Upload Rubric

Completed - Mar 28 2020

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

ECON 2120 Sustainibility Research Paper Rubric

Filename: ECON_2120_Sustsinability_Research_Pape_QGzQBuk.pdf Size: 61.6 kB

Application: 0000001049

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001049

Status: Under Review

Last submitted: Mar 12 2020 10:33 AM (MDT)



Application Form

Completed - Mar 12 2020

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

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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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	delynn.bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTH
Number	2110
Title	History of Art 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 will be given an art object to write a 3-4 page research paper and a 2-3 page contextual comparison Essay. The research paper will be written through the sociocultural lens as a strategy for understanding messages. Students will then be placed in small groups where they will read each other's papers and discuss the similarities and differences between their artworks. They will determine the common thread between the context or meaning of their artworks. This will enable them as a group to evaluate the arguments presented in the work. The students will write a collaborative comparison of their artworks stating their arguments for why the artworks present similar meanings. At the end of these essays, each student will write a personal reflection about what they learned from the group's conversation. The students will be instructed to write these papers in a scholarly tone using Chicago Manual Style citations.

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 clearly state the background of their assigned artwork including, the artist biography, importance of medium used, genre the work fits into and the content (meaning) of the work. Through the use of Chicago Manual style citation, the students will create an annotated bibliography showing an acquisition of a variety of sources. Through the student's group discussions, they will evaluate each other's evidence. The contextual comparison including the personal reflection will allow the student to formulate conclusions as to what they learned about their artwork and the artwork of the others and the way these works communicate to their audiences. This conclusion will be based on their gathered evidence.

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.

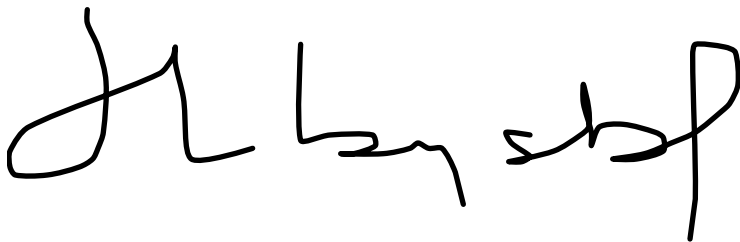
Students evaluate a variety of themes from political to social justice issues including war, identity, race, the body in art, spirituality, ect. as they relate to the historic and biographic context of their artwork. Through the small group discussions the students will compare multiple ideas on a socio-cultural level that will demonstrate intercultural reasoning and competence. Through the small groups the students will use collaboration skills and have a civic discourse about a diversity of subjects that can be understood quit differently from a local to a global level. This will enable students to reflect on what they have learn in a way that produces civic knowledge and understanding.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU ARTH 2110 - History of Art I Assessment

Filename: ENMU_ARTH_2110_-_History_of_Art_I_Assessment.pdf Size: 73.6 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: 0000001003

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001003

Status: Under Review

Last submitted: Jan 28 2020 10:39 AM (MST)



Application Form

Completed - Jan 27 2020

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

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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Registrar

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

No

Institutional Course Information

Prefix	ANTH
Number	1135
Title	Introduction to Biological Anthropology
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	ANTH
Number	1135L
Title (if applicable)	Lab

New Mexico Common Course Information

Prefix	ANTH
Number	1135
Name	Introduction to Biological 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.

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. 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.

LAB:

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.

Students will accomplish at least 3 of the Common Student Learning Outcomes set forth by San Juan College.

The CSLOs covered in this class include Broad and Specialized Learning, Critical Thinking, and Effective Communication.

a. Broad and Specialized Learning

i. Through course readings and lectures, students will acquire basic knowledge of the concepts and terminology in biological anthropology.

ii. Students will gain an understanding of the biological development of both humans and nonhuman primates.

b. Critical Thinking

i. Through reflective thought, class projects, and class discussions, students will use the basic concepts of biological anthropology and apply them in different contexts.

ii. Many areas of anthropology provide no right and wrong answers, and students will learn to evaluate concepts and draw conclusions based on their own reasoning.

c. Effective Communication

i. Students will research a topic of their choosing for their final paper.

ii. Students will explore different fields of biological anthropology and present their findings to the class using visual aids.

iii. Students will also participate in class discussions that require use of class concepts and their own ideas.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 scientific process is addressed in this course through lecture and discussion, using examples and activities to make sure students understand what is and is not science and how the scientific process works. Student learn to reach conclusions based on evidence and the critical evaluation of that evidence: a central skill in science. The idea of always trying to disprove a hypothesis rather than prove it illustrates important critical thinking skills and shows how bias can affect a conclusion. Evaluation of science reporting is modeled for the students and discussion encourages students to reach their own conclusions about the validity or lack of validity in the popular news.

Student complete a risk-taking behavior lab that includes the use of several skills acquired during the course. Student create hypotheses about risk taking and gender and explain their hypothesis in an evolutionary context. Students define their own variables as a class and collect data to test their hypotheses. Students gather data on who uses and does not use the crosswalk (as a proxy for risk taking), then the data is pooled and analyzed. Students produce tables and graphs of the data. This data set often include over 1000 observations. Students explain the statistical analysis and if it supports their hypotheses or not.

Students write a paper (6-8 pages in length with at least 4 scholarly sources) that requires students to use evidence to support an argument and explain the current research in the field. Research papers require more than rote knowledge; students must synthesize research and critically evaluate that research. For instance, students might research and discuss the different theories about the evolution of bipedalism and which theories have more support and why. This research and argument must be presented in essay format and include correct citations in MLA or APA format.

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 learn how to use calipers and other standard measurement devices to measure anatomical features of skeletal anatomy of primates and hominids. These measurements use the metric system. Students learn to use Excel to record and organize data and conduct basic statistical tests. Students also learn to create basic graphs and tables using Excel and Power Point. Basic statistics, such as t-tests, z-tests, and chi-sq tests, are taught.

All labs require students to gather quantitative data, including skull measurements, cranial capacity, and even primate observations. Students must evaluate their data and compare it to other data sets from the text or other sources. For instance, students take data on basic Mendelian genetic traits present in the class and compare the class average with averages of these traits around the world.

Student also complete a risk-taking behavior lab that includes the use of several skills acquired during the course. This lab requires the most application of quantitative models of all the required lab assignments. Student must create hypotheses about risk taking and gender and explain their hypothesis in the evolutionary context. Students then define their own variables as a class and proceed to collect data to test their hypotheses. In this case, student gather data on who uses and does not use the crosswalk (as a proxy for risk taking). After students collect data all the data is pooled and analyzed. Students must produce tables and graphs of the data. They must also be able to explain the statistical analysis and if it supports their hypotheses or not. If their hypotheses are not supported, student must explore reasons for this result. Also, students must discuss limitations and future avenues for risk-taking 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.

Introduction to biological anthropology includes materials, lectures, readings, and discussions about cultural groups around the world. Much of the information and data we have in biological anthropology comes from work with indigenous populations. Students learn the concept of culture and cultural relativism in order to understand many concepts in biological anthropology. Exams assess students' knowledge of these concepts. The course discusses, in detail, several cultures, including the Ache, Kipsigis, Masai, and Hadza.

Group work is important to the course, and students work collaboratively during all labs. They learn that science is often a collaborative effort with many people involved in research. Negotiating different ideas and perspectives is vital. One example of collaborative work is the risk-taking lab. Students must collectively decide how to measure the variables, which often means they have to learn to compromise with each other. Students must share their individual data and the class analyzes the entire data set. Students learn how to collect data in a systematic way in a team setting. Student must also be able to discuss their findings in a way that anyone could understand. This helps them understand how to engage in civic discourse in different settings.

Students are asked to consider the ethics involved when working with human groups, and learn about the American Anthropological Association code of ethics. Discussions include the ethical considerations and dilemmas that anthropologists face. Students must be able to discuss laws like NAGPRA (The Native American Graves Protection and Repatriation Act) and how it applies to what biological anthropologists do. For instance, the story of Kennewick man is an example that is discussed in detail. Lastly, because biological anthropology includes the study of nonhuman primates, students learn about ethics involved in animal research and management of captive primates. Conservation of nonhuman primates is also discussed.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 27 2020



Upload Assessment

Completed - Jan 27 2020

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

ANTH1135SampleAssignment_GenEd

Filename: ANTH1135SampleAssignment_GenEd.pdf Size: 73.4 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: 0000001091

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001091

Status: Under Review

Last submitted: Mar 12 2020 05:14 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.

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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	History, Social Sciences, and Religion

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	RELG
Number	1126
Title	New Testament
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	RELG
Number	1126
Name	New Testament

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 knowledge of the chronology of the history of early Christian belief and practice, emphasizing significant events, personalities, and diverse cultural settings as they influenced the development of the faith. 2. Students will be able to identify and explain core theories, methods, and approaches to study of the New Testament. 3. Students will be able to identify and explain aspects of the moral, ethical, and theological messages of the New Testament.

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.

- Students will analyze and critically interpret significant primary texts.
- Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 participate in discussions about, answer questions about and write essays on precisely defining the problems in New Testament studies, which teaches problem-setting. Students will learn the acquisition and evaluation of evidence concerning the New Testament, and reasoning and drawing conclusions based on the evidence through course assignments, including quizzes, tests, class discussions and daily participation assignments. In one essay, students will analyze and critically interpret significant primary texts from the New Testament. In doing so, the student will learn problem-setting, evidence acquisition, and evidence evaluation. And in the second essay, students will draw on historical and/or cultural perspectives from within the New Testament to evaluate evidence and reach reasoned conclusions on any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought. Class participation questions during semester include questions or assignments like the following, where students evaluate evidence and reach a reasoned conclusion by discussing a potential advantages or disadvantages of a communication technique demonstrated in the New Testament.

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 participate in discussions about, answer questions about and write essays on personal and social responsibility. Personal and social responsibility will be taught through quizzes, tests, class discussions and daily participation assignments. For example, in an essay, students will practice intercultural reasoning and intercultural competence by articulating the diversity of human experience across a range of historical periods and/or cultural perspectives, at least one of which will be from the New Testament. Students will learn ethical reasoning by critiquing the ethical reasoning found in the New Testament.

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 learn about, answer questions about and write essays on the authority and value of the information preserved on the New Testament. Students will develop digital literacy through digital research as a group during class and individually in writing essays. They will practice identifying valid sources of information both textually and on the internet in preparing to write their essays. Students will learn research as inquiry in using and seeing research as a way to find answers to questions and not to find evidence to support predetermined conclusions through essay assignments and class discussions. In one essay, students will analyze and critically interpret significant primary texts from the New Testament, reinforcing skills in the determining the authority and value of information and research as inquiry.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "AL by sbj".

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

RELG 1126 Assessment

Filename: RELG_1126_Assessment.pdf Size: 62.6 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: 0000001038

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us
NM General Education Curriculum

Summary

ID: 0000001038

Status: Under Review

Last submitted: Mar 9 2020 10:39 AM (MDT)



Application Form

Completed - Mar 9 2020

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	Robert Moore
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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
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Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

Institutional Course Information

Prefix	HIST
Number	1150
Title	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	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>)

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.

NA

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 complete a series of written assignments called “Think Like A Historian,” which focus on specific historical events or questions that the students evaluate and explain, such as what evidence exists to support potential theories about the relationship between the ancient European structures known as Stonehenge and Woodhenge?

Evidence Acquisition: Students are provided with primary and secondary source information related to the historical topic being studied, including classroom lecture, documentary video, and materials from the “consider the source” featured in the course textbook. Students also locate an online article of their choice about the assignment topic; they submit an assessment of its use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument.

Evidence Evaluation: Students assess strengths and weaknesses of an online article for use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument. Students critically compare and contrast the relative merits of all evidence presented or acquired in relation to such issues as how, when, why and by whom were the ancient European structures known as Stonehenge and Woodhenge built, and how has the more recent discovery, excavation, and interpretation of the structure known as Woodhenge altered or confirmed our established understanding of Stonehenge?

Reasoning/Conclusion: Through their understanding and evaluation of competing sources of evidence, students improve their ability to distinguish between fact-based explanations and personal opinions and, thereby, improve their ability to articulate a conclusion that can convince their intended audience based on the merits of their argument. Students show improved skill level through their ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment 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.

Intercultural reasoning and intercultural competence: Students discuss characteristics of societies and the impact of interaction. For example, how do recent archaeological discoveries confirm or challenge our understanding of the societies that built Stonehenge and Woodhenge? Students show improved skill level through their ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment rubric.

Sustainability and the natural and human worlds: Students learn what practices impacted societies and natural resources, such as the relationship between ancient belief systems, yearly seasons and phases of life for ancient societies. By critiquing their online article, and participating in discussion posts, students show improved skill level in their ability to evaluate evidence and arguments of other students, beyond novice level of summary to competent or proficient levels on the assignment rubric.

Ethical reasoning: By critiquing evidence, arguments and conclusions, students learn to critique the ethics that justified actions and outcomes, and show improved skill level through their ability to evaluate strengths and weaknesses of evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Collaboration skills, teamwork and value systems: Students participate in group discussions of topics they consider most significant and defend their selection in response to commentary by other students. Students show improved skill level through their ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Civic discourse, civic knowledge and engagement – local and global: In course discussions and written assignments students engage in civic discourse based on their knowledge of domestic and international perspectives that challenge, contradict, or reinforce their traditional understandings. Students show improved skill level through their ability to draw informed conclusions, beyond novice level of summary to competent or proficient levels on the assignment 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.*

Authority and Value of Information: Students assess strengths and weaknesses of evidence and theories presented in historical videos and documents about historical topics and use that assessment to construct essays that interpret the meaning and significance of that topic to the overall historical context. For example, students compare and contrast the validity of how ancient belief systems, yearly seasons and phases of life, and recent archaeological discoveries confirm or challenge our understanding of the societies that built Stonehenge and Woodhenge.

Digital Literacy: Students locate online resources for potential use to support the conclusions made in their written assignment essays. They assess those resources for relevance and validity and integrate that understanding into their written argument.

Information Structure: The course syllabus explains the reading schedule, due dates for graded materials, university policies about classroom behavior, enrollment and withdrawal, the concept of and penalty for plagiarism, and the ethics of course-related communication with the instructor and other students. Student work must be typed and submitted either in hard-copy in class, uploaded into the assignment submission feature in the course Learning Management System, or to the instructor's email. Feedback is provided through grading rubrics.

Research as Inquiry: The process of evaluating historical evidence and argumentation for the discussions and "Think Like A Historian" assignments is based on the practice of comparing information on a specific topic to other forms of evidence, including class lectures, the textbook, and internet sources assessed for validity. Students show improved skill level through their ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment rubric.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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



Date

Mar 9 2020



Upload Assessment

Completed - Mar 9 2020

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

Assignment 1 (Stonehenge, CH

Filename: Assignment_1_Stonehenge_CH._1.pdf Size: 232.2 kB



Upload Rubric

Completed - Mar 9 2020

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

Assessment (HIST 1150)

Filename: Assessment_HIST_1150.pdf Size: 134.2 kB

Application: 0000001027

Michael Raine - mraine@unm.edu

NM General Education Curriculum

Summary

ID: 0000001027

Status: Under Review

Last submitted: Feb 12 2020 08:25 AM (MST)



Application Form

Completed - Feb 12 2020

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

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.****

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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	Melvatha R. Chee
Title	Assistant Professor
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Email	mchee@unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Navajo

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	NAVA
Number	1120
Title	Navajo 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	NAVA
Number	1120
Name	Navajo 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. Obtain, develop, and continue to build upon the basic Navajo sound system learned in Beginning Navajo I, including the sounds of the alphabet: vowel, consonants, diphthongs, high/low tones, nasal, and glottal stop.
2. Demonstrate increased knowledge of Navajo words and phrases through written and spoken Navajo.
3. Integrate and apply grammatical structures into more complex sentences, including subjects, objects, and verbs.
4. Hold conversations concerning everyday situations with an advanced-beginner degree of fluency.
5. Understand and utilize both formal and informal Navajo language, such as ceremonial, classroom, home, and professional settings.
6. Develop a more advanced 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.

Per 5.55.6.10 A. 2.b GENERAL EDUCATION CURRICULUM: "Flexible Nine", UNM has assigned one course or three credits in its General Education Curriculum to "Second Language" for which the following critical skills will be assessed: "Communication," "Critical Thinking," "Personal and Social Responsibility." (note: approval from NMHED, e-mail from Thomas Schawel to apcurriculum@unm.edu (Pamela Cheek), Friday, October 25, 2019 at 8:36 AM).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

Communication skills emphasized in Navajo 1120 Language course are (1) Genre and Disciplinary Convention, and (2) Strategies for Understanding and Evaluating Messages. Students learn how to participate in different types of discourse with Navajo speakers. For example, in NAVA 1120, students learn the appropriate elements of information-sharing focusing on numbers and counting as they apply to daily life. Students begin to master the selection of appropriate vocabulary and verb conjugations to communicate their information (Part 1 of Artifact D). They then proceed to learn how to evaluate interview responses in order to share the interviewee's information with the class (Part 2 of Artifact D). The assignments, as shown in Artifact D, will allow students to demonstrate their knowledge of numbers, including money, birth dates, and other significant numbers. This assignment focuses on the use of numbers by communicating modern information (e.g. social security number, phone number, etc.) rather than traditional information. In addition to learning numbers, students will learn terminology for the days of the week and months as well verbal conjugations. Students must be able to conjugate the verbs used in this assignment in the first, second, and third person singular forms. Five of the seven student learning outcomes for communication are met with this assignment. These student learning outcomes are SLO 1, SLO 2, SLO 4, SLO 5, and SLO 6. Each students should be able to demonstrate their understanding of Navajo sounds, verbal conjugation, formulaic phrases, and formal Navajo language through written and oral skills. Artifact D provides a sample assignment used to assess these communication skills (see attachment Artifact D for NAVA 1120 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 skills emphasized in the Navajo 1120 Language course are (1) Evidence Acquisition, and (2) Evidence Evaluation. Students will build on terminology and concepts from NAVA 1110 by constructing basic Navajo sentences using the basic Navajo word order (subject-object-verb). They will also learn to create elaborate Navajo sentences by incorporating appropriate grammatical elements into the basic word order (Part 1 of Artifact E). Students will demonstrate their knowledge of the basic Navajo sentence structure by completing assignments, answering quiz questions, and by labeling parts of a sentence (Part 2 of Artifact E) to demonstrate their understanding of how Navajo morphology conveys grammatical information. For example, in NAVA 1120, students demonstrate their ability to use, combine, and integrate basic grammatical elements into meaningful sentences. In addition, sentences constructed by students may incorporate various suffixes and particles to create complex sentences at the advanced-beginner level. This work allows students to demonstrate their knowledge of Navajo by building on NAVA 1110 and incorporating concepts and elements from NAVA 1120, as shown in Artifact E. Five of the seven student learning outcomes for Critical Thinking are met through this assignment. These student learning outcomes are SLO 1, SLO 2, SLO 3, SLO 4, and SLO 5. Students demonstrate their understanding of Navajo sounds, Navajo grammar, verbal conjugation, formulaic phrases, and formal Navajo language through written and oral skills. Artifact E provides a sample quiz used to assess these skills (see attachment Artifact E for Critical Thinking).

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.*

NA

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 skills emphasized in the Navajo 1120 Language course are (1) Intercultural reasoning and Intercultural competence, (2) Sustainability and the natural and human worlds, and (3) Collaborative skills, teamwork and value system. Students learn cultural competence in the use of the Navajo language while also working to sustain the indigenous languages and cultures of New Mexico through their respectful use of Navajo in appropriate contexts. For example, in NAVA 1120, students will research how to prepare a traditional Navajo dish through interviewing a family member, a family friend, or anyone who might know how to prepare a traditional Navajo dish. Student will write out and share the recipe, and prepare it. Student teams of two will demonstrate their favorite Navajo traditional dish through a short video presentation. This assignment sustains Navajo cultural food practices that may incorporate plants native to the Southwest region. This assignment incorporates cooking verbs, names of traditional ingredients and cooking utensils, and Navajo is utilized throughout the demonstration. Navajo cooking verbs will be conjugated for person and number, and mode. Traditional terms for special ingredients and utensils must also be researched as those Navajo terms are not usually listed in a textbook. And finally, this assignment gives students an opportunity to explore a topic that is spoken about rather than documented and performed as part of the class work. All of the seven SLOs are met with this assignment. The student learning outcomes are SLO 1, SLO 2, SLO 3, SLO 4, SLO 5, SLO 6, and SLO 7. Artifact F provides a sample assignment used to assess these skills (see attachment Artifact F for NAVA 1120 Personal and Social Responsibility).

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.

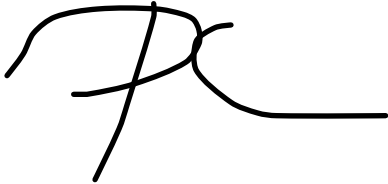
NA

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Feb 10 2020



Upload Assessment

Completed - Feb 12 2020

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

NAVA 1120 COMMUNICATION ARTIFACT D

Filename: NAVA_1120_COMMUNICATION_ARTIFACT_D.pdf Size: 55.2 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: 0000001081

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001081

Status: Under Review

Last submitted: Mar 12 2020 02:54 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.****

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- 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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	1410
Title	Spanish for Health Care Professions
Number of credits	4

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	SPAN
Number	1410
Name	Spanish for Health Care Professions

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 acquisition of basic communicative skills in the area of listening, speaking, reading, and writing, 2. comprehend and participate in short conversations in Spanish, 3. have a working vocabulary which enables to recognize and exchange some information in Spanish, and 4. be able to apply some basic grammar rules in Spanish.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. This class is similar to SPAN 1110; the only difference is that the vocabulary is focused on words used in the medical field. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and issues in the medical field. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility within the medical field. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students' ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 1410 (106) Assessment

Filename: SPAN_1410_106_Assessment.pdf Size: 130.7 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: 0000001059

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 0000001059

Status: Under Review

Last submitted: Mar 12 2020 12:57 PM (MDT)



Application Form

Completed - Mar 12 2020

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

Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Psychology and Political Science

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	POLS
Number	1120
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>)

Students should be able to:

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.

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.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 develop the critical communication skills in institution-specific student learning outcomes in items 1, 2, and 6: students participate in discussions about a variety of issues throughout the semester, including the debate between the Federalists and Anti-Federalists over the ratification of the Constitution, the meaning of rights, and how the executive power has increased its powers in relation to Congress. The assignments demonstrate how students understand and evaluate messages, and evaluate and understand the production of arguments through their discussion exercises.

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 asked to think critically in class discussion as well as in written assignments. To better understand the Constitution and its foundations, some written assignments about the Federalist and Anti-Federalist papers are given, asking both for evidence acquisition and evidence evaluation. Problem setting is described and taught in lectures and reinforced throughout the semester for given situations and circumstances. The written assignments demonstrate how students objectively analyze and evaluate each issue to form judgments about sometimes conflicting evidence.

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.

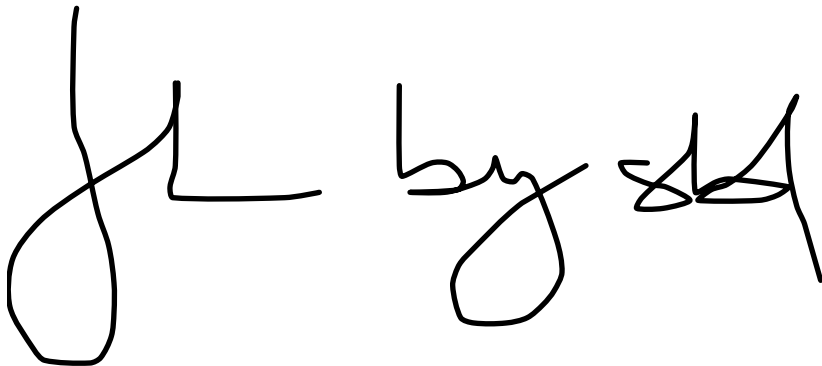
Students will discuss a variety of current political issues especially the meaning of rights and liberties and the relationship between law and morality, which emphasizes ethical reasoning in verbal discourse. To understand intercultural reasoning and intercultural competence, students have a written assignment based on Martin Luther King, Jr.'s Letter from a Birmingham Jail on the notion of an unjust law. These assignments demonstrate how personal and social responsibility effect citizens' active participation in American society.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. L. By SA". The signature is written in a cursive style with large, sweeping loops.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P POLS 1120 Assessment

Filename: ENMU-P_POLS_1120_Assessment.pdf Size: 99.2 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: 0000001030

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000001030

Status: Under Review

Last submitted: Feb 10 2020 11:40 AM (MST)



Application Form

Completed - Feb 10 2020

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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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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- 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	Robert Moore
Title	Assistant Vice President of Arts & Science Education
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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@enmu.edu

Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	1120
Title	Spanish II
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	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>)

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

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 can compare and contrast between the US and Spanish-speaking countries. (2) Students can maintain a discussion related to basic grammar learned in level I.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 use critical thinking scaffolding to enhance comprehension and analysis of Spanish articles, videos, blogs, and Facebook content. First, after viewing the assigned information, understanding of the material is tested through simple question and answer. Then, students apply the information by completing visual depictions of the material that was given to the students. Next, students analyze by returning to the material, and they question others in Spanish about aspects of the article or video. Students use the 5 Ws in their questions and are not allowed to create yes/no questions. After that, students evaluate the information in the material by asking questions in Spanish about the relevance of the material. Is it applicable in today's Spanish-speaking countries? Is the material relevant to the societies of those countries? Finally, students create a short critique of the article which includes summarizing, applying, analyzing, evaluating, and creating. This critique will be done in Spanish using vocabulary and concepts that have been taught previously in the classroom.

Another use of critical thinking is to use "think alouds", which will allow students to model their thought processes as they read a text, solve a problem, or design a project.

Evaluation will consist of testing, accurate questioning, coming to valid conclusions based on relevance of material, and writing of a critique. Ongoing evaluation consists of students demonstrating acquisition of vocabulary that is used on a regular basis throughout the semester.

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.

First, students will create a Spanish club with bylaws regarding behavior and rules. Students will perform activities within the club and create presentations about social culture in a Spanish-speaking country of their choice. Also, students will use teamwork to collaborate on creating a children's story in Spanish. Students will demonstrate an awareness of the different cultures that contribute to the Spanish language. Additionally, when working in groups, students must observe group protocol by allowing others equal time to participate and to show courtesy by listening respectfully and by reacting to all others in the group. All members in a group will learn to hold themselves accountable and to be accountable to the other people in their group for completing the assignment. Students will learn that without accountability, work will not get done, deadlines will not be met, and the group will not be able to reach its goal. Students will demonstrate group protocol and understand that no one student will do all the work. Additionally, they will learn that attendance to group meetings, conduct, and behavior towards other group members is vital. It is also important to emphasize that group members are diverse and each one has a different strength and perspective to bring to the project based on their backgrounds, learning style, experiences, and aspirations.

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 are shown photos of different Spanish-speaking capital cities. Students are asked about what they already know about the city and its problems. This can serve as a pre-test. Students will then use the internet and other digital means such as online encyclopedia articles, graphs and charts, photos, travel sites, and reviews of the country to generate assignments that involve using digital means. Students will create a power point presentation which demonstrates what the student has discovered about the country. Students can also create videos that relate a simple Spanish story that relates to the chosen country. Also, students use online resources to study Spanish articles that may be confusing to the student. Students then simplify the information and present it in a student-made video that makes the material understandable to the class.

Students use sources which mirror personal interests and which are intended for same-age speakers of Spanish. These sources must come from foreign language newspapers, twitters, and blogs as examples of the variety of native speakers' language usage. The sources will be used to create newscasts that may appear in a specific Spanish-speaking country. Students use apps such as Apowersoft, Viva Video, and Bee Cat to create videos from photos. These photos can be taken from online or can be symbolic photos. The video created from the photos will demonstrate different cultural aspects of a Spanish-speaking country such as food, clothing, holidays, families, and culture.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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



Date

Feb 10 2020



Upload Assessment

Completed - Feb 10 2020

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

Spanish 1120 Assignment

Filename: Spanish_1120_Assignment.pdf Size: 211.4 kB



Upload Rubric

Completed - Feb 10 2020

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

SPAN 1120 Rubric

Filename: SPAN_1120_Rubric.pdf Size: 212.6 kB

Application: 0000001107

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001107

Status: Under Review

Last submitted: Mar 13 2020 09:56 AM (MDT)



Application Form

Completed - Mar 13 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOL
Number	1120L
Title	Environmental Geology Laboratory
Number of credits	(No response)

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	GEOL
Number	1120
Title (if applicable)	Environmental Geology

New Mexico Common Course Information

Prefix	GEOL
Number	1120L
Name	Environmental Geology Laboratory

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. Apply the scientific method to the field of environmental geology.
2. Identify or describe stream processes and features as part of the hydrologic cycle.
3. Describe, classify, or identify minerals.
4. Describe, classify, or identify igneous, sedimentary, and metamorphic rocks.
5. Identify and discuss the importance of Earth resources.
6. Obtain measurements and make calculations that lead to the graphical display and interpretation of data.
7. Communicate (written and/or oral) interpretations of quantitative and graphical data to evaluate environmental problems.
8. Interpret features on topographic maps.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.*

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

Students will identify 15 minerals based on their physical properties and compile all observations and determinations into a table. Students will then take four pairs of minerals that have similar properties and evaluate the properties that are unique to each mineral in each pair. Based on their careful observations and determinations they will write a few sentences on each pair providing explicit and accurate guidelines for the distinction of each mineral in the pair. Students will be assessed on a) evidence acquisition; b) evidence evaluation; and c) reasoning/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.*

Understanding of flood hazards is something that all citizens should know about. In this exercise students are presented with a table of river discharge data. The students must rank the data in the proper sequence and use the data set to calculate flood recurrence intervals. The discharge and recurrence interval data are then plotted on a log probability graph and the best-fit line drawn through the data. Students will interpret the graphed results and predict discharges and recurrence intervals. From the data the students will also calculate probabilities of certain flood events occurring during the year. Students will demonstrate the ability to apply quantitative models and plot and interpret the results graphically.

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.

Each group of students will collect a sample of potable water based on guidelines given to them in class. The students will then perform a series of analyses on their water sample working as a group so as to distribute responsibility across the group. The group will search the literature provided to find information on the health effects of each of the parameters and whether their sample is in compliance with Federal EPA regulations on drinking water. While this exercise emphasizes group collaboration and teamwork skills it also touches on sustainability and the natural and human worlds.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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



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: 0000001064

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001064

Status: Under Review

Last submitted: Mar 12 2020 01:31 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	College of Business

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ECON
Number	2110
Title	Macroeconomic Principles
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>)

Students should 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.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 will present their projects as a team in class. Each team will identify a macroeconomic topic or choose one of the U.S. states to study. To find the problem related to macroeconomics, students should study various sources in different media and databases. This allows students to become familiar with the genre. Also, students need to communicate with each other both inside and outside the class through different means of communications such as discussion board and oral discussions (Genre and Medium Awareness). Each team will collect a set of data, information and graphs related to the topic. Then, they are going to analyze the data and information based on the theories and models they learned in the class (Application and Versatility). Through this process students need to interpret the key findings of their projects to the class and fellow students should ask questions about the data, methodology, and key findings of the projects (Strategies for Understanding and Evaluating messages). Team presentations will be graded by the instructor (60%) and nonteam members of the class (40%). This procedure will guarantee students participation in the evaluation process and in the production of the arguments. Other students in class need to identify and develop claims, ask questions and participate in the evaluation process (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.

Economics is all about critical and analytical thinking. In this course students have various opportunities to explore using essential critical thinking skills in understanding the problems, doing cost and benefit analysis, finding and analyzing the evidence and data, making the best decision and providing a solution to the problem. One specific example is the team project in this class. Students will present their projects as a team in class. Each team will identify a macroeconomic topic or choose one of the U.S. states to study (Problem Setting). Each team will collect a set of data, information and graphs related to the topic by studying different news articles, private and public databases such as Federal Reserve, US Census, BLS, ... (Evidence Acquisition). Then, they are going to analyze the data and information based on the theories and models they learned in the class (Evidence Evaluation). Through this process students need to interpret the key findings, do cost and benefit analysis, identify common logical fallacies, apply causal relationship between different economic variables of their projects and present their conclusion to the 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.

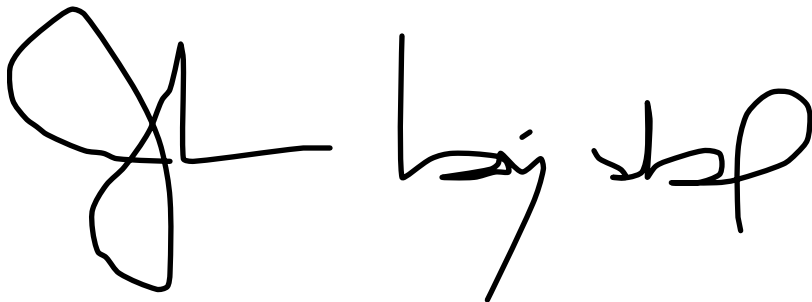
Economics is all about critical and analytical thinking. In this course students have various opportunities to explore using essential critical thinking skills in understanding the problems, doing cost and benefit analysis, finding and analyzing the evidence and data, making the best decision and providing a solution to the problem. One specific example is the team project in this class. Students will present their projects as a team in class. Each team will identify a macroeconomic topic or choose one of the U.S. states to study (Problem Setting). Each team will collect a set of data, information and graphs related to the topic by studying different news articles, private and public databases such as Federal Reserve, US Census, BLS, etc. (Evidence Acquisition). Then, they are going to analyze the data and information based on the theories and models they learned in the class (Evidence Evaluation). Through this process students need to interpret the key findings, do cost and benefit analysis, identify common logical fallacies, apply causal relationship between different economic variables of their projects and present their conclusion to the class (Reasoning/Conclusion).

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, consisting of three distinct parts: a large, stylized initial 'G' on the left, a middle name 'Lay' written in a cursive script, and a surname 'Shaf' also in cursive on the right.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P ECON 2110 (221) Macroeconomics Sample Assessment

Filename: ENMU-P_ECON_2110_221_Macroeconomics_Sa_8E2mDs7.pdf Size: 117.4 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: 0000001066

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001066

Status: Under Review

Last submitted: Mar 12 2020 01:59 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	1410
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	(No response)
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. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

This course requires students apply both their knowledge of literary devices in three different genres (poetry, fiction, and drama) and historical and social contexts to understand the explicit and implicit meaning in specific texts. For assessment, the 4th major assignments (Historical/Social Presentation) require students use all four components of critical thinking.

Problem Setting: In order to complete this assignment students must first identify an important historical or social issue related to the literary text they analyzed in a previous paper.

Evidence Acquisition: Students must find four outside sources not explicated about the text but that address a social or historical issue connected to it.

Evidence Evaluation: Students are required to use academic articles, so they must understand what are the traits, such as the peer-review process, the length of the article, the bibliography, the prestige of the journal, etc. They must also consider the date of the publication and whether it is relevant or not (which depends on if they are using primary or secondary sources).

Reasoning/Conclusion: Students must make an argument about the text. They will have spent a good portion of the class learning the difference among summarizing the plot, making broad and general statements, and making a focused, refined argument that adds to the discussion of the text. This assignment requires they present an argument and defend it to their classmates.

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.

Because this course requires students read and analyze texts from authors with varied backgrounds (time period, ethnic identity, geographic location, gender, sexuality, etc.), it teaches 1) intercultural reasoning intercultural competence and 2) civic discourse, civic knowledge and engagement. For assessment, the historical/social presentation requires students use both components.

Intercultural Reasoning/Competence: Students must identify and research a specific historical and/or social issue, examining how it influences a literary text. Because this presentation requires they find at least 4 academic sources on that social/historical issue, they must also be able to differentiate and use different perspectives on the subject matter.

Civic Discourse: The format of the presentation requires students present the reasons why they chose this topic, their thesis, and their outline of points. The presentation also requires students engage their peers through questions, handouts, 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.

The historical/social issue presentation project requires students demonstrate competency in the following components: authority and value of information; digital literacy; and research as inquiry.

Authority and Value of Information: Students must find four outside sources about the issue within the context of time periods, literary movements, etc, which means students must find, use, and cite credible source. By adding research to the text, they are integrating a new perspective from their previous paper that only analyzed the text alone.

Information Structures: Students must also make a Power Point, Prezi, or Google Slides for the presentation, organizing the information in accessible ways, such as outlining the forecasted points, and providing visuals that engage the audience.

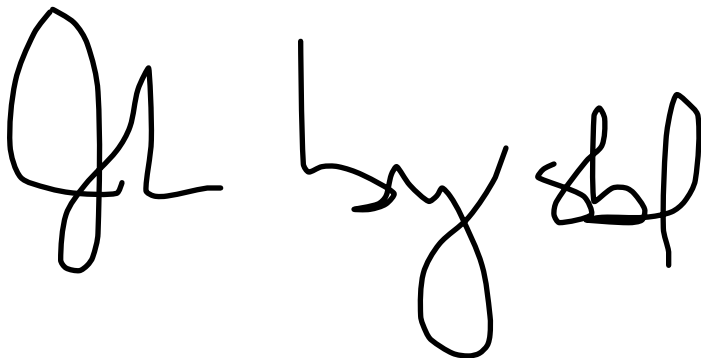
Research as Inquiry: To begin the research process, students must identify and define an issue to research, with the end goal of making an argument about how this issue relates to a text. Because the previous paper was a close reading of the same text, they will use that understanding to shape the scope of investigation.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. L. Byrd", written in a cursive style.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 1410 (211) Assessment

Filename: ENGL_1410_211_Assessment.pdf Size: 102.1 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: 0000001052

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001052

Status: Under Review

Last submitted: Mar 12 2020 11:11 AM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	1410
Title	Introduction to Photography
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	ARTS
Number	1410
Name	Introduction to Photography

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. Gain fluency with basic camera function as well as a working knowledge of other photographic equipment and software to produce technically competent photographs
2. Have a familiarity with current image-editing software to enhance images as well as developing a digital workflow for the management of digital images
3. Be able to develop creative solutions to visual photographic problems
4. Gain awareness of contemporary issues in contemporary art photographic practice that can be applied to the one's own individual practice
5. Develop the ability to critically analyze and discuss photographic images
6. Print and produce a final project that demonstrates synthesis of ideas presented in the course readings, critiques, and individual research
7. Demonstrate photographic terminology, and the many ways photographs function in society, both currently and historically.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 will choose a photographer (from a provided list) that deals with a socio-cultural topic in their work. In an essay, the students will effectively communicate the photographic media and technique used by the photographer (showing their media awareness) as well as explain the photographer's stance on the socio-cultural issue they explore in their work (understanding and evaluating messages). Furthermore, in the essay, the student will explain whether or not the photographer has communicated their ideas affectively in their photographs (evaluation and production of arguments). After completing the essay, the student will produce a series of five photographs that deal with the same socio-economic issue within the student's local region of their university or home town. To conclude the assignment, the students will explain their chosen photographers take on their particular issue and then explain how it relates and/or differs from how the issue manifests locally during a critique.

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 show evidence acquisition through the research of their photographer and through their own photographic production. The students will evaluate evidence both within their essays in addressing only their chosen photographer work but then again in their presentations through comparing how their chosen photographer address a socio-cultural topic with the way they explore it in their photographs. Through these comparisons, the students will come to reasonable conclusions about how socio-economic issues play out both regionally and globally. The students will be assessed using a rubric that quantifies the students written, oral, and production of the photographic medium, the student's critique of the photographer and their explanation for their own photographs and lastly their critique of one another's 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.

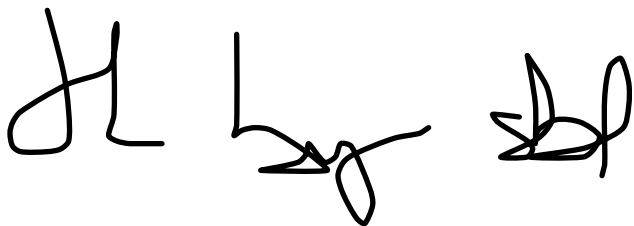
Students will demonstrate intercultural reasoning and intercultural competence through their understanding of their chosen photographer's works as well as through the multi-cultural classroom. Sustainability and the natural and human worlds are topics the students will explore both through their research and their own artistic production. And the students will participate in civic discourse through the critique process. Through research and discussion during critique the students will show engagement globally, while they show engagement locally through their photographic works and critique discussions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU ARTS 1410 -Intro to Photography Assessment

Filename: ENMU_ARTS_1410_-_Intro_to_Photography_A_8Xb80mi.pdf Size: 76.4 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: 0000001111

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001111

Status: Under Review

Last submitted: Mar 13 2020 10:31 AM (MDT)



Application Form

Completed - Mar 13 2020

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

Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOL
Number	1115L
Title	Earth Resources Laboratory
Number of credits	1

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	GEOL
Number	1115
Title (if applicable)	Earth Resources

New Mexico Common Course Information

Prefix	GEOL
Number	1115L
Name	Earth Resources Laboratory

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. Implement the use of physical properties to identify minerals, rocks and energy resources.
2. Use mathematical reasoning to solve problems using energy units and mineral composition.
3. Interpret stratigraphic data to construct a geologic cross-section and locate petroleum traps.
4. Describe the primary uses of various resources.
5. Examine, organize and compare mineral resource data and report the results.
6. Construct and describe graphs using mineral resource data.
7. Compare and contrast information about resource reserves and production.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 students assume the role of oil exploration geologists. They are given data from oil exploration drill holes which they must use to construct a subsurface geologic map. They must critically evaluate each layer to determine if it is appropriate for hosting oil or if it is an impermeable barrier. From this information they must determine where the oil is and what type of petroleum traps are present. Students will be assessed on a) evidence acquisition; b) evidence evaluation; and c) reasoning/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.*

In a sequence of six lab exercises on the non-fuel mineral resources the students are provided quantitative data from Federal publications which they must analyze using graphs and calculations. From these exercises they learn how to produce informative graphics and how to analyze data sets.

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.

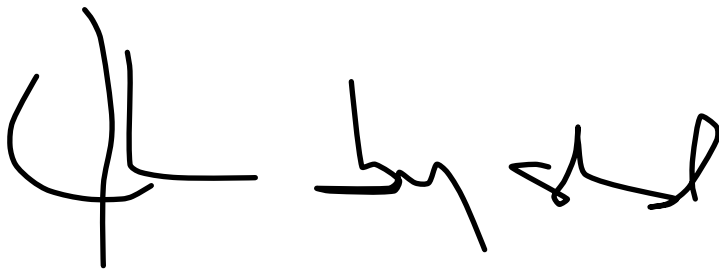
It is important for socially a responsible person to have an understanding of the resources they use and where they come from. Equally important for an educated citizenry is an understanding where the U.S. stands among nations in terms of resources. As an example of this type of exercise, students work as a group to explore data from the DOE Energy Information Administration on each nation's reserves and production of oil, natural gas and coal. Students will demonstrate the ability to analyze and interpret the data. While this exercise emphasizes group collaboration and teamwork skills it also touches on sustainability and the natural and human worlds.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

GEO 123L- GEOL 1115L - Earth Resources Lab ASSESSMENTS

Filename: GEO_123L-_GEOL_1115L_-_Earth_Resources_a32eLID.pdf Size: 266.4 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: 0000001024

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001024

Status: Under Review

Last submitted: Jan 28 2020 04:12 PM (MST)



Application Form

Completed - Jan 28 2020

Application Form

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

Name	Adrienne Forgette
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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.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	(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.

- 1) Broad and specialized learning: Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.
- 2) Critical thinking: Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.
- 3) Cultural and civic engagement: Students will act purposefully, reflectively, and ethically in diverse and complex environments.
- 4) Effective communication: Students will exchange ideas and information with clarity in multiple contexts.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

Two of the first topics covered include understanding basic components and processes of research and being an informed consumer of psychological research. Students learn and identify the major types of research (e.g., correlational research vs experimental research) and apply basic tenets of information literacy when consuming research (considering source and author, determining intended audience, critically evaluating evidence, being wary of oversimplification/overgeneralization, examining assumptions, and considering alternative explanations for results). For example, students are directed to read published results of research, and then asked to assess the legitimacy of the authors' claims based on points noted above. Students are assessed on the thoroughness of their evaluation of the material and use of evidence to support their own conclusion.

Throughout the course, students take quizzes or exams that include various combinations of multiple choice, matching, short answer, and essay questions. Questions require students to synthesize several topics presented from the textbook, class lectures, and activities to communicate understanding of core concepts and attainment of learning objectives. Students also participate in discussions and activities that require reflecting on and integrating course concepts with "real-world" examples and experiences, providing supporting evidence as appropriate.

Finally, all sections utilize multiple formal written assignments throughout the course which require students explain multiple course concepts, drawing and synthesizing information from the course text, lecture, and additional materials (e.g., TedTalks), and then integrate these concepts with personal examples. For example, a final assessment requires students to first identify and explain two concepts from the class, citing material appropriately, and connect these concepts to real-life examples (e.g., defining operant conditioning and then explaining how they have used operant conditioning to train their dog). Students are assessed on the accuracy and depth of explanations, clarity of communication, and appropriate citation of 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.

Throughout the course students encounter multiple perspectives and are encouraged to critically evaluate information and ideas and form conclusions based on evidence and reasoning. These skills are developed and demonstrated through reflective thought, hands-on activities, and class discussions, culminating in written assignments in which students explain multiple course concepts, drawing and synthesizing information from the course text, lecture, and additional materials (e.g., TedTalks), and integrate these concepts with personal examples and experiences.

For example, in conjunction with the Psychology and Health chapter, students complete a “stress journal,” which requires they identify a problem, utilize course information to propose and test a solution (acquiring evidence), and then assess the outcome (evidence evaluation and reasoning. For this activity, students:

- (1) Identify personal sources of stress, possible short- and long-term consequences of stress, and their frequently utilized coping strategies
- (2) Explain or elaborate on their responses using discipline-appropriate terminology and theories (e.g., categorize stress as acute or chronic; categorize coping strategies as problem-focused, emotion-focused, and/or avoidant; explain multiple consequences of stress as they relate to overactivation of the sympathetic nervous system)
- (3) Synthesize information from text, lecture, and additional resources in order to evaluate the effectiveness of their coping strategies
- (4) Apply information in identifying a “problem” – i.e., at least one specific behavior or mindset they would like to change toward improving coping and well-being
- (5) Acquire further evidence, enacting this change for a period of time (one or two weeks), and then
- (6) Re-assess and reflect on the process and outcomes of change, drawing conclusions and noting implications for the future, again citing specific evidence from their direct experience and course materials.

Students are assessed on completion of the task, depth of engagement as evident through written reflection, and appropriate use of primary and secondary evidence to support their claims.

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 field of psychology presents ample opportunities to build intercultural competence and reasoning, develop ethical reasoning, foster collaboration, and engage in local and global civic discourse. From the first chapter in which students are introduced to research ethics (e.g., presented information about the IRB and IACUC, ethically-questionable research studies, and even the ethical responsibility of researchers in sharing their findings accurately and responsibly) through the end of the course when discussing issues such as the importance of cultural competence in diagnosing and treating psychological disorders, and implications of such diagnoses and treatments (e.g., social stigma), students developed and demonstrate these competencies via individual written assignments, hands-on activities, and class discussions. Group discussions and activities, in particular, require continual engagement in civic discourse, including how to respectfully engage in discourse even in the face of differing beliefs and values regarding complex topics, as students reflect on and share personal beliefs and value systems and encounter beliefs and value systems different than their own.

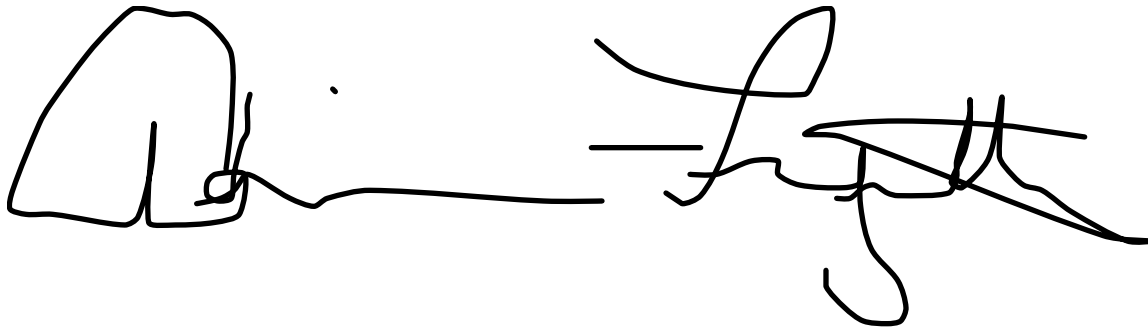
Students demonstrate their understanding through online and/or face-to-face discussions, written reflections, quizzes or tests, and more in-depth written assignments. For example, after learning about bystander apathy and bystander intervention with the social psychology unit, students have the option of either watching a video demonstrating bystander apathy/intervention or finding an example of bystander intervention (in the news, in a movie or TV show, posted on the internet, etc.). In writing, they summarize the content of the video/example and then connect this to what they learned from class, including defining bystander intervention and identify factors contributing to the bystander's intervention (or failure to intervene), citing course materials to support their claims. Students are assessed on completeness in addressing prompts, depth of thought, and clarity of communication, including citing evidence from course materials and personal experience as appropriate).

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

Psyc1110_GenEd_SampleAssessment

Filename: Psyc1110_GenEd_SampleAssessment.pdf Size: 158.6 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: 0000001095

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001095

Status: Under Review

Last submitted: Mar 13 2020 08:09 AM (MDT)



Application Form

Completed - Mar 13 2020

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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- 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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	1110L
Title	General Biology Laboratory
Number of credits	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	BIOL
Number	1110
Title (if applicable)	General Biology

New Mexico Common Course Information

Prefix	BIOL
Number	1110L
Name	General Biology Laboratory

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. 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

This lab-based course addresses critical thinking skills by having students practice the scientific method, which is to make observations, construct explanations of those observations and test them with experiments. Every week we use different experiments to test and demonstrate concepts in biology. Prior to conducting their experiments, we lay out the underlying observations that we are testing, students construct an experiment that test the observation and interpret the results. For example, one experiment is designed to test how different sized objects absorb and retain heat (problem setting). Students are required to construct an experiment in which a small and large aluminum can are placed under a heat lamp for an hour and they measure the temperature of the cans every 15 minutes (evidence acquisition). Students must plot the measured temperature of each can over time (evidence evaluation). They interpret the graph to determine which can absorbed more heat (evidence evaluation). They then present an explanation of their results (reasoning/conclusion). Several groups within the class are performing independent iterations of the same experiment. If the experiment was not replicable among groups, students are asked to think about why those results could not be replicated and redesign the experiment to be more reproducible (reasoning/conclusion). Students are assessed through worksheets provided in the lab (example is provided at the end of this document).

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 laboratory portion of the general biology course is designed to provide students with hands on experiences about general concepts learned in lecture. Data interpretation is fundamental to the sciences and during this course they are required to use data to support arguments. There are at least 4 labs where they are required to take measurements, plot those measurements in a meaningful way, and interpret their graphs (communication/representation of quantitative information). For example, we measure the rate of water loss on several different plants adapted to different environments. They repeatedly measure the mass of leaves from different plants every 15 minutes for an hour to observe the loss of water mass. After their measurements, they are asked to plot change in mass over time where time is the x axis and mass is on the y axis. They should be able to interpret the graph and determine which plant lost the most water (analysis of quantitative arguments). Further, students will take into consideration properties about the plants they studied, i.e. are leaves broad, pine, etc. They are asked to speculate on the type of climate each plant is adapted to and propose species that lose less water weight over time are more adapted to arid environments (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.

Collaboration skills, teamwork and value systems: Inherently built into this course is teamwork and collaboration. No student performs these experiments or tasks individually. Students are always working together in teams of 3-4 individuals. In some cases these experiments are so long and time consuming, they must work together to make their experiment work efficiently. Later in the semester, students are required to work together to prepare a power point presentation over a specific topic. In their discussion they must use resources from the peer reviewed literature and support their statements with citations or graphs and understand why they must support claims with data. After the presentation other students are allowed to ask questions about that topic and conduct a responsible discussion.

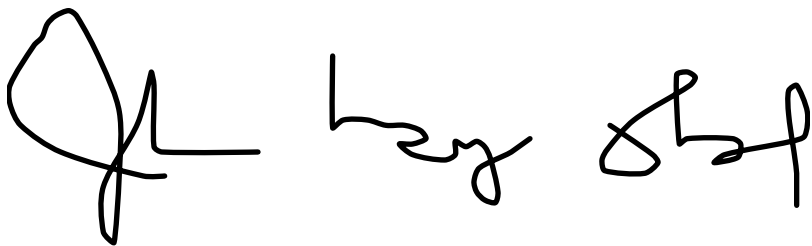
Ethical reasoning: Students are required to write a paper about a general topic/problem in biology, which is usually a problem on a global scale. Potential topics may be about the extinction crisis, how vaccines work, climate change, etc. They must discuss how their topic impacts the planet as well as and how it affects society and public health. Students must address the ethics of factual denial, i.e. how denying factual explanations of reality impacts societies and the possible consequences thereof.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

BIOL 1110L - General Biology Lab Assessment

Filename: BIOL_1110L_-_General_Biology_Lab_Assessment.pdf Size: 86.2 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: 0000001082

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001082

Status: Under Review

Last submitted: Mar 12 2020 02:58 PM (MDT)



Application Form

Completed - Mar 12 2020

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

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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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	FREN
Number	1110
Title	French 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	FREN
Number	1110
Name	French 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 and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. 2. Students can usually handle short social interactions in everyday situations by asking and answering simple questions 3. Students can write short messages and notes on familiar topics related to everyday life. 4. Students can often understand words, phrases, and simple sentences related to everyday life. 5. Students can recognize pieces of information and sometimes understand the main topic of what is being said. 6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. 7. Students can sometimes understand the main idea of what they have read. 8. Students can identify beliefs, behaviors and cultural artifacts of the French-speaking world. 9. In English, students will engage with social issues confronting the French-speaking world to develop their sense of personal and social responsibility.

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.

non

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between French culture and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between French culture and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

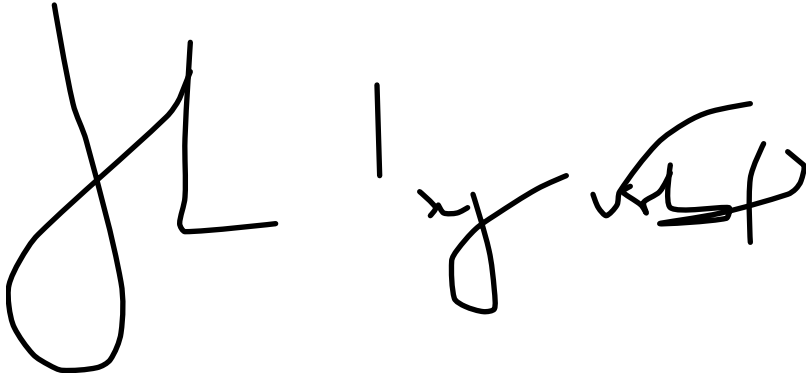
Research as Inquiry: The final oral presentation should demonstrate students' ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the French language and cultural space should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

FREN 1110 (101) Assessment

Filename: FREN_1110_101_Assessment.pdf Size: 130.4 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: 0000001007

John Boggs - boggsj@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001007

Status: Under Review

Last submitted: Jan 28 2020 10:39 AM (MST)



Application Form

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Contact Information

Name	Lorraine Manavi
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ANTH
Number	1330
Title	Navajo Culture
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	1330
Name	Navajo Culture

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. Demonstrate knowledge of Diné cosmology and world order and their relationship to the Diné way of life.
 - a. Discuss the concept of male-female duality.
 - b. Describe how all creations within the earth and sky are recognized according to the duality principle.
 - c. Explain the holistic nature of Diné philosophy; that is, discuss how Nits1h1kees, Nahat'1, Iin1, and Sihasin are processes found in all aspects of nature.
 - d. Trace the history and cultural development of the Diné using the chronological order of the narratives that developed into ceremonies.
2. Demonstrate knowledge of Diné history using linguistics, oral narratives, and Athapaskan migration theories based on evidence from physical anthropology and archaeology.
 - a. Describe the meanings behind traditional ceremonies and the role these ceremonies play in modern society.
 - b. Describe the changes that have occurred through time in Diné ceremonies as a result of contact with other cultures.
 - c. Describe cultural differences and similarities between Athapaskan groups: Northern, Pacific, and Southern.
 - d. Describe conflicts and changes, which have taken place in Diné society as a result of contact with Plain, Puebloan, and European cultures.
3. Demonstrate analytical research skills in ethnography and folklore as they relate to Diné culture.
 - a. Conduct research on topic(s) relevant to objectives in the course
 - b. Submit academic quality research papers that are thoughtful and thorough in nature.
4. Develop an understanding of the need for protection and maintenance of natural resources, the environment, and traditional Diné sacred places.
 - a. Discuss the cultural meaning of Diné terms such as Mother Earth, Father Sky, Mountain Woman, Water Woman, Dawn Boy, and so on.
 - b. Explain how these terms are interconnected to human life, life processes, and the natural world.
 - c. Discuss what is meant by a sacred place.
 - d. Explain why sacred places should be reserved and protected.
5. Draw upon the values derived from Diné culture to function successfully as citizens of the Diné

community and of the world at large.

- a. Describe the Diné clan system and explain how it is used as a means of social control within Diné society.
- b. Identify who they are and where they come from in terms of the Diné clan system.
- c. Identify their relationship to others within the Diné community and the world at large.

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 knowledge of Dine cosmology and world order and their relationship to the Dine way of life.

A copy of this approved syllabus is on file in the dean's office.

Updated 12/14/18

Page 2 of 2

2. Demonstrate knowledge of Dine History using linguistic, oral narratives, and Athapaskan migration theories

based on evidence from physical anthropology and archaeology.

3. Demonstrate analytical research skills in ethnography and folklore as they relate to Dine culture.

4. Develop an understanding of the need for protection and maintenance of natural resources, the environment, and traditional Dine sacred places.

5. Draw upon the values derived from Dine culture to function successfully as citizen of the Dine Community

and of the world at large.

SPECIFIC EXPECTED LEARNING OUTCOMES

1. Demonstrate knowledge of Dine cosmology and world order and their relationship to the Dine way of life.

a) Discuss the concept of male-female duality.

b) Describe how all creations within the earth and sky are recognized according to the duality principle.

c) Explain the holistic nature of Dine philosophy; that is, discuss how Nits1h1kees, Nahat'1, lin1, and Sihasin are processes found in all aspects of nature.

d) Trace the history and cultural development of the Dine using the chronological order of the narratives that developed into ceremonies.

2. Demonstrate knowledge of Dine history using linguistics, oral narratives, and Athapaskan migration theories

based on evidence from physical anthropology and archaeology.

a) Describe the meanings behind traditional ceremonies and the role these ceremonies play in modern society.

b) Describe the changes that have occurred through time in Dine ceremonies as a result of contact with other cultures.

c) Describe cultural differences and similarities between Athapaskan groups: Northern, Pacific, and Southern.

d) Describe conflicts and changes which have taken place in Dine society as a result of contact with Plain, Puebloan, and European cultures.

3. Demonstrate analytical research skills in ethnography and folklore as they relate to Dine culture.

a) Conduct research on topic(s) relevant to objectives in the course

b) Submit academic quality research papers that are thoughtful and thorough in nature.

4. Develop an understanding of the need for protection and maintenance of natural resources, the environment, and traditional Dine sacred places.

a) Discuss the cultural meaning of Dine terms such as Mother Earth, Father Sky, Mountain Woman, Water Woman, Dawn Boy, and so on.

b) Explain how these terms are interconnected to human life, life processes, and the natural world.

c) Discuss what is meant by a sacred place.

d) Explain why sacred places should be reserved and protected.

5. Draw upon the values derived from Dine culture to function successfully as citizens of the Dine community

and of the world at large.

a) Describe the Dine clan system and explain how it is used as a means of social control within Dine society.

b) Identify who they are and where they come from in terms of the Dine clan system.

c) Identify their relationship to others within the Dine community and the world at large

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 the Navajo Culture class take four written essay exams. The essay topics are the clan system, creation stories, Diné culture, customs, values, and beliefs, Western anthropological theories, European contact and colonization, and Diné new world order. The exam consists of questions where the students have to explain, analyze, and summarize from the class discussions, reflections, readings, videos, and the class field trip.

Class discussions take place in small and larger groups. Students talk about how they apply and practice the Dine way of life with their family and community. They reflect on how the clan system functions and how to introduce themselves in Navajo. They share stories of their elders and how they adapted to European culture. Class discussions help students understand and explore the concepts taught in class. Students must also apply this knowledge to their own lives and experiences. They can use this information when working on their exams and other class assignments.

Students are required to submit a research paper on a relevant subject. The research paper is evaluated for form, organization, citations, grammar, and APA citation style. Students must conduct analytical research in ethnography and folklore as they relate to Diné culture. The Navajo culture encompasses all cultural components (holistically) like art, music, philosophy, ceremonies, history, math, geology, etc. and cannot be separated. Their topic must contain all cultural components and relevant course outcomes.

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.

Using the class discussions, readings, lectures, and videos, students must demonstrate knowledge of Diné cosmology and world order and their relationship to the Diné way of life. They must be able to discuss the complex concept of male-female duality. Students trace the history and cultural development of the Diné using the chronological order of the narratives that developed into ceremonies, and they describe the meanings behind traditional ceremonies and the role these ceremonies play in modern society. Students develop an understanding of the need for protection and maintenance of natural resources, the environment, and traditional Diné sacred places and must explain why sacred places should be reserved and protected. Students identify their relationship to others within the Diné community and the world at large. Critical thinking is assessed in the four essay exams and class discussions. Exam questions include examples such as, “In the Navajo Traditional Wedding, the bride's mother is not supposed to look upon her son-in-law. What is the reason for this and how did it start?”

Many areas of Navajo culture provide no right and wrong answers, and students learn to evaluate concepts and draw conclusions based on their own reasoning. Everything in Navajo culture has a spiritual component, whereas Western society separates science and religion. Through the readings and lectures, students learn to see everything in a spiritual side. Students see that in Navajo culture, spirituality are forces and energy that comes from the sky, and the movement of the celestial body interacts with the earth, which is how life emerged from birth to old age. Students demonstrate understanding that the spiritual and physical world interact with one another in Navajo culture, and they must produce examples of this. The written essays are geared towards the Navajo way of thinking. For examples, one questions is “What does “male & female principle”, beauty way, and protection way mean?”

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 Navajo culture class also includes topics regarding court decisions and government legislation that encompasses sovereignty. For instance, what does sovereignty mean to the Navajo Nation and how to maintain it within their community and home? The cultural teaching is based on history, how society can be sustained, changing environment. Native culture is always changing and accepting of new ideas and technology. Native culture interacts with other cultures, but still maintains the integrity of cultural teachings. The Navajo culture teaches its members to sustain the culture and to carry on and maintain the integrity and sacredness of Navajo culture.

In the class discussions, students begin to understand the sacredness of the home and what encompasses home; love, understanding, and compassionate. That there is water, fire, fire poker, food, and bedding in the home. The commitment to take care of the home, family, livestock, and work. The cultural teaching from the home is applied in their community and the world at large. Students also to attend a ceremony such as puberty ceremony, blessing way, and protection way. They write a summary their experience and present in class.

Students also take a field trip to Dinetah, the ancestral homeland of the Navajos near Largo Canyon. Students who attend class come from different backgrounds and experiences. During and after the field trip, students relate what they have read to real life experiences and connect the class material with the history. Field trips make it possible for students to see the landscape and Navajo rock art depictions of Navajo mythology. Students reflect and summarize their experience of the field trip.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 27 2020



Upload Assessment

Completed - Jan 27 2020

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

ANTH1330_SampleAssignment_GenEd

Filename: ANTH1330_SampleAssignment_GenEd.pdf Size: 72.6 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: 0000001122

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001122

Status: Under Review

Last submitted: Mar 22 2020 12:59 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

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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	John Boggs
Title	Dean, School of Humanities
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	English

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	1410
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	(No response)
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>)

Student Learning Outcomes

1. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts

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. Critically read the literary genres of fiction, poetry, drama, and creative nonfiction.
 - a) Read representative texts of fiction, poetry, drama, and creative nonfiction, identifying literary elements and themes.
 - b) Make connections, draw conclusions, and interact with ideas presented in literature.
2. Identify, define, and analyze basic literary conventions appropriate for specific genres.
 - a) Use literary terms appropriately.
 - b) Identify literary techniques and features common to different literary genres, as well as those which are unique to each.
3. Describe and analyze perspectives of the human experience portrayed in literature.
 - a) Demonstrate understanding of how historical and cultural forces have influenced the development of literature.
 - b) Relate personal experience with literary themes.
4. Write effectively about literature to demonstrate close reading and research.
 - a) Explicate literary texts with academic writing.
 - b) Conduct research necessary to deepen understanding of the contexts of literature—biographical, cultural, and historical, etc.
 - c) Document sources with MLA style.
 - d) Write about literature appropriately for an academic audience.
 - e) Apply standard conventions of writing (spelling, punctuation, grammar, usage, etc.).
5. Exchange ideas and information with clarity and originality in small groups, class discussions, and presentations.
 - a) Effectively organize and present information about literature to others.
 - b) Participate with respect and honesty in group discussions and class activities

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 learn methods regarding the examination of literary texts through a variety of objective, scholarly perspectives and means. Such approaches include an awareness of genre and the particulars and expectations of each, using historical data to provide insight into a text as an artifact of its era, considering elements beyond the text (e.g. race, class, gender) and interpreting their meaning within a given work, and practicing the application of basic literary criticism, in addition to other types of intellectual investigation (Problem setting). Students also learn the importance of going beyond simple response and/or opinion when considering literature in an academic setting, employing the aforementioned scholarly techniques, as well as others, to establish a more nuanced and complete understanding of a text. Students learn the necessity of evidence as it pertains to literary studies. Students are required to support their intellectual perspective by employing examples, quotations, and similar forms of evidence from both the work in question and outside scholarly source material (evidence acquisition and evaluation). Class discussions, response papers, and a final analysis paper provide students an opportunity to present their informed interpretations that combine initial interests and intellectual rigor (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.

Students examine texts through myriad social and personal lenses in order to understand the importance and endurance of the work, within and beyond the scholarly arena, and why it is worth considering today. This is partially achieved through the use of sundry works of literature representing a variety of cultures, eras, and places. Students explore how certain ideas and concepts, regardless of how they are expressed or from whom, are universal in the human experience. Students are introduced to certain cultural, historical, biographical, and societal dynamics informing a respective piece of literature, how that text might in turn influence those same elements, and how and why all of these concepts matter in the contemporary world (Intercultural reasoning/Competence). Students study and analyze the relationships between characters, crucial themes and commentary regarding important issues, and similar concepts within a text as a reflection of time and place, as well as how such ideas might be more intimately and personally applicable. Whether in-person or online, students discuss their reaction to and understanding of the relationship of a text and its connection to their own experiences as scholars and people. Such collaboration further encourages the intellectual and personal evolution of the individual as students learn that a single work of literature will most assuredly invite perspectives previously overlooked, ignored, or misunderstood (Ethical Reasoning/Civic Discourse, 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.

Students obtain critical context and information for each unit covered in the course. This can include historical context, biographical information, applicable literary concepts, terms and definitions, theoretical approaches, and so on and so forth. Students are also introduced to other interpretations of the text in question in order to facilitate interest, understanding, and analysis. These include visual representations of a written text, performances, films, and scholarly presentations, all of which are available on properly vetted internet sites. Moreover, in adherence to the principles of critical inquiry, instructors review the nature of appropriate and rigorous research (authority and value of information/research as inquiry). Students are encouraged to choose topics and approaches of interest, aware that quality research begins with a disciplined curiosity and pointed, guided questions. Instructors assist students in learning about preeminent scholars in a given discipline, author, text, genre, etc., suitable repositories and databases for supporting research material, and the most up-to-date peer-reviewed articles and books (Digital Literacy). Students are also provided with exhaustive lessons on the implementation of outside source material in order to most effectively substantiate their intellectual claims. Instructors also provide guidance on selecting evidence from the main artifact that best illustrates the student's own investment in the material (Information structures). All of this is presented by means of proper scholarly citation and formatting.

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

Link to Institution's General Education Assessment Plan

: [https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Mar 22 2020



Upload Assessment

Completed - Mar 22 2020

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

Intro to Lit Gen Ed Signature Assignment

Filename: Intro_to_Lit_Gen_Ed_Signature_Assignment.pdf Size: 79.4 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: 0000001022

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001022

Status: Under Review

Last submitted: Jan 28 2020 04:12 PM (MST)



Application Form

Completed - Jan 28 2020

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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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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2330
Title	Introduction to Poetry Writing
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	ENGL
Number	2330
Name	Introduction to Poetry Writing

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 various forms, styles, elements, and conventions of poetry.
2. Write, revise, analyze and present their own poetry and the poetry of others.
3. Respond constructively and respectfully to other writers' poems.
4. Compare and contrast different styles of poetic expression.
5. Articulate how choices in language can impact a poem's meaning.

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 and meaningfully respond to the poetry of others.
2. Create original poetry.
3. Interact in a workshop setting that both challenges and shows respect for the ideas and works of others.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 awareness is one the primary foci in this course. The entire course is centered around reading and writing in different poetry genres (San Juan Learning Outcomes 1 and 2 address “genre”) that include narrative poetry, confessional poetry, prose poetry, and visual poetry. This approach develops genre and medium awareness, application and versatility, and strategies for understanding and evaluating messages. The course is arranged by genre. And each week the students study either a specific genre or a writing technique, read works that exemplify the designated genre or technique, write short samples in that genre, and then develop a longer piece in that specific genre.

For example in the week that covers visual poetry, students learn about writing techniques that are specific to this genre of writing, then read several different examples by various authors. One example is

“Poem of Discharming,” by Alexander Jorgensen. Students then answer the following questions about her piece:

1. What visual details tied to emotion are evident and specific in Jorgensen's poem?
2. What are the main characteristics that stand out for the piece?
3. Consider the stylistic aspects of the poem--discuss his use of imagery, his use of line breaks and color, his use of figurative language, his use of proportion, and any other points you'd like to make.
4. Jorgensen’s poem focuses on love and the concept of beauty; how effective is the poem in discussing these ideas? Does it succeed in engaging your interest and providing interesting and challenging material?

The students then read 2 other visual poems and compare/contrast these pieces before designing their own poems. This strategy is reiterated throughout the course in a variety of genres including narrative poems, confessional poems, and prose poems.

Students also spend significant time in this course on writing strategies such as organization, imagery, sentence variety and word choice, which helps them gain a vocabulary to apply to essay analysis and their own writing, thus developing medium awareness. Peer review occurs throughout the course whereby students share their written work and give and receive feedback on their writing using a list of specific criteria that is provided. This teaching approach also facilitates the communication outcome because of the focus on developing strategies for understanding and evaluating messages/production of arguments.

In addition to the larger portfolio assignment, students complete short writing assignments that they share with 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.*

San Juan College course outcome 1 and 3 (which aligns with NM State Outcome 2) states that students

“Read and meaningfully respond to the poetry of others. Create original poetry. And interact in a workshop setting that both challenges and shows respect for the ideas and works of others.” They do this by reading a variety of poetry genres and analyzing/evaluating them, and identifying key elements and themes. Students write about voice, style, and organization in these analytical essays, and then apply these same strategies to their own writing. Throughout the course, students are evaluating the texts (which are evidence) and drawing conclusions about them. Students read between 25-30 poetry pieces in the course and apply their analytical skills prior to writing their own creative work.

For example, in one specific assignment, students read 4 different narrative poems and answer the following questions:

- How does each poem reflect the key elements of a narrative?
- Do the writers of each poem show some/all of the attributes of a narrative poem? How? In what ways? Give examples.
- How does each poet use imagery to enhance the narrative?
- Compare the organizational approaches of two of the poems; how are they different? How are they similar?
- Consider writing style--differences? Similarities?
- Are these poems both successful examples of narrative poems?

The above questions exemplify how students apply critical thinking to their reading and writing in the course and are a model for the course organization. Once students have acquired the knowledge of writing style/technique through analysis of authors' poems, they draw conclusions and use reasoning to apply the same techniques to their writing. For example, after analyzing narrative poems about characterization, students are asked to “focus on a scene that includes an important character to your poem; consider all the characterizations that make this character who they are. Then, apply what you now know about this character to the situation in the scene. Use descriptive language, sensory detail, color, and atmospherics and other strategies that the authors we read this week used in their writing to make the person and the scene come alive.”

Organization of different pieces of writing is also a focus in the course, and students engage in numerous writings and analyses of organizational structure and apply them to their essays.

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.*

This course promotes intercultural reasoning and competence by having students read and analyze a variety of poetry that represent different authors, cultures, and places that focus on the natural and human worlds. Examples of these texts include “Love Letter” by Sylvia Plath; “We Real Cool,” by Gwendolyn Brooks; “On Disappearing,” by Major Jackson; “Night Song of the Los Angeles Basin,” by Gary Snyder; and “Old Salt Woman,” by Luci Tapahonso. While individual instructors may change the reading requirements, there is a focus on using texts that represent a variety of places and cultures to facilitate the outcome of personal and social responsibility.

Sustainability of the natural and human worlds is explored in the analysis on character; writing about place, culture, and nature, whereby students read texts, then write and share small examples that are modeled after the texts. For example, students read “Old Salt Woman,” by Luci Tapahonso. They analyze this poem and comment on it. They then consider their own culture and environment and write a poem with these being the focal points. These poems are shared with classmates, thus generating discussion and awareness of different viewpoints and interpretations.

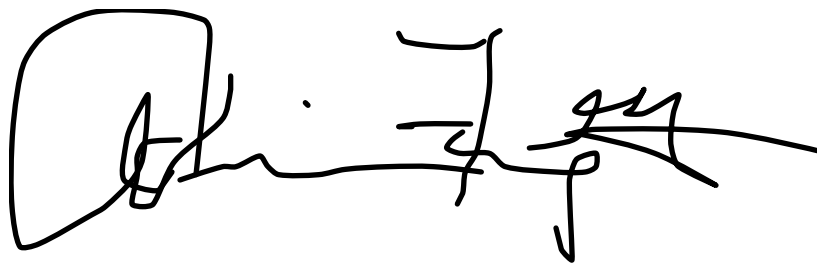
Students collaborate throughout the course by engaging in discussion on the model poem, sharing their work and giving feedback on it, and by working on collaborative and individual pieces to submit to the college’s literary magazine and for a reading performance for the community that is done at the end of each semester.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

Introduction to Poetry Writing Assignment

Filename: Introduction_to_Poetry_Writing_Assignment.pdf Size: 57.2 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: 0000001125

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001125

Status: Under Review

Last submitted: Mar 23 2020 10:09 AM (MDT)



Application Form

Completed - Mar 22 2020

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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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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- 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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	English

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2610
Title	American Literature I
Number of credits	(No response)

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>)

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 citations 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 and think critically about each text, analyzing literary elements and interpreting meaning, with an appreciation of diversity of texts.
2. Read representative texts from American literary canon, identifying literary elements and common themes.
3. Understand some of the historical and cultural forces that have influenced the writings of American literature.
4. Make connections, draw conclusions, and interact with ideas presented in reading selections; demonstrate understanding of cultural and historical forces, make connections amongst texts.
5. Generate reflective and academic writing about literature using primary and secondary sources; generate academic papers focusing on literary texts and using MLA documentation; generate essays and answers to exam questions with significant analysis and treatment of topic; generate essays and answers to exam questions that draw connections amongst texts and that identify cultural and historical forces that influenced those texts; generate essays and answers to exam questions that demonstrate understanding of diversity of American literary canon; understand and apply standard conventions of writing (spelling, grammar, punctuation, usage, diction, syntax).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 learn methods regarding the examination of early American literature from the pre-colonial era to the Civil War, doing so through a variety of scholarly perspectives and means. Such approaches include an awareness of genre and the particulars and expectations of each, using historical, ethnic, and cultural information to provide insight into a text as an artifact of its era, place, and peoples. Students also learn the importance of going beyond simple response and/or opinion when considering early American Literature in an academic setting, employing the aforementioned scholarly techniques, as well as others, to establish a more nuanced and complete understanding of a text. Instructors demonstrate the necessity of evidence as it pertains to literary studies and an appreciation for texts representing other cultural, religious, and social structures. Students are required to support their intellectual perspective by employing examples, quotations, and similar forms of evidence from both the work in question and outside scholarly source material. Class discussions, response papers, and a final analysis comparison/contrast paper provide students an opportunity to present their informed interpretations that combine initial interests and intellectual rigor.

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 examine representative early American Literature texts through myriad social and personal lenses in order to understand the importance and endurance of the work, within and beyond the scholarly arena, and why it is worth considering today. This is partially achieved through the use of sundry works of literature representing a variety of cultures, eras, and places, from Native American Oral Tradition Stories to various slave narratives to Uncle Tom's Cabin. Students explore how certain ideas and concepts, regardless of how and when they are expressed or from whom, are universal in the human experience. Instructors introduce and explain those critical dynamics and variables informing a respective piece of American Literature, how that text might in turn influence those same elements, and how and why all of these concepts matter as they continue to inform our American identity. Early American Literature courses provide an opportunity for instructors and students to learn, study, and reexamine our country's creation, its myriad successes and failures, and how all have shaped our present understanding of what it means to be an American. Students study and analyze the relationships between characters, crucial themes and commentary regarding important issues, and similar concepts as emblematic of a of time and place, in addition to how such ideas might be more intimately and personally applicable. Whether in-person or online, students discuss their reaction to and understanding of the relationship of a text and its connection to their own experiences as scholars and people. Such collaboration further encourages the intellectual and personal evolution of the individual as students learn that literature from around the world will most assuredly invite perspectives previously overlooked, ignored, or misunderstood.

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.

Instructors offer students critical context and information for each unit covered in the course. This can include historical context, biographical information, important figures of the era, applicable literary concepts, terms and definitions, theoretical approaches, and so on and so forth. Students are also introduced to other interpretations of the text in question in order to facilitate interest, understanding, and analysis. These include visual representations of a written text, performances, films, and scholarly presentations, all of which are available on properly vetted internet sites. Contemporary interpretations are especially effective to this end, helping students to more clearly grasp the meaning and import of those older and/or more complicated works. Moreover, in adherence to the principles of critical inquiry, instructors review the nature of appropriate and rigorous research. Students are encouraged to choose topics and approaches of interest, aware that quality research begins with a disciplined curiosity and pointed, guided questions. Instructors assist students in learning about preeminent scholars in a given discipline, author, text, genre, etc., suitable repositories and databases for supporting research material, and the most up-to-date peer-reviewed articles and books. Students are also provided with exhaustive lessons on the implementation of outside source material in order to most effectively substantiate their intellectual claims. Students receive guidance on selecting evidence from the main artifact that best illustrates the student's own investment in the material. All of this is presented by means of proper scholarly citation and formatting.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Mar 22 2020



Upload Assessment

Completed - Mar 22 2020

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

Am Lit I Gen Ed Signature Assignment

Filename: Am_Lit_I_Gen_Ed_Signature_Assignment.pdf Size: 68.9 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: 0000001103

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001103

Status: Under Review

Last submitted: Mar 13 2020 09:19 AM (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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1225L
Title	General Chemistry II for STEM Majors Laboratory
Number of credits	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	CHEM
Number	1225
Title (if applicable)	General Chemistry for STEM Majors II

New Mexico Common Course Information

Prefix	CHEM
Number	1225L
Name	General Chemistry II for STEM Majors Laboratory

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>)

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 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Prior to a lab, students will be required to solve select prelab questions based on their reading, and will have to complete the required information in their lab notebooks. During the lab, they will collect experimental data on their own with safety demonstrations and some technical assistance. After the lab, they will analyze and discuss their data with the aid of some coaching and reading, and will use their reasoning power to draw logical conclusions about the meaning of their data. They will then write a comprehensive lab report, and will solve postlab questions (e.g., Give it Some Thought questions) in their lab notebooks. For at least one lab, students will be presented with unknown sample(s) that ask them to quantify the component(s). Students will demonstrate Problem Setting when defining the problem and designing an appropriate laboratory procedure. Students will demonstrate Evidence Acquisition when doing the sampling, and sample treatment and analysis or assay. Students will demonstrate Evidence Evaluation when processing their data, doing statistical analysis, and obtaining a solution to the problem. Students will demonstrate Reasoning/Conclusion when required to write a comprehensive lab report. Critical Thinking will be assessed on the lab reports and final 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.

Quantitative reasoning is highly emphasized in all laboratory experiments, including aqueous reactions (e.g., metathesis reactions), colligative properties, buffers, equilibrium constants (e.g., dissociation constants and solubility-product constants), thermodynamics, kinetics, redox titrations, colorimetry, and spectroscopy. Students will learn how to express quantitative information symbolically, graphically, and in written language. They will learn how to interpret, analyze and critique information. They will learn how to apply appropriate models to contextual problems.

Quantitative Reasoning will be assessed on the lab reports and final 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.

Students will be assigned a quantitative team project. In the team project, they work together to understand the theory, design the experimental protocols, and assign the duties making use of individual strengths in meeting group objectives. Each of them then carries out a part of the experiment, and shares their data within the whole group. Each team project is culminated in either a written group report or a joint presentation.

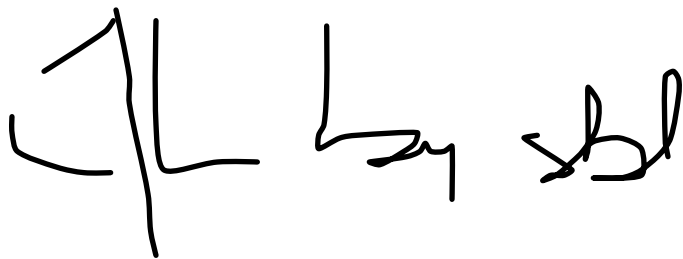
Personal & Social Responsibility will be assessed in a written group report and/or a joint oral presentation for the component skills of Teamwork and Civic Discourse.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

CHEM 1225L - Gen Chem II for STEM Majors Lab Assessment

Filename: CHEM_1225L_-_Gen_Chem_II_for_STEM_Majo_AbyrvVA.pdf Size: 200.1 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: 0000001036

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001036

Status: Under Review

Last submitted: Mar 12 2020 10:22 AM (MDT)



Application Form

Completed - Mar 12 2020

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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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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- 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	Suzanne Balch Lindsay
Title	AVPAA
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTH
Number	1110
Title	Art 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	ARTH
Number	1110
Name	Art 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. Trace the development of diverse art and architecture styles 2. Compare and contrast the major art and architectural styles 3. Use art terms and explain basic art concepts 4. Analyze the visual elements and design principles in masterworks of art 5. Describe masterpieces objectively, with emphasis on contemporary works 6. Gain general knowledge of the history of artistic production 7. Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archaeology, theater, and music 8. Distinguish the elements and principles of design and explain how they are being used in a given piece of art

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 asked to communicate effectively in written form prompting students to deal with identity in art as it addresses contemporary social issues. The essay is based on a chapter from their textbook (Gateways to Art, Chapter 4.10) and an article(s) and interview(s). Students are directed to use a scholarly tone and use the link provided in LMS for referencing. Once the students have turned in these essays, they will be put into small groups to discuss how the identities they encountered in the artworks affect them and the immediate world around them. These discussions will be monitored by the professor. The groups will then work together to write a group response to the artworks and how they reinforce or challenge their notions of identity.

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 delineate clearly a social or cultural issue/problem related to identity through their original comparative essay. Within this essay, the students will describe the media, techniques, elements, principle and symbols being used to create the works as well as explore global identities. In their group discussions and group essay, they will discuss and explore how these global identities affect them and their local regions. Student learning will be assessed using a rubric and instructor feedback that evaluates how the students essays state, define, and describe identity and if these responses have qualified as examples as supporting evidence of 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.

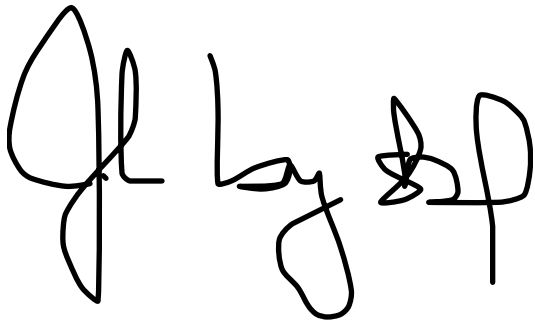
The comparative model allows students the opportunity to ethically reason on specific issues on both local and global levels, i.e. Through the comparison essay, students are able to consider potential new viewpoints and through the small groups, gain intercultural competency through the group's diversity. By focusing on identity in art, students will be actively engaged in civic discourse and engagement.

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

Link to Institution's General Education Assessment Plan

<https://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=>

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



Date

Mar 7 2020



Upload Assessment

Completed - Mar 7 2020

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

ENMU-P ARTH 1110 (ART 131) Art Appreciation



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: 0000001060

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001060

Status: Under Review

Last submitted: Mar 12 2020 01:04 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Psychology and Political Science

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.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	(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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 1) “communicate in various genres and mediums;” and 2) “evaluate and produce arguments.” Examples of PSYC 1110 addressing these outcomes are as follows:

- 1) Students identify theories that are shared verbally in groups allowing in order to understand and evaluate concepts and constructs in theories that apply to real life mental processes and behavior.
- 2) Students complete written assignments that allow for the production of arguments related to two of the following content areas: neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology. After producing arguments in those written assignments, students apply their knowledge of how psychological research methods are used to study concepts in those content areas.

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.

There are four components of this essential skill. Students 1) “state a problem” appropriately; 2) gather evidence “from a mix of sources;” 3) “describe appropriate sources;” and 4) “describe weak and strong arguments.”

1) Some assignments in the course ask that students evaluate why and how ethical standards in research has changed over the years in response to unethical experiments. Students write about ethical problems, obtain evidence that is critically examined, and conclude why and how ethics codes have changed in response to unethical research studies.

2 & 3) In #1 above, students also find “a mix of sources” from the internet and evaluate those, and then find appropriate sources through information search of published journal articles and evaluate those sources as well.

4) The final component is being able to describe weak and strong arguments from the mix of sources that students have located. Students evaluate the evidence and write about the most accurate evidence that they could find.

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.

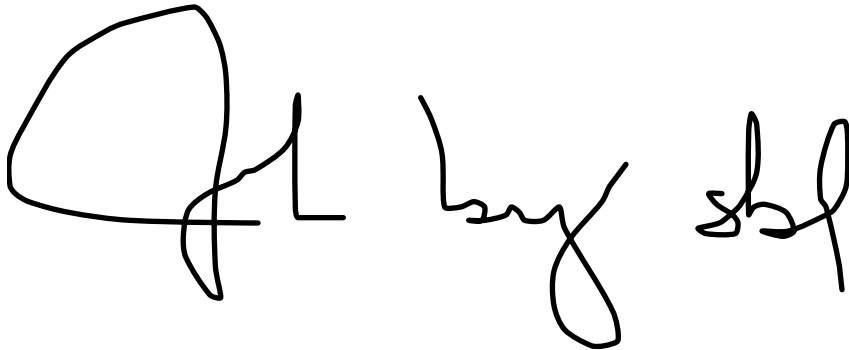
The two components of personal and social responsibility emphasized in PSYC 1110 are 1) intercultural reasoning and competence, and 2) ethical reasoning. For component 1, students discuss personal and social issues in context, including social justice issues. For component 2, they recognize ethical theories and “place them in specific contexts.” 1) Students write a paper that contrasts two cultures on some psychological phenomenon, such as parenting. They demonstrate their intercultural understanding by generating arguments, and supporting their ideas of why the phenomenon changes across cultures. 2) Students complete a written assignment that looks at a number of variables from different perspectives as to why there are persistent problems in social justice areas.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P PSYC 1110 (101) Intro to Psychology Assessment

Filename: ENMU-P_PSYC_1110_101_Intro_to_Psycholo_iA2ZhJ8.pdf Size: 74.9 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: 0000001087

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001087

Status: Under Review

Last submitted: Mar 12 2020 03:45 PM (MDT)



Application Form

Completed - Mar 12 2020

Application Form

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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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Communicative Disorders

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SIGN
Number	1120
Title	American Sign Language II
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	SIGN
Number	1120
Name	American Sign Language 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. Further develop basic conversational skills in ASL, taking on more complicated topics. 2. Apply knowledge of ASL grammar, including classifiers, spatial referencing and agreement, role shifting, and non-manual markers. 3. Develop ASL vocabulary, fingerspelling, number, narrative and storytelling skills. 4. Evaluate and provide feedback concerning peers' and one's own uses of ASL. 5. Demonstrate effective use of comprehension and expressive ASL skills through conversation, discussion, narrative and/or storytelling activities. 6. Demonstrate knowledge and appreciation of the American Deaf community and ASL. 7. Through first-hand experience in the American Deaf community and ASL, relate and reflect on perspectives of the community.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

1. Further develop basic conversational skills in ASL, taking on more complicated topics. 2. Apply knowledge of ASL grammar, including classifiers, spatial referencing and agreement, role shifting, and non-manual markers. 3. Develop ASL vocabulary, fingerspelling, number, narrative and storytelling skills. 4. Evaluate and provide feedback concerning peers' and one's own uses of ASL. 5. Demonstrate effective use of comprehension and expressive ASL skills through conversation, discussion, narrative and/or storytelling activities. 6. Demonstrate knowledge and appreciation of the American Deaf community and ASL. 7. Through first-hand experience in the American Deaf community and ASL, relate and reflect on perspectives of the community.

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.

Language is an essential element in defining a culture. Likewise, the development of cultural awareness is an essential element in learning a second language. This statement is true for all languages, including American Sign Language (ASL), which boasts a strong Deaf cultural component made up of persons who consider ASL to be their native language and primary means of communication. As a result, part of the process for developing effective communication skills in any language includes the ability to demonstrate increasing higher levels of intercultural and/or ethical reasoning and intercultural competence during communication exchanges. In order to develop these skills, the students in the course will have an opportunity to become more familiar with ASL and Deaf culture by watching a variety of videos posted by Deaf vloggers on social media. After watching selected videos that include a range of cultural and linguistic issues related to the Deaf community, the students will be expected to compose a brief reflective response that describes the issues from a Deaf cultural perspective along with possible culturally appropriate and ethical solutions. In addition, the students will have an opportunity to discuss these issues and their possible solutions in 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.

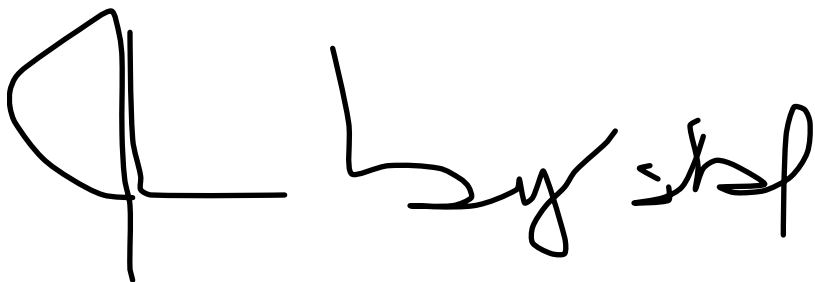
American Sign Language (ASL) is a complex visual-gestural language that is primarily used by the North American Deaf community. It is expressed using a variety of hand shapes and movements, facial expressions, and body postures. With its own syntax and grammar, ASL's linguistic properties are comparable to other spoken languages. Because ASL is perceived visually, it lends itself to digital transmission, which is a component of digital literacy involving the ability to create and communicate in a digital environment. In addition, digital literacy includes the ability to recognize and evaluate the authority and value of information acquired from various sources as well as the ability to disseminate information in an appropriate format in an ethical manner. In order to develop these skills, the students in the course will have an opportunity to become more familiar with the components of digital literacy through a variety of assignments. For example, the students will be expected to create and submit several videos that demonstrate their understanding of ASL vocabulary, word choice, and contextual meaning. The content of the videos will be used in class discussions on vocabulary meaning and sign selection. In addition, the students will demonstrate the ability to gather and evaluate information for research projects related to value and source authority and share the information using correct form and formatting with citations and references.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WjJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "D. L. ...", is written over a horizontal line.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SIGN 1120 ASL II Assessments

Filename: SIGN_1120_ASL_II_Assessments.pdf Size: 562.8 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: 0000001065

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001065

Status: Under Review

Last submitted: Mar 12 2020 01:39 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	College of Business

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ECON
Number	2120
Title	Microeconomics Principles
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

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

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 will present their projects as a team in class. Each team will identify a microeconomic topic or choose a single market to study. To find the problem related to microeconomics, students should study various sources in different media and databases. This allow students to become familiar with the genre. Also, students need to communicate with each other both inside and outside the class through different means of communications such as discussion board and oral discussions (Genre and Medium Awareness). Each team will collect a set of data, information and graphs related to the topic. Then, they are going to analyze the data and information based on the theories and models they learned in the class (Application and Versatility). Through this process students need to interpret the key findings of their projects to the class and fellow students should ask questions about the data, methodology, and key findings of the projects (Strategies for Understanding and Evaluating messages). Team presentations will be graded by the instructor (60%) and nonteam members of the class (40%). This procedure will guarantee students participation in the evaluation process and in the production of the arguments. Other students in class need to identify and develop claims, ask questions and participate in the evaluation process (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.

Economics is all about critical and analytical thinking. In this course students have various opportunities to explore using essential critical thinking skills in understanding the problems, doing cost and benefit analysis, finding and analyzing the evidence and data, making the best decision and providing a solution to the problem. One specific example is the team project in this class. Students will present their projects as a team in class. Each team will identify a microeconomic topic or choose a market to study (Problem Setting). Each team will collect a set of data, information and graphs related to the topic by studying different news articles, private and public databases such as Federal Reserve, US Census, BLS, etc. (Evidence Acquisition). Then, they are going to analyze the data and information based on the theories and models they learned in the class (Evidence Evaluation). Through this process students need to interpret the key findings, do cost and benefit analysis, identify common logical fallacies, apply causal relationship between different economic variables of their projects and present their conclusion to the 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.

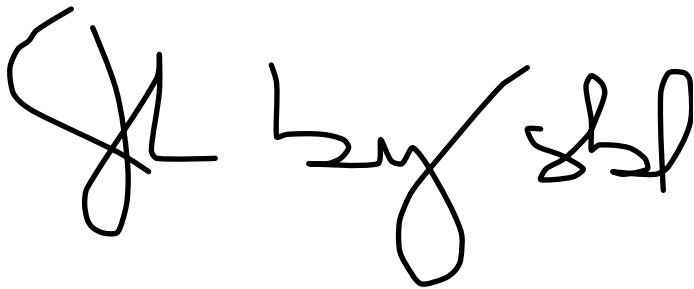
One of the assignments students will submit in this class is the analysis of the minimum wage law from the microeconomic perspective and how it affects a single market as well as a company's decisions, operation, cost function, etc. Students need to read a couple of articles related to the minimum wage law in the U.S. and other countries. Then, they need to evaluate the issue by using their personal and social experience along with what they learned in the class. They need to compare the case of U.S with other countries, develop an argument and make intellectual conclusions (Intercultural reasoning and intercultural competence). Students will also present their analysis and conclusions to other students and discuss the topic with other students and the instructor. Through this process students need to critically think and discuss the problem. They need to consider facts, data, cultural, local, national and global, economic and political differences (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

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P ECON 2120 (222) Microeconomics Sample Assessment

Filename: ENMU-P_ECON_2120_222_Microeconomics_Sa_2FqTItK.pdf Size: 117.3 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: 000001083

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001083

Status: Under Review

Last submitted: Mar 12 2020 03:02 PM (MDT)



Application Form

Completed - Mar 12 2020

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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Application

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Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	FREN
Number	1120
Title	French 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	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	FREN
Number	1120
Name	French 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 can participate in conversations on a number of familiar topics using simple sentences. 2. Students can handle short social interactions in everyday situations by asking and answering simple questions. 3. Students can write briefly about most familiar topics and present information using a series of simple sentences. 4. Students can understand the main idea in short, simple messages and presentations on familiar topics. 5. Students can understand the main idea of simple conversations that they overhear. 6. Students can understand the main idea of short and simple texts when the topic is familiar. 7. Students can describe and make comparisons between decisions about beliefs, behaviors and cultural artifacts of the French-speaking world. 8. Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility.

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.

Non, mais merci d'avoir demandé.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between French culture and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between French culture and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.


Research as Inquiry: The final oral presentation should demonstrate students' ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the French language and cultural space should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

FREN 1120 (102) Assessment

Filename: FREN_1120_102_Assessment.pdf Size: 131.2 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: 0000001074

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 0000001074

Status: Under Review

Last submitted: Mar 12 2020 02:31 PM (MDT)



Application Form

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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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Contact Information

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	1110
Title	Spanish 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	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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions

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

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 1110 (101) Assessment

Filename: SPAN_1110_101_Assessment.pdf Size: 130.2 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: 0000001037

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000001037

Status: Under Review

Last submitted: Mar 9 2020 10:30 AM (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.

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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

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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
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Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

Institutional Course Information

Prefix	HIST
Number	1120
Title	United 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>)

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 8.
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 9.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 complete a series of written assignments called “Think Like A Historian,” which focus on specific historical events or questions that the students evaluate and explain, such as why did a majority of American citizens support war against Spain in 1898, but then oppose the war in the Philippines fought between 1898 to 1902?

Evidence Acquisition: Students are provided with primary and secondary source information related to the historical topic being studied, including classroom lecture, documentary video, and materials from the “consider the source” featured in the course textbook. Students also locate an online article of their choice about the assignment topic; they submit an assessment of its use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument.

Evidence Evaluation: Students assess strengths and weaknesses of an online article for use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument. Students critically compare and contrast relative merits of all evidence presented or acquired in relation to such issues as conflicting theories about whether the USS Maine battleship exploded and sank due Spanish sabotage related to diplomatic tensions, or an attempt by Cuban revolutionaries to incriminate Spain, or a design flaw?

Reasoning/Conclusion: Through their understanding and evaluation of competing sources of evidence, students improve their ability to distinguish between fact-based explanations and personal opinions and, thereby, improve their ability to articulate a conclusion that can convince their intended audience based on the merits of their argument. Students show improved skill level through their ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment 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.

Intercultural reasoning and intercultural competence: Students study various societies and the impact of interaction. For example, how did U.S. relations with Spain and support for Cuban revolutionaries influence the sinking of USS Maine and war with Spain. Students show improved skill level through ability to analyze competing theories as potential explanations for the Spanish-American War, beyond novice level of simple summary to competent or proficient levels on the assignment rubric.

Sustainability and the natural and human worlds: Students learn how intentional and unintentional practices exerted positive or negative impact upon societies and natural resources, such as U.S. commitments for democracy in colonized populations versus desire for economic and military influence in the Pacific. By critiquing their online article, and discussion posts, students show improved skill level through ability to evaluate evidence and arguments, beyond novice level of summary to competent or proficient levels on the assignment rubric.

Ethical reasoning: By critiquing evidence, arguments and conclusions, students learn to critique ethics that justified actions and outcomes, and show improved skill level through ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Collaboration skills, teamwork and value systems: Students participate in group discussions by choosing a topic they consider most significant and defend it against commentary by other students. Students show improved skill level through ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Civic discourse, civic knowledge and engagement – local and global: In course discussions and written assignments students engage in civic discourse based on knowledge of domestic and international perspectives that challenge, contradict, or reinforce traditional understandings. Students show improved skill level through ability to make informed conclusions, beyond novice level of summary to competent or proficient levels on the assignment 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.*

Authority and Value of Information: Students assess strengths and weaknesses of evidence and theories presented in historical videos and documents about historical topics and use that assessment to construct essays that interpret the meaning and significance of that topic to the overall historical context. For example, students compare and contrast the validity of Spanish sabotage, Cuban revolutionary intrigue, and ship design flaws as potential explanations for the explosion and sinking of USS Maine battleship.

Digital Literacy: Students locate online resources for potential use to support the conclusions made in their written assignment essays. They assess those resources for relevance and validity and integrate that understanding into their written argument.

Information Structure: The course syllabus explains the reading schedule, due dates for graded materials, university policies about classroom behavior, enrollment and withdrawal, the concept of and penalty for plagiarism, and the ethics of course-related communication with the instructor and other students. Student work must be typed and submitted either in hard-copy in class, uploaded into the assignment submission feature in the course Learning Management System, or to the instructor's email. Feedback is provided through grading rubrics.

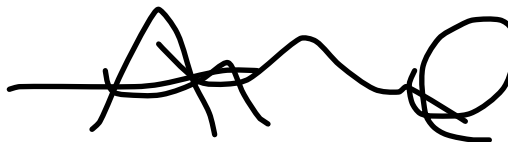
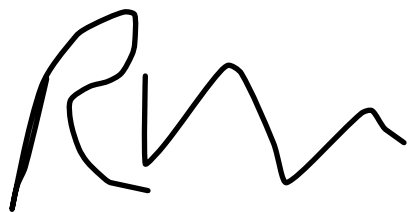
Research as Inquiry: The process of evaluating historical evidence and argumentation for the discussions and "Think Like A Historian" assignments is based on the practice of comparing information on a specific topic to other forms of evidence, including class lectures, the textbook, and internet sources assessed for validity. Students show improved skill level through their ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment rubric.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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



Date

Mar 9 2020



Upload Assessment

Completed - Mar 9 2020

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

Assignment 4 (World War I, CH

Filename: Assignment_4_World_War_I_CH._22.pdf Size: 229.0 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: 0000001067

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001067

Status: Under Review

Last submitted: Mar 12 2020 02:04 PM (MDT)



Application Form

Completed - Mar 12 2020

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

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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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2310
Title	Introduction to Creative Writing
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	ENGL
Number	2310
Name	Introduction to Creative Writing

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. Participate in a constructive conversation and community about creative writing. 2. Read and critically engage with a variety of texts. 3. Compose creative works in various genres of creative writing. 4. Provide respectful, honest, and critical feedback to peers about their work. 5. Revise creative work based on peer feedback and critique. 6. Develop thoughtful workshop reflection on students' own writing and writing process. 7. Evaluate and engage with publication process.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 creative writing workshop, in which students provide written and oral feedback on their peers' work, is designed to teach critical thinking skills through discussion and close analysis of texts. For each workshop, students follow guidelines (see attached) for providing written feedback in preparation for the in-class discussion. For problem setting, students are asked to locate what works well in the peer's creative piece of writing and also what could be improved. They have to locate an element of craft of their own choosing, such as characterization, plot elements, line enjambment, and voice, and then make a claim about the effectiveness of its use. To support their claim, they gather evidence or examples from the creative piece itself; explications of the elements of craft from critics, the textbook, and class lectures; and examples from professional writers. Using this material, they need to demonstrate their claims about their peer's use of particular elements of craft. In class, during the workshop, they discuss their feedback. During the discussion, they evaluate the appropriateness of their own and their fellow peers' evidence, as well as their own and their peers' reasoning and conclusions. They offer textually supported and reasoned suggestions about how their peer's can revise their 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.

While the entire course gives students the opportunity to demonstrate personal and social responsibility, the unit on creative nonfiction most clearly focuses on two component skills: 1) Intercultural reasoning and intercultural competence and 2) ethical reasoning. For Intercultural Reasoning and Competence, at the start of the unit, students read, write about, and discuss a variety of professional essays that deal with issues of personal and social justice. The topics include rampage shooting in an office, the trauma of 9/11, coping with abuse, and marginalization due to race, gender, sexuality, and class. Students analyze different perspectives, forms of expression, types of agency, and power relations. Then for a writing exercise that they develop into a longer creative piece for workshop, they locate instances in their own life where they have experienced issues of personal or social justice. They first explore it as a linear narrative, which tends to use the experience as a means of understanding or inquiry. Then they also explore it as a braided narrative, which asks students to look at the experience from multiple perspectives (which are braided and juxtaposed). While Ethical Reasoning is also certainly employed in this writing assignment, it is further emphasized in our coverage of the ethics of the creative nonfiction genre itself. We read and discuss a variety of critics and writers who explore such questions as what is boundary between fact and fiction, to what extent is a nonfiction writer allowed to invent or alter conversations and people, how do writers appropriately use and reference real people in their creative work, especially ones that may not want to be written about. For example, students read a coming-of-age memoir by a lesbian, who was burdened by the ethical dilemma of writing truthfully about her experiences and thereby potentially outing people who wish to remain closeted. In addition to class discussion, students wrote brief response papers to several texts that engaged ethical questions. Lastly, the workshop setting itself, in which students share and discuss each other's work with the collective aim of providing productive feedback, promotes the skills of collaboration and teamwork.

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 demonstrate the component skills of Information Structure, Digital Literacy, and Research as Inquiry in an assignment that asks them to research potential markets for their own creative work, which they then post on Blackboard and present to the class through PowerPoint. To research markets, they first have to establish a problem by defining the characteristics of particular genres and subgenres and then determining if their creative writing matches these characteristics. Then they locate markets (such as literary journals in both print and online formats) by accessing several databases that contain journals, presses, and literary agents, in particular P&W.org, Duotrope, New Pages, and Submittable. Through these databases, they gather preliminary information to assess which markets are a viable option for their own creative work. They research the market further by visiting the website to learn the submission guidelines and particular wants of the market. Students also read sample issues to determine the aesthetic of the market. Through all this, students also discern the quality or ranking of the journal, whether it is student-run or professional, whether it is fledging or has a long reputation. Thus, they are additionally assessing the authority and value of the information. These online databases, particularly Submittable and Duotrope, also contain features that allow students to submit their work digitally, track the status of their various submissions, share information and feedback with other users, and keep a calendar of submission deadlines. Thus, they use these informational systems to communicate, submit, track, and organize content.

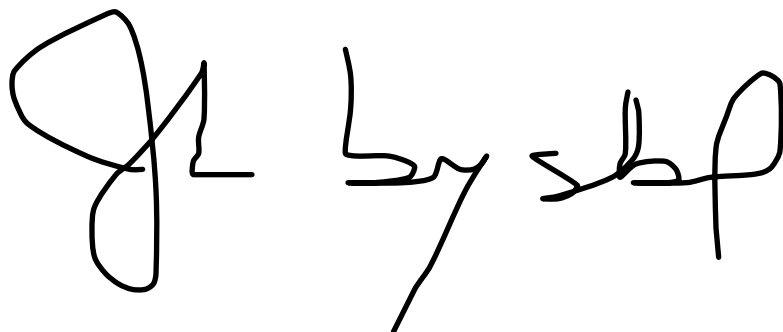
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[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 2310 (205) Assessment Creative Writing

Filename: ENGL_2310_205_Assessment_Creative_Writing.pdf Size: 138.9 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: 000000983

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 000000983

Status: Under Review

Last submitted: Jan 28 2020 02:25 PM (MST)

Application Form



Application Form

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6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
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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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

Name	Adrienne Forgette
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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	COMM
Number	2120
Title	Interpersonal Communication
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	2120
Name	Interpersonal Communication

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

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.

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

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 will demonstrate an increased understanding of the role of interpersonal communication principles and theories in their lives. Specifically students must identify understanding based on developing and maintaining personal and professional relationships.

Students demonstrate fluency in interpersonal communications via three written narrative and spoken presentations. The first narrative is based on their experiences in service learning. Service learning is 8 to 12 hours of unpaid, volunteer work within the community with which the student has no prior connection. The student is assigned to reflect specifically on how theories and principles of communication can be identified and applied in their service learning environments. Excellent grades on this portion of the assignment are earned by those who use strong written communication to support understanding of course learning objectives. The second narrative focuses on the mastery of communication skills developed through group work with fellow course peers. Students identify one communication goal and one personal goal to focus on through the course of the semester. Examples of typical personal goals include: obtaining employment, implementing a regular exercise routine, improving personal nutrition, losing weight, organizing their work or household environment, achieving grades of A's or B's in all of their college coursework. Common examples of a communication goal include: learning to communicate more or be more extroverted in work or personal situations, resolving personal or professional conflict, developing listening skills. The third narrative is graded on the student's ability to reflect on overall understanding of communication principles and how the student plans to exercise these skills in their personal or professional lives overall.

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 demonstrate mastery of understanding and application of theories and principles of emotional intelligence. Specific components of mastery are: self-awareness, self-management, awareness of others, and management of others. Students learn to use communicative “pause” in response to a stimulus.

Students demonstrate the ability to identify 4 dynamics within their lives (family, friends, romantic, professional or workplace) and apply the four components of emotional intelligence to each group. Students essentially create a case-study for each relationship group highlighting the individuals involved, the dynamics of the relationship, and how emotional intelligence principles are utilized to create more effective and competent interpersonal communication. Excellent grades are awarded to students who accurately identify and demonstrate effective application of the emotional intelligence principles to the actual interpersonal relationship scenarios.

Students demonstrate comprehension of four key concepts per chapter in the course textbook. Students learn to identify key concepts from the text, put the concept definition into their own words, and effectively identify an area within their personal or professional lives to apply the concept providing specific examples of how to use the concept and how it applies to the interpersonal communication dynamics of the situation or scenario.

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 demonstrate their ability to cite sources throughout the course of the semester. Students are assigned weekly writing assignments where they are asked to reflect on chapters in the text – to obtain high grades, students must accurately cite references from the course text and from peer-reviewed materials. Highest grades are awarded to those students who can effectively cite multiple text passages as well as reference several high-quality peer-reviewed materials. Students learn to access San Juan College library materials as well as given instruction on how to access databases of high quality online peer-reviewed journal articles. Students are also graded upon their performance on a three-page final paper. Highest grades are awarded to students who are able to synthesize various reference citations from both the course text and various, high-quality, peer-reviewed sources. Students are asked to use citations to strengthen and support mastery of course principles and theories of communication and emotional intelligence. Highest grades are awarded to those students who use multiple correctly cited, high quality sources. (Authority and Value of Information, Research as Inquiry)

There are several sections of the course text that require students to reflect on online communication – this includes personal and professional interfaces including but not limited to: Facebook and other social networking platforms, professional writing, email correspondence, etiquette in the workplace. Students are encouraged to use principles learned in the course and apply them to their own personal and professional experience. Students are graded on their ability to report on their findings.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 26 2020



Upload Assessment

Completed - Jan 28 2020

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

Interpersonal Communications assignment

Filename: Interpersonal_Communications_assignment.pdf Size: 48.8 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: 0000001028

Michael Raine - mraine@unm.edu

NM General Education Curriculum

Summary

ID: 0000001028

Status: Under Review

Last submitted: Feb 10 2020 02:24 PM (MST)

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

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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

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Submitting Institution

Name of HEI	UNM
Submitting Department	Navajo

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	NAVA
Number	2110
Title	Intermediate Navajo 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	NAVA
Number	2110
Name	Intermediate 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.

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. By the end of the course, students will be able to read, write and speak Navajo at the intermediate level.
2. By the end of the course, students will be able to converse on topics related to family, clan relationships, education, transportation and movement by using the correct number of participants and eating traditional Navajo foods with correct eating verbs.
3. By the end of the course, students will be able to apply the correct paradigm patterns to verbs from above.
4. By the end of the course, students will be able to use essential grammar concepts.
5. By the end of the course, students will be able to converse using a vocabulary of 100 verbs.

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.

Per 5.55.6.10 A. 2.b GENERAL EDUCATION CURRICULUM: "Flexible Nine", UNM has assigned one course or three credits in its General Education Curriculum to "Second Language" for which the following critical skills will be assessed: "Communication," "Critical Thinking," "Personal and Social Responsibility." (note: approval from NMHED, e-mail from Thomas Schawel to apcurriculum@unm.edu (Pamela Cheek), Friday, October 25, 2019 at 8:36 AM).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Communication skills emphasized in the Navajo 2110 Language course are (1) Genre and Disciplinary Convention, and (2) Strategies for Understanding and Evaluating Messages. Students learn how to participate in different types of discourse with Navajo speakers. For example, in NAVA 2110, students learn the appropriate elements of daily conversation, including the selection of appropriate vocabulary and verb conjugation to talk about their day (Part 1 of Artifact G), then how to evaluate interview responses in order to talk about the interviewee's day (Part 2 of Artifact G). Students are taught to recognize the formulaic nature of questions so that they can answer Navajo questions when asked outside the classroom. This assignment focuses on the use of motion verbs which conjugate for person and number in the prefix set and in the verb stem. Students will learn how information about person and number is packaged in Navajo motion verbs. By completing and practicing assignments, as in Artifact G, students learn to use Navajo through a formulaic notion that is useful in daily conversations. All five of the SLO's are met with this assignment. These student learning outcomes are SLO 1, SLO 2, SLO 3, SLO 4, and SLO 5. Students engaged in these assignments will apply their Navajo language knowledge, including reading, writing, speaking, understanding verbal patterns, verb conjugation, and constructing grammatically correct Navajo sentences. Navajo is a verb heavy language and this artifact focuses on the use of it through verbal communication. Artifact G provides a sample assignment used to assess this skill (see attachment Artifact G for NAVA 2110 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 skills emphasized in the Navajo 2110 Language course are (1) Problem Solving, and (2) Evidence Evaluation. Students will demonstrate their understanding of the Navajo word order by identifying di-transitive constructions at the morpheme level and at the word order level (Part 1 of Artifact H). In order to understand di-transitive constructions students will have to know what intransitive and transitive construction are. Handling verbs are useful in explaining the difference between intransitive, transitive, and di-transitive. Handling verbs also explicitly show how di-transitivity is conveyed in Navajo. Students will explain their analysis in a short answer activity (Part 2 of Artifact H) to demonstrate their understanding of how Navajo morphology and word order conveys di-transitive constructions. Four of the five SLOs are met with this assessment. These student learning outcomes that are met are SLO 1, SLO 3, SLO 4, and SLO 5. At the NAVA 2210 level, students will be able to read and write, recognize the parts of a verb and the paradigm, understand Navajo grammar, and work with several verb types. Student should be able to make simple sentences involving the notion of transitivity therefore speaking at an intermediate level. Navajo is a verb heavy language and this artifact focuses on manipulation of the verb so that it can be used in the written and spoken form by learners. Artifact H provides a sample quiz used to assess this skill (see attachment Artifact H for NAVA 2110 Critical Skills).

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.*

NA

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 skills emphasized in Navajo 2110 Language course are (1) Sustainability and the natural and human worlds, and (2) Collaborative skills, teamwork and value system. Students learn cultural competence in the use of the Navajo language while also working to sustain the indigenous languages of New Mexico through their respectful use of Navajo in appropriate contexts. In this assignment, students will learn that simple commands may require directional terms when visiting a Navajo home thus emphasizing the difference between learning Navajo at home and in the classroom. Students are expected to work together to create original commands, and to give and receive commands from peers in the group. The group work allows students to practice the assignment and be creative in writing commands while incorporating directional terms. All five of the student learning outcomes are met this assignment. The students learning outcomes are SLO 1, SLO 2, SLO 3, SLO 4, and SLO 5. Students will comfortably give and receive directions in Navajo. Students will incorporate verbs they have learned, be able to write out the directions, compose Navajo sentences using the appropriate grammar, and be able to demonstrate their knowledge of the Navajo language. Navajo is a verb heavy language and this artifact focuses on how to use particles with verbs. Artifact I provides a sample assignment used to assess this skill (see attachment Artifact I for NAVA 2110 Personal and Social Responsibility).

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.

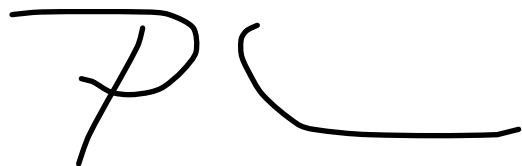
NA

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Feb 10 2020



Upload Assessment

Completed - Feb 10 2020

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

NAVA 2110 Communication Artifact G

Filename: NAVA_2110_Communication_Artifact_G.pdf **Size:** 150.2 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: 0000001055

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001055

Status: Under Review

Last submitted: Mar 12 2020 12:13 PM (MDT)



Application Form

Completed - Mar 12 2020

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:

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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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Theatre

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	THEA
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	THEA
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 theatre 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.

n\a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

From the beginning of the course, students read, discuss and analyze theatrical works in order to determine theatrical genres and categories, considering all of the features that make them unique or typical within the category. "Genre and medium" are not widely accepted nomenclature to describe different types and subcategories of theatre but there exist a multitude of "genres" such as comedy, tragedy, history, theatre of the absurd, and musical theatre that lend themselves to further categorization, often occurring within the oeuvre of a single playwright. Students communicate through text, dialogue and images, and ultimately design and present a theatre lecture, which will focus on a play, playwright, and/or may focus on an era or movement within theatre. This lecture, which is critiqued by the class as well as the instructor, is designed to communicate to the class their understanding of their selected facet of theater history, and its significance to the art form. Throughout the semester students present play critiques that produce arguments about the play's performance, interpretations of the text, and design elements. Students must defend these critiques in class drawing on the vocabulary, dramatic principles, and historical precedents learned in class and illustrated through the plays. Assessment takes place through evaluation of the critiques and of the lecture. At the end of the semester, students work in collaborative design or performance groups when they read a play, analyze the script and create a design or performance together to express their own ideas, and their understanding and evaluation of theatrical genres, and conventions.

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 process of creating theatre is one of setting/solving the problems in the process of creating an authentic and compelling realization of a play. Students will observe and read texts and performances and process them as actors, designers, stage managers, and directors. Each of these roles provide a separate, yet interrelated set of problems that will require that they acquire evidence by analyzing texts and performances, and evaluate them as actors, designers, stage managers, and directors. The assignments require students to analyze a script to acquire and evaluate evidence about production needs, taking into account historical conventions (if any), and the specific circumstances of the work and its audience. They will also be required to observe a live production and use its production elements, performance choices; design of lighting, sets, and sound, as evidence to evaluate the creative decision-maker's, (director and designers) vision and message. The final project requires students to analyze a script as a group and create a design or performance using the script, their individual evaluations of the script, information from historical and research writing on the production history of the script and playwright, venue specifications and available resources, and their reasoning and conclusion about the final performance. Critical thinking is evaluated according to the decisions made based on clearly delineating the problems raised by the aesthetic and practical requirements of the work, and the rigor with which information sources were gathered and evaluated for veracity and applicability to the specific production.

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.

For such a massively collaborative venture as creating theatre, cooperation, respect, and understanding across cultural, religious, social and age groups is indispensable, and a part of accepted professional norms. Intercultural reasoning and competence is also at the heart of the plays that will be under consideration, as students strive to understand characters from diverse backgrounds. While empathy is a key attribute for an actor, study and discussion will also be required in order to develop authentic and believable characters. Part of the work of the course will be to analyze both the written word, and plays as viewed to see where playwrights and actors were able to portray the characters well and where prejudices and misconceptions are exposed. Ethics will be explored from a number of perspectives. There are ethical considerations around collaboration and being responsible to the group, ethical considerations around the portrayal of the characters (particularly underrepresented groups), and ethical considerations around respect for the art. All of these add up to the value system that is part of the study of theatre. Since theatre is a “persuasive” art form it is a form of public discourse and so very little can be undertaken without acknowledgement of the community to which the work will be presented and for whom it was created. Whether a play is designed to affirm or to challenge social norms its effect on the community must be taken into account. While the environment per-se would only be a focus of the class occasionally, sustainability and the responsible use of resources is a value that is promoted through use of production materials-paint, fabric, wood-students will demonstrate an understanding of environmental sustainability in theatre through recycling and updating spaces. The final project requires that students collaborate to analyze a script and create a design or performance using the script, their individual visions, venue specifications, and the director's vision. All of these skills are evaluated through student writing and observations of the plays and in the post-mortem of the group work carried out as part of the class.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

THEA 1110 (111) Assessment

Filename: THEA_1110_111_Assessment.pdf Size: 187.6 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: 0000001108

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001108

Status: Under Review

Last submitted: Mar 13 2020 10:07 AM (MDT)



Application Form

Completed - Mar 13 2020

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

the course.

Contact Information

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOG
Number	1110
Title	Physical Geology
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	GEOG
Number	1110L
Title (if applicable)	Physical Geology Laboratory

New Mexico Common Course Information

Prefix	GEOG
Number	1110
Name	Physical Geology

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. Recall, describe or explain geologic vocabulary.
2. Identify or explain aspects of the geologic time scale and compare the uses and limitations of relative and absolute dating.
3. Recognize or explain the evidence used to support the theory of plate tectonics. Describe or identify how plate tectonics is related to the structure and features of the Earth.
4. Describe the formation of, and describe, compare, and classify minerals.
5. Identify or describe the three main rock types, how each forms in the context of the rock cycle and what each indicates about its environment of formation.
6. Recognize or explain the fundamentals of surface and groundwater hydrology and discuss the impact of human activities on water quality and quantity.
7. Describe or discuss the processes that are responsible for specific geologic hazards (e.g., earthquakes, volcanic eruptions, mass movement, flooding, etc.).
8. Recognize or describe the geologic processes involved in the formation and concentration of geologic resources.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.*

We are living in a time in which citizens need to critically evaluate news (which is often of questionable reliability) and the statements and decisions made by politicians. In this course students will be given a topic to explore using essential critical thinking skills, particularly in the areas of evidence evaluation and the ability to reason based on knowledge gained in the course. Component skills are introduced during classroom discussion of various topics and through classroom discussion.

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.*

Quantitative reasoning is introduced in the lecture and is briefly assessed on written exams. There is a laboratory component to this course and quantitative reasoning is best assessed in the lab. Student will be able to apply quantitative techniques to solve problems related to scientific principles, population and resource usage. Student will be able to describe/explain information presented in graphics. Students will solve example problems in class and these skills will be assessed via exam questions. Classroom discussion/interpretation of data and plots will help build skills for this component. Some examples are provided on the last page.

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.

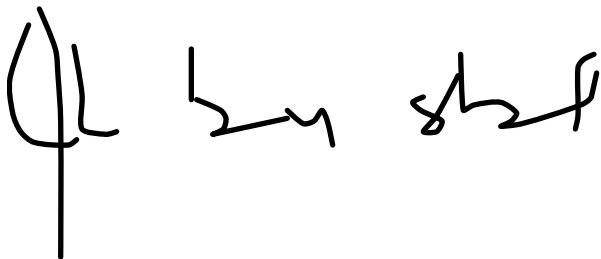
This course provides the background necessary for students to understand natural hazards (flooding, landslides, earthquakes, volcanic eruptions, etc.) and environmental/societal issues (resource availability/usage and climate change across the span of geologic time). The focus in this course will be related to sustainability and the natural and human worlds, or civic discourse/knowledge as it applies to resources and the environment.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

GEOL 151 - GEOL1110 - Physical Geology Assessment



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: 0000001130

Tom Morris - tomm@mesalands.edu

NM General Education Curriculum

Summary

ID: 0000001130

Status: Under Review

Last submitted: Mar 24 2020 11:31 AM (MDT)



Application Form

Completed - Mar 24 2020

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	Tom Morris
Title	Director of Student Success
Phone	5754614413 x120
Email	tomm@mesalands.edu

Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Dr. Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	Math
Number	108
Title	A Survey of Mathematics
Number of credits	4

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	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.

N/A

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 is a language and students work throughout the course to develop their skills in communicating through speaking and writing about it. A mathematical construct of a problem is presented and students work to gain an understanding of how to apply it, interpret its results and communicate the interpretation and results to others. These skills are developed throughout the course using in class work, homework, quizzes, exams and an extensive written project, which are attached as examples. In class or online, students are asked to collaborate together to formulate their responses and defend their quantitative arguments as well as analyze others 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.

In the context of applications, students are given a problem description and be asked to use the given information to develop a corresponding mathematical representation of it in order to model and interpret the results. Students may be asked to interpret the original model in terms of the original application or be asked to modify them and reinterpret their solutions in light of their original results. In the attached quiz, students are asked to perform geometric and proportional reasoning problems to extend the results of their calculations to find solutions of the original problem. In the attached House Loan written project, students are asked to think critically about the many financial decisions involved in home ownership. Students use percentage calculations as well as annuity and mortgage payment formulas to find a home that is suitable to their personal interests and financial situation. They are asked multiple times to interpret their results and consider if they are within the parameters of their income sources, residential interests, and financial goals.

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 may be given information in the context of a word problem and may be asked to use this information to develop an appropriate model to understand the problem. They may then be asked to use various aspects of their model to interpret various aspects of the original problem or other follow-up questions related to it. In these questions, students must interpret the problem mathematically, set up an appropriate equation or formula, solve it and interpret the results. The feasibility of the students answers are assessed in how they formulate their solution and interpret the results.

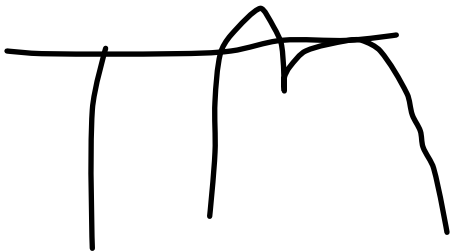
These skills are developed throughout the course using in class work, homework, quizzes, exams and an extensive written project, which are attached as examples. In class or online, students are asked to collaborate together to formulate their responses and defend their quantitative arguments as well as analyze others in 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.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.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

Mar 24 2020

Upload Assessment



Completed - Mar 24 2020

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

Math 108 House Project

Filename: Math_108_House_Project.pdf Size: 74.7 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: 0000001061

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001061

Status: Under Review

Last submitted: Mar 12 2020 01:08 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Psychology and Political Science

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	PSYC
Number	2130
Title	Adolescent 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	2130
Name	Adolescent 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 scientific methodologies are applied to the study of adolescent psychology.
2. Describe major theories explaining adolescent behavior.
3. Identify the relationships between sociocultural factors and adolescent behavior.
4. Evaluate the impact of family structure, teachers, and peers on development during adolescence.
5. Describe the influence of cognitive development on adolescent 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 1) “communicate in various genres and mediums;” 2) “describe the central idea of a message;” and 3) understand that sources and claims can be “supported or unsupported.”

1) Students communicate in formal discussions and in informal group discussions to evaluate the impact of family structure, teachers, and peers on adolescent development. These varied genres and mediums in which to communicate provide for improvement of verbal communication skills across communication contexts.

2) Students complete a written assignment that is derived from an information search on internet and journal article sources that investigate and report on certain psychological phenomena. Students build skills that support the description of central ideas of messages from poor and good sources.

3) In the same written communication assignment from #2, students demonstrate their skills related to evaluating arguments in poor and good sources that are supported or not supported by valid literature.

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 1) “state a problem” appropriately; 2) gather evidence “from a mix of sources;” 3) “describe appropriate sources;” and 4) “describe weak and strong arguments.” Examples of PSYC 2130 addressing these outcomes are as follows:

1) One critical thinking assignment in the course asks students to appropriately state the problem of the influence of cognitive development on adolescent behavior. The assignment allows students to develop the skill of concisely describing a gap in the existing knowledge base that needs further investigation and understanding in order to begin an original investigation in that area.

2) In the assignment, students are asked to generate evidence of experiments that come short of addressing the gap in the knowledge base from a mix of sources (internet and journal articles).

3) The assignment also asks students to describe which sources are appropriate to include in a formal research proposal that addresses the gap in the knowledge base, evaluating and describing why those sources are appropriate.

4) The final component in the assignment is being able to describe weak and strong arguments in the appropriate sources and reason that strong arguments allow for investigation of the gap in the literature that can be assessed using the scientific method. This critical thinking learning outcome allows students to demonstrate their ability to objectively analyze and evaluate an important issue in adolescent development and form judgments about that issue.

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 two personal and social responsibility components emphasized in PSYC 2140 are 1) intercultural reasoning and competence, and 2) collaboration skills, teamwork, and value systems. For component 1, students are able to describe personal and social issues in context. For component 2, they work collaboratively on a project that evaluates the collaborative process as well as individual self-assessments. Examples of PSYC 2140 addressing these outcomes are as follows:

1) Students learn to evaluate several culture-specific investigations of psychological phenomena that relate to the adolescent period, and demonstrate that they are able to competently reason about how cultures are similar and different in their behaviors.


2) Students complete a collaborative written assignment as a group in which they develop face to face and virtual communication skills. Students reflect on the effectiveness of the collaborative process and also to reflect on their own performance as a member of a group. These skills are essential to the development of personal and social responsibility in the future workplace as an effective, contributing member of teams and organizations.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, consisting of several loops and a vertical line at the end, positioned below the text.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P PSYC 2130 (202) Adolescent Psy Assessment

Filename: ENMU-P_PSYC_2130_202__Adolescent_Psy_A_sl7IIPi.pdf Size: 64.9 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: 0000000995

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

Summary

ID: 0000000995

Status: Under Review

Last submitted: Jan 30 2020 03:11 PM (MST)



Application Form

Completed - Jan 27 2020

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

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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	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	Kari Smith
Email	Kari.Smith@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	N/A
Title (if applicable)	N/A

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 through their course text and their own exploration across the semester. [Problem Setting:] During class

discussions, research, and essay composition, students will learn to observe, analyze, reflect, compare, and contextualize literary forms and devices associated with each form. This will be achieved by providing students with a variety of resources (through historical context including background facts, ancillary readings, specific characteristics associated with the different genres of the readings, and situating works within the compendium of works by individual authors) to enable their participation in informed discussion; from their texts, students will learn about authors' lives and the influence of politics, culture, religion, history, gender, race, and geography upon the works they are reading. Also, during their readings, students will be directed to uncover symbols, figures, and allegories as expressed in literary works and be asked to draw connections between those sub-textual components across the semester. Student learning will be assessed using multiple assessment tools: discussion board posts, in-class discussions, journal entries, and exams. In order to successfully assess students, each assessment tool will include one or more questions students must answer using knowledge of the time period to compare a work's historical and literary influence and critical reception to similar political, social, and economic influences, issues and obstacles in contemporary society. [Evidence Acquisition:] In two research-based writing projects students will integrate their learned knowledge from analysis of works of a similar nature but produced in different eras, and learn to contrast and contextualize those works across the curriculum. 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 gather relevant support, from both the texts supplied and those off their own finding—both in-class and outside research across the semester. The research projects will require that students use reliable and relevant sources to support their arguments. [Evidence Evaluation:] As a result of students' independent research as evidenced within their writing projects, students will be evaluated on their ability to discern and muster valid sources addressing the works they have read and discussed. Student learning as represented by their ability to assemble and include facts and credible information from those sources will be gauged. Students will also be evaluated through these assessment tools for how they have evaluated the writing situation, its audience and purpose, as presented by the writing project. [Reasoning/Conclusion] 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. Consequently, across the curriculum, 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 express themselves with respect for one another and past readers in class discussions across the semester.

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 engage in respectful observation, analysis, and discussion of literary and critical works. Through readings, reflection, discussions, and creative engagement, students will explore individual and social behavior as expressed in literary discourse across the semester. [Sustainability and the natural and human worlds:] In readings for this course, students will examine literature as personal and social discourse and the causes and effects of said discourse on societies, their politics, and environments. For example, in a set of three (3) stories that pivot upon the theme of marriage—"The Story of an Hour" by Kate Chopin, "A Sorrowful Woman" by Gail Godwin, and an excerpt from a 1980s American romance novel, *A Secret Sorrow*, by Karen Van der Zee--students explore the nature of these fictional presentations of marriage. [Intercultural reasoning and competence:] Students are then taught to observe in stories the symbols and signifiers of institutions, and in this case, traditional (and non-traditional) marriage, and marriage's effects upon the plot, characters, settings, and evolution of ideas presented, and consider what broader social changes have occurred to the institution of marriage across the curriculum. On an exam, students are then tasked with choosing one of the stories and explaining its presentation of marriage and the traditional, feminist, heteronormative, and countercultural dynamics presented, and by extension how literary works both reflect social norms and sometimes seek to influence them. From their writings, students will gain a greater appreciation and understanding of different cultural paradigms. [Collaboration skills, teamwork and value systems:] With tools such as class discussions, online discussion board postings, journal entries, and written exams, student understanding of the fiction, poetry, drama, and cinema will be assessed. In those forums, students will support and challenge each other's observations and conclusions regarding the works studied. With such efforts, students will apply ideas and perspectives to their own lives and social position, enabling them to understand new options and consider changes to their own personal and social behavior. [Civic Discourse, Civic Knowledge and Engagement] Through readings, discussions, and writing assignments, students will engage with the human behavior and experience of the many different eras and places of those material endeavors, across the semester. For example, students will be prompted to compare and contrast the society of Ancient Greece and the city-states of Sophocles' era, and as shown in *Oedipus the King*. What does that society have in common with contemporary American society? As contemporary readers, how can such understanding of Greek discourse and norms serve our understanding of our own art forms, culture, and discourse? Such engagement will empower them across the semester to analyze the way cultural discourse and social forces have shaped human behavior over time, and how it is

conducted in their contemporary settings.

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.*

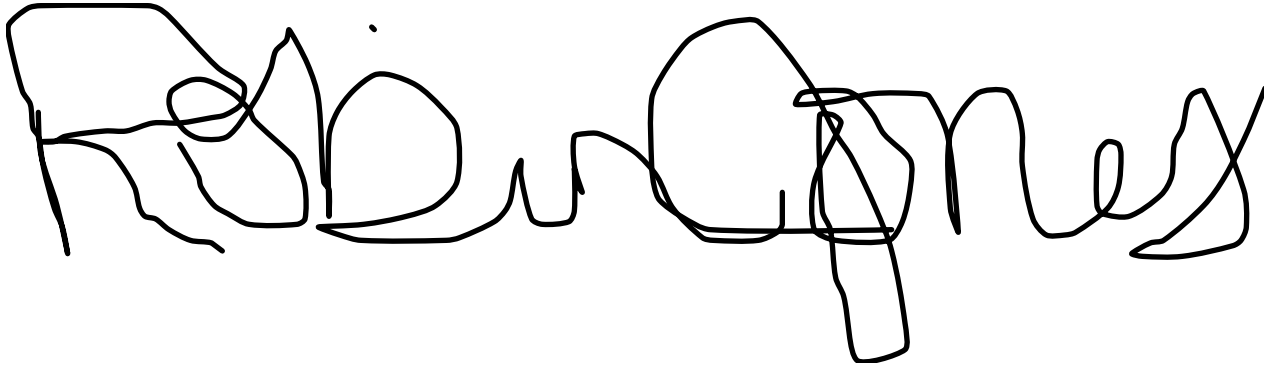
[Research as inquiry:] Across the semester, students will be instructed and assessed on how to employ their literary knowledge within an academic setting in order to produce fact-based and warranted support of their observations and claims in critical writings. Students will be conducting research that requires them to access the College's library and data sources. Assignments will require students to conduct research into literary criticism and document that research. Assignment prompts will be constructed to require students to illustrate their understanding of both the question and the issues inhered across the curriculum. Writing project pointedly constructed to spur inquiry into the literary canon, for example, will ask students a question with no right or wrong answer, but a question that requires them to answer with an argument, by directing them to choose and offer a short story that should be added to the curriculum of the course because it is worthy of study across the curriculum. Students, across the semester, then must describe the story and identify the reasons why they feel their chosen story should be included in the course, which makes for a project of inquiry into the canon and its values, higher education and its values, and readers' values and expectations. [Digital Literacy:] Specific Canvas discussion board requirements for posting, as outlined in the syllabus and on individual discussion assignments, will direct and structure students' communication so that those posts are both appropriate and incisive and aligned with contemporary standards for participation within the digital world in online conversations. [Authority and value of information:] Through assigned projects, students will also be introduced to using web resources, like credible YouTube videos, to support their research and interpretation of literary works across the curriculum. In their research, students will also be encouraged to consider alternative, primary, and popular sources of information related to literary works. [Information Structure:] Students will also be provided with directions to access, and will be asked to familiarize themselves with, online tutorial support such as Purdue OWL and TutorMe online tutoring services. This introduction to information structures available online will invite students to consider these media and contrast them to the other media they have already encountered (online databases, online journals, print journals, and literary publications online and off); projects will require students to utilize a balanced presentation of such sources across the curriculum.

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

Link to Institution's General Education Assessment Plan

<https://pathway.clovis.edu/web/home-community/faculty>

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



Date

Jan 27 2020



Upload Assessment

Completed - Jan 27 2020

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

ENG 211-ENGL 1410 Course syllabus

Filename: ENG_211-ENGL_1410_Course_syllabus.pdf Size: 820.0 kB



Upload Rubric

Completed - Jan 27 2020

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 and Rubric

Filename: ENG_211-ENGL_1410_Sample_Assessment_and_Rubric.pdf Size: 59.7 kB

Application: 0000001050

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001050

Status: Under Review

Last submitted: Mar 12 2020 10:41 AM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTH
Number	2120
Title	History of Art 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 will be given an art object to write a 3-4 page research paper and a 2-3 page contextual comparison Essay. The research paper will be written through the sociocultural lens as a strategy for understanding messages. Students will then be placed in small groups where they will read each other's papers and discuss the similarities and differences between their artworks. They will determine the common thread between the context or meaning of their artworks. This will enable them as a group to evaluate the arguments presented in the work. The students will write a collaborative comparison of their artworks stating their arguments for why the artworks present similar meanings. At the end of these essays, each student will write a personal reflection about what they learned from the group's conversation. The students will be instructed to write these papers in a scholarly tone using Chicago Manual Style citations.

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 clearly state the background of their assigned artwork including, the artist biography, importance of medium used, genre the work fits into and the content (meaning) of the work. Through the use of Chicago Manual style citation, the students will create an annotated bibliography showing an acquisition of a variety of sources. Through the student's group discussions, they will evaluate each other's evidence. The contextual comparison including the personal reflection will allow the student to formulate conclusions as to what they learned about their artwork and the artwork of the others and the way these works communicate to their audiences. This conclusion will be based on their gathered evidence.

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 evaluate a variety of themes from political to social justice issues including war, identity, race, the body in art, spirituality, ect. as they relate to the historic and biographic context of their artwork. Through the small group discussions the students will compare multiple ideas on a socio-cultural level that will demonstrate intercultural reasoning and competence. Through the small groups the students will use collaboration skills and have a civic discourse about a diversity of subjects that can be understood quit differently from a local to a global level. This will enable students to reflect on what they have learn in a way that produces civic knowledge and understanding.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU ARTH 2120 - History of Art II Assessment

Filename: ENMU_ARTH_2120_-_History_of_Art_II_Assessment.pdf Size: 73.6 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: 0000001113

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001113

Status: Under Review

Last submitted: Mar 18 2020 05:59 AM (MDT)



Application Form

Completed - Mar 18 2020

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

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	Suzanne Balch Lindsay
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Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Theatre and Digital Filmmaking

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	DANC
Number	1110
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	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	DANC
Number	1110
Name	Introduction to Dance

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>)

Explain a range of ideas about the place of dance in our society.

1. Identify and apply critical analysis while looking at significant dance works in a range of styles.
2. Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations.
3. Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal
4. 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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 are addressed in this course through an introduction to the stereotypical gestures and postures, aesthetic values, and relation to music for several styles (genres) of dance; those characteristics they hold in common and those that differentiate. Students view video examples and are taught the rudiments and vocabulary of dance through demonstration and in-class practice. Understanding and Evaluating messages takes place within two important contexts: First is the verbal and textual explanations about dance; aesthetic, physical and cultural contexts, and practical considerations around execution. Within a dance class the “arguments” are the dance itself. For instructor-choreographed dances the students are meant to imitate and demonstrate understanding through the flow from one movement and posture to the next. In the case of student-choreographed dances peers and the instructor evaluate the execution and well as the logical flow (dance grammar) and appropriateness within the given style and context.

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.

Within a dance class, critical thinking takes place within the domains of construction of choreography (authenticity, attention to the grammar and traditions of a style or the internal logic of a “modern” piece), and precision of movement (execution). With choreography “Problem setting” is the proposal (performance) of a work to be critically evaluated according to the “Evidence” gathered by instructor and reading supplied explanation, and by observation of exemplary work (demonstrations, and videos of authentic and virtuosic performers) students must “Evaluate” this evidence in order to determine its relevance to the work presented, and its validity and/or consistency with examples that are considered “exemplary”, then “evaluate” based on comparison with the best and most relevant examples, guidelines, and explanations. “Conclusions” based on these comparisons are then applied to a criticism of the work leading to revisions, and peer evaluations.

Within the realm of execution, the performance (the “Problem”), in whole or part, is compared to known standards as presented by the same sources consulted to evaluate choreography, but with execution the individual gestures; movement flow and operation based on the muscle groups of the body are evaluated much as enunciation would be in evaluating speech, as spoken rhetoric must be pronounced in a recognizable way to be apprehended by the listener.

Both of these realms (choreography and execution) are evaluated simultaneously since properly executed gestures are the vocabulary through which choreographic ideas are communicated.

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 all of its forms and genres dance is a product of diverse cultures and peoples, and a medium for social interaction, and ritual. Since dance is so closely associated with specific cultures, a dance class provides a unique opportunity to explore relationships between cultures, and most especially how one culture views another through stereotype. "Intercultural reasoning and competence" is a constant task for the class as it must constantly explore the boundaries and distinctions between integration, appropriation, imitation, and parody. These judgements are an integral part of the evaluation of works of dance and an implicit part of the evaluation of authenticity. Since dance is a performing art, and since the class participants are not professionals, the ethical and considerate treatment of all class members will be an ongoing challenge as differences in body type, and athletic ability are thrown into sharp relief by the demands of the dance. Ethical treatment of classmates becomes a core tenant and of the "value system" of the various groups as they collaborate to create projects and perform them together. "Star system", "each contributing according to individual gifts", and "difficulty determined by the weakest dancer" are ethical systems that will find expression and justification within the group projects. Assessment will be according to the degree the group acknowledges to adoption of one ethical paradigm or another, and how it contributed to the creation of the work and the perception of the projects intrinsic worth. Sustainability issues are addressed in terms of effort and also in the preparation of productions for the requirement of costumes and other consumables. Since dance is, intrinsically an activity that has little negative impact on the environment. Requirements for extrinsic accoutrements will form the the largest challenge to environmental sustainability. Like all the performing arts, dance must consider its audience; its expectations and the artists responsibility to enrich as well as entertain. Thus, "Civic discourse, civic knowledge and engagement" is central to the evaluation of authenticity, and cultural meaning.

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

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

ENMU-P DANC 110 assessment

Filename: ENMU-P_DANC_110_assessment.pdf Size: 94.1 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: 0000001084

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001084

Status: Under Review

Last submitted: Mar 12 2020 03:06 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**.

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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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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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	FREN
Number	2110
Title	French 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	FREN
Number	2110
Name	French 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.

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 participate in conversations on familiar topics using sentences and series of sentences.
2. Students can engage in short social interactions in everyday situations by asking and answering a variety of questions. Students can usually say what they want to say about themselves and their everyday life.
3. Students can write on a wide variety of familiar topics using connected sentences.
4. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
5. Students can understand the main idea of conversations that they overhear.
6. Students can understand the main idea of texts related to everyday life and personal interests or studies.
7. Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and discuss the nature and value of French and Francophone products, practices, and perspectives.
8. Students will engage with social issues confronting the French-speaking world to continue to develop their sense of personal and social responsibility.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between French culture and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between French culture and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

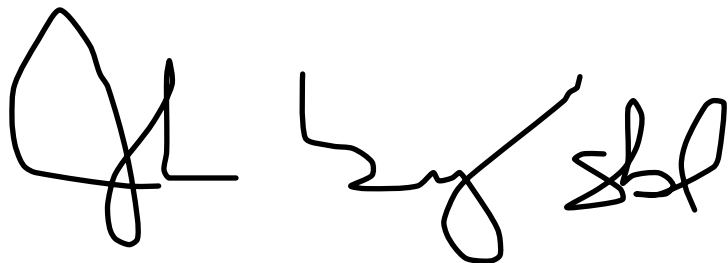
Research as Inquiry: The final oral presentation should demonstrate students' ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the French language and cultural space should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

FREN 2110 (201) Assessment

Filename: FREN_2110_201_Assessment.pdf Size: 131.1 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: 0000001075

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001075

Status: Under Review

Last submitted: Mar 12 2020 02:34 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	575562314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	1120
Title	Spanish 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	(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>)

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

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

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Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 1120 (102) Assessment

Filename: SPAN_1120_102_Assessment.pdf Size: 144.5 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: 0000001096

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 0000001096

Status: Under Review

Last submitted: Mar 13 2020 08:21 AM (MDT)



Application Form

Completed - Mar 13 2020

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

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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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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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	2110
Title	Principles of Biology: Cellular and Molecular Biology
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	BIOL
Number	2110L
Title (if applicable)	Principles of Biology: Cellular and Molecular Biology Laboratory

New Mexico Common Course Information

Prefix	BIOL
Number	2110
Name	Principles of Biology: Cellular and Molecular 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>)

1. Apply the scientific method to develop and evaluate hypotheses and propose an experiment to test a scientific hypothesis related to cell biology and molecular biology. 2. Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids). (HED Area 3, Competency 3) 3. Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells. (HED Area 3, Competency 3) 4. Understand how organisms maintain homeostasis in a dynamic environment. 5. Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms. (HED Area 3, Competency 3) 6. Describe membrane structure and function. 7. Describe and analyze the nature of bioenergetic transformations and metabolism within the cell. 8. Describe the processes of cellular respiration and photosynthesis. 9. Analyze with specific detail the processes of DNA replication, transcription, and translation. 10. Analyze with specific detail the types, mechanisms, and regulation of cellular division. 11. Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes. (HED Area 3, Competency 1,3,4,5)

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Critical thinking is assessed based on students' understanding and interpretation of cellular biology and general scientific principles. By the end of this course, students are expected to be able to use the scientific method and describe how it applies to principles of inheritance, cell biology and molecular biology. Throughout the semester students are familiarized with the basics of subcellular biology (problem setting). Students are also introduced to the scientific method and thinking skills to use throughout the semester. During exams, students will be presented with the background information on the topic discussed. For example, when we discuss diffusion and active transport, I provide data about the concentration of a molecule on the inside and outside of a cell over time (evidence acquisition). Based on the evidence I ask which process best explains the data (evidence evaluation). They must tell me why how the data support their conclusion (reasoning/conclusion). See the attached example. To quantify student progress/success, students are administered 4 midterms during the semester, and a final exam. Not all, but some exams include questions that assess the students' critical thinking abilities mentioned above. The final assessment that measures students' critical thinking ability will be conducted as a part of the final exam. Usually in the form of a short essay, students must demonstrate their ability to use concepts learned in class and apply it to solve a problem.

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.

As part of the course, students are introduced to and expected to be able to understand the basic principles of probability and how that applies to inheritance. This might be the most math intensive portion of the course. They are initially taught that the probability of an outcome occurring is equal to the frequency of the outcome in a large sample of events (communicate and represent quantitative information). They are also introduced to probability of mutually exclusive outcomes (outcome of rolling a die) and outcomes of multiple independent events (outcome of rolling two dice). In basic principles of inheritance, an offspring will inherit traits from each parent and the likelihood an offspring will exhibit a specific trait can be expressed as a probability (analyze quantitative argument). As part of their assessment, I will provide the traits of the parents and students are expected to provide the probability an offspring will be a certain sex and express a parental trait (application of quantitative models). I will also ask, if two parental plants generate 100 offspring, I ask how many offspring would we expect that exhibit a specific trait or combination of traits, which would be the probability of the outcome multiplied by the number of offspring (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.

These students are pursuing a degree in science, which requires them to adhere to the general scientific philosophy. Students are first exposed to the scientific process in this course and how this process applies to the biological sciences.

Ethical reasoning: Conclusions derived from the scientific literature should be trusted before non-peer reviewed sources. I discuss how trust and honesty are fundamental to science. We are required to be honest in our work, if work is shown to be dishonest and non-reproducible, these works become retracted and perpetrating researchers are discredited. As students in science degrees, they are bound to report the exact outcome of their experiments and their interpretations are limited to experimental outcomes. Furthermore, Students are assessed on their ability to recognize the difference between testable and untestable explanations.

Civil discourse, civil knowledge and engagement: They are introduced to the idea that they should not accept natural explanations without data and reject previously falsified hypotheses. All scientific arguments are founded in experimental data. I discuss the responsibility of adhering to the scientific method as well as the scientific literature and how it's derived. Every publication in a scientific journal is reviewed by at least 2 experts in that specific field and these reports are the basis of scientific arguments.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P BIOL 2110 Assessment

Filename: ENMU-P_BIOL_2110_Assessment.pdf Size: 91.3 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: 000001104

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 000001104

Status: Under Review

Last submitted: Mar 13 2020 09:30 AM (MDT)



Application Form

Completed - Mar 13 2020

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

the course.

Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	2310
Title	Quantitative Analysis
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	CHEM
Number	2310L
Title (if applicable)	Quantitative Analysis Laboratory

New Mexico Common Course Information

Prefix	CHEM
Number	2310
Name	Quantitative Analysis

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>)

None provided in HED document

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. Gain fundamental understanding of the principles and methodologies of quantitative analysis. 2. Evaluate laboratory data using basic statistical methods. 3. Understand methods for calibration and sampling applied to quantitative analysis. 4. Assess methods of analysis for interferences. 5. Understand the basis of equilibrium treatment for aqueous solutions, including proton transfer, electron transfer, solubility, and metal complexation. 6. Apply analytical methods based on titrations, chromatography, spectroscopy, and electrochemical measurements at an introductory level. 7. Comprehend and analyze applications of quantitative analysis to everyday social and political issues.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Quantitative Analysis is about identifying, quantifying, detecting, and separating analyte(s), consisting of titrimetry, gravimetry, spectroscopy, chromatography, and electroanalytical chemistry. The diverse topics are often disconnected. For Reasoning/Conclusion, students will be asked to unify various methods (both wet and instrumental) using the concept of differentiating characteristics by Professor Emeritus Enke. This allows a general approach to the solution of problems in various chemical measurements, and enhances relevancy and retention of material. In most lectures, for Problem Setting, students will be asked to work on in-class discussion questions on the basis of their reading assignments of the textbook prior to the start of class. At an appropriate time during a lecture, they are asked to form small groups to discuss their answers before they are instructed for the solutions. For Evidence Acquisition and Evaluation, students will be presented close to the end of the semester with latest analytical literature so that they can read, analyze and interpret.

Critical Thinking will be assessed on homework assignments, exams, and presentations (both written and oral).

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.*

Quantitative Reasoning will be highly emphasized. Students will be asked to express quantitative information symbolically, graphically, and in written English. Students will be presented established protocols, and asked to 1) identify the steps taken, 2) compensate for interferences, 3) calibrate equipment and instruments, 4) standardize the method, and 5) acquire a representative sample. In addition, students will be presented contextual problems. They will be asked to work in teams, use prior knowledge and/or consult the literature to address the problems. They will design their experiments, collect and analyze their data, and report their findings in written and/or oral form.

Quantitative Reasoning will be assessed on homework assignments, exams, and presentations (both written and oral).

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 Personal & Social Responsibility of an analytical chemist is extremely important in the field of analytical chemistry. Students will need to develop these skills to ensure they perform professionally, they generate high quality data, and they are able to work in teams. In the team projects, they work together to understand the theory, design the experimental protocols, and assign the duties making use of individual strengths in meeting group objectives. Each of them then carries out a part of the experiment, and shares their data within the whole group. Each team project is culminated in either a written group report or a joint presentation.

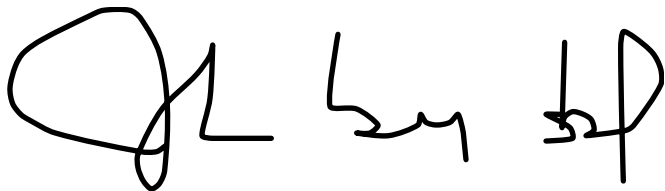
Personal & Social Responsibility will be assessed on homework assignments, exams, and presentations (both written and oral) for the component skills of Teamwork and Civic Discourse.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P CHEM 2310 Quantitative Analysis Assessment

Filename: ENMU-P_CHEM_2310_Quantitative_Analysis_BePIYkg.pdf Size: 222.1 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: 0000001114

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001114

Status: Under Review

Last submitted: Mar 18 2020 06:04 AM (MDT)



Application Form

Completed - Mar 18 2020

Application Form

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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.

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

Contact Information

Name	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1110
Title	Music Appreciation: Jazz
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	MUSC
Number	1110
Name	Music Appreciation: Jazz

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. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function
4. Identify well-known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Two primary components of student development of Genre and Medium Awareness in MUSC 1110 include aural identification, and comprehension of musical instruments and ensembles, general style characteristics from each of the jazz eras, major composers and corresponding masterworks. Students will demonstrate aural Genre and Medium Awareness through in-class listening examples, aural identification exercises, concert reviews, quizzes, and exams. Students will demonstrate intellectual knowledge of Genre and Medium Awareness through class lectures, class discussions, small group sessions, written assignments (concert reviews), quizzes and exams.

Applications and Versatility/Strategies for Understanding will be documented through aural recognition of musical instruments, genres, styles, and masterworks through score reading and identification, class discussions, small group activities, concert reviews, quizzes and exams. Listening exercises are done in each class and focus on at least one major work of each jazz composer studied. Excerpts of the music are found in each student textbook and form, melody, harmony, phrasing etc. are noted, observed, and discussed after each listening.

Evaluation and Production of Arguments will be demonstrated by class lecture discussions and small group sessions. These sessions will focus on major composers, genres, stylistic traits, and compositional techniques in addition to any influences from other arts, cultures, and socio-historical events. Students will discuss their observations and demonstrate their knowledge within class lectures, small group settings, written concert reviews, quizzes, 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.

Critical Thinking is vital to the development of student learning. In music identifying elements include character (personality), tempo (speed) and dynamics (volume levels) all in varying degrees for each example and students will develop the aural and intellectual skills to recognize, interpret, and properly evaluate.

Critical Thinking will be addressed at several levels and learning modes. Problem Settings occurs when the students are introduced to basic musical terms and are exposed to the basic knowledge and aural awareness of different musical genres and the overall style characteristics of notable jazz music composers. This will assist in establishing the base knowledge upon which critical thinking and informed decisions and eventual evaluations will be made. Evidence Acquisition occurs in class lectures discussions of terms, concepts, composer biographies, masterwork listening, score study, and primary sources reading.

Evidence Evaluation will include class discussions, small group sessions, and listening reviews to communicate awareness and effective identification and comprehension of musical terms, cultures, social influences, notable musical instruments, melodic, harmonic and tonal development; genres, styles, composer masterworks. By examining and aurally observing, comparing, and contrasting the material, students will come to effective and well-founded decisions based on their own deductions and through critical thinking, evidence acquisition, and evaluation. Reasoning and Conclusion will be assessed by written quizzes, exams, concert reviews, and listening 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.

Personal and Social Responsibility transcend all levels of academic, economic, social, and cultural development. Introductions to a variety of cultures, socio-economic situations, social philosophies, historical events, and diverse experiences, among others, assist to broaden the students' worldview and overall awareness. Recognizing, discussing, and increasing student mindfulness of these many facets in both individual and collaborative situations is a focus.

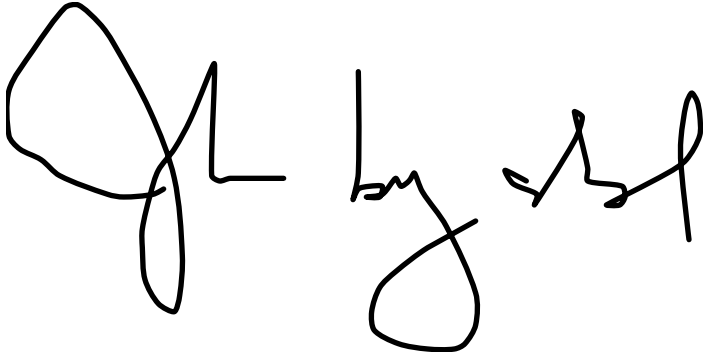
Intercultural reasoning and competence will occur through the discussion and examination of societal events and expectations, notable cultural developments, and the socio-economic effects on composers, genres, and mediums. The Sustainability of the natural and the human worlds through art, personal expression, creation will be evidenced through class lectures and discussions, music, recordings, concert videos, and review of primary source documentation. Ethical reasoning and the expectation of, will be demonstrated with the personal and professional relationships within the class: the ethical treatment of the students by the professor, respectful peer relations, and equal respect and responsibility between the professor and the student body. Collaboration skills, teamwork, and value systems can occur when observed in the students' written concert review. Being that music is a collaborative art, the relationship between fellow performing musicians and also the performing musicians and the live audience is one of importance to create a unified and musically satisfying experience for both the performers and the audience. Civic discourse, knowledge and engagement are topics that also can be noted in the written concert reviews in the form of program note comprehension, repertoire selection and programming.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC 1110 1120 1130 1140 Music Appreciation Concert Review

Filename: MUSC_1110_1120_1130_1140_Music_Appreci_2MphHgV.pdf Size: 88.6 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: 0000001068

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001068

Status: Under Review

Last submitted: Mar 12 2020 02:08 PM (MDT)



Application Form

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

Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2610
Title	American Literature 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	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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

This course introduces students to the works of American writers from beginnings (the earliest Native American texts available for study in English) to 1865, focusing upon the significance of race and ethnicity, issues of gender, social status, religions and theology, and physical landscapes/environments. Students focus upon the manner in which historical and political developments, as well as literary movements, have affected the ways in which those basic issues are perceived over time. In the course of study, students examine political documents, personal letters, autobiographies, travelogues, poetry, prose, and 19th century short stories.

Four larger assignments (two exams and two literary analysis papers) require students to apply all four components of critical thinking: problem setting, evidence, acquisition, evidence evaluation, and reasoning/conclusion. However, assessment for general education uses the literary analysis #2, which requires 3 outside sources. Students must delineate a problem, both in framing their essay topics (as an opening sequence to the essay), and in articulating the significance/setting (problem setting). The assignment offers possible topics/prompts, which we discuss in class in order to establish a research question. Students must choose texts from those assigned that offer illustrations of those concepts they wish to investigate, including race, gender, status, notions of American exceptionalism, conceptions of frontier, contact zone, or landscape, or the emerging concepts of democracy. They gather evidence from through class materials and outside library research. Students demonstrate evidence evaluation through successfully tracing the transformations of those concepts and articulating the inherent changes over time, such as how critics discussed or approached various topics in different periods, according to assumptions and critical trends. Students demonstrate reasoning/conclusion skills through their fashioning of arguments about the significant outcomes of the development of the issues they trace.

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 early literary history of the Americas up to the American Civil War provides an excellent in which to gain skills in both intercultural reasoning and intercultural competence. Because we begin the course with early Native American texts, students gain knowledge about the manner in which various cultural perceptions interacted from our earliest available texts, now codified in writing. Students have the opportunity to trace the development of racialized identities and racial/ethnic features which the various American residents/communities have construed about one another, up to the period of the Civil War and end of slavery as a nationally sanctioned institution (look at list of topics available for the paper). The literary analysis paper contributes to engagement on the topics of intercultural competence through literary analysis. In addition, such investigations through textual analysis develop awareness about how echoes of those initial identity constructions (ethnic, racial) have evolved over time and have influenced even current attitudes. In discussing these attitudes and how they take shape in our daily lives, as well as exploring them in written assignments, we engage in Civic Discourse.

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.

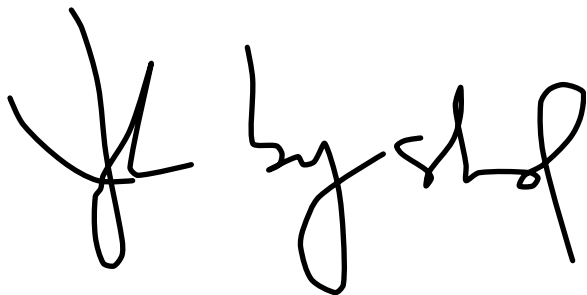
Students in the course must trace cultural and literary developments through numerous sub-topics, such as: colonization, Native American traditions, Early American poetic voices, American republic political documents, women's early suffrage and abolitionist movements, and American Romanticism, among others. As a result of this abundance, students gain research skills in a variety of ways. Again, this can be assessed in the literary analysis paper. They must acquire the ability to fashion successful research terms (research as inquiry), they must gather secondary sources through the library databases using appropriate search methods, and they must evaluate the quality of the sources they choose, in terms of potential bias and the time periods/dates of those research products (Authority and Value of Information). Students learn how to bring such information together to offer their own close reading of a text or texts, informed by their researched sources. This means they must organize their research products and their analysis in a manner that demonstrate an engagement with information in the arena of their own discussion (Information Structures), rather than a summary and patchwork of commentary. Such synthesis produces an integrated consideration of the topics available to students in this course.

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Link to Institution's General Education Assessment Plan

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

A handwritten signature in black ink, appearing to read "K. Byrd", is written over a faint, illegible background.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 2610(251) Assessment

Filename: ENGL_2610251_Assessment.pdf Size: 114.3 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: 0000001020

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001020

Status: Under Review

Last submitted: Jan 28 2020 02:22 PM (MST)



Application Form

Completed - Jan 28 2020

Application Form

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Contact Information

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2310
Title	Introduction to Creative Writing
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	ENGL
Number	2310
Name	Introduction to Creative Writing

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. Participate in a constructive conversation and community about creative writing.
2. Read and critically engage with a variety of texts.
3. Compose creative works in various genres of creative writing.
4. Provide respectful, honest, and critical feedback to peers about their work.
5. Revise creative work based on peer feedback and critique.
6. Develop thoughtful workshop reflection on students' own writing and writing process.
7. Evaluate and engage with publication process.

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. Compose writings in the four different course genres: poetry, fiction, nonfiction, drama.
 - a. Students will produce writings in each of the genres studied in the course.
 - b. Students will demonstrate knowledge of the narrative techniques used in the four genres through writings and class discussions.
 - c. Students will practice creative composing through exercises and writing prompts.
2. Demonstrate the elements of creative writing in the four genres.
 - a. Students will recognize and apply the techniques used to develop voice.
 - b. Students will use setting to establish a framework for their writings.
 - c. Students will develop the types of characters (stock, round, static, etc.) used in the four genres.
 - d. Students will learn to use different styles of narrative structure to develop writings.
 - e. Students will learn to recognize and develop themes using a variety of narrative techniques.
3. Demonstrate knowledge of the writing and revision process.
 - a. Students will learn differing approaches to composing writings in the four genres.
 - b. Students will participate in various writing workshops.
 - c. Students will revise their writings to demonstrate process-based composing methods.
4. Access and evaluate secondary, primary, and scholarly sources.
 - a. Students will use the library and databases to retrieve pertinent research.
 - b. Students will use research materials to enhance and support their own creative ideas.
5. Read and analyze works of published writers within the four genres.
 - a. Students will demonstrate critical thinking and analytical skills through reading and discussion.
 - b. Students will use the works of published writers as models to enhance their own writing techniques.
6. Use knowledge of publishing processes to prepare works for future submission.
 - a. Students will learn about the differing publication styles in the field.
 - b. Students will learn about submission guidelines and required publication formatting.
7. Demonstrate intertextuality in writing.
 - a. Use information from sources for a specific purpose: i.e., to provide background information, support an idea; illustrate an alternative view, etc.
 - b. Demonstrate the ability to analyze sources, make connections, draw conclusions, and interact in depth with diverse ideas presented in a variety of sources.
 - c. Incorporate information from sources in writing by clearly and accurately contextualizing, quoting, and paraphrasing.
 - d. Document ideas from sources using appropriate documentation styles.

8. Identify and compose for different audiences.

- a. Analyze different writing contexts and the needs of different audiences as part of the writing process.
- b. Use effective organizational strategies to create coherent pieces of writing appropriate for a variety of audiences.
- c. Understand standard conventions of spelling, punctuation, and grammar; and recognize times for deviating from formal convention

C. Narrative

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

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

Genre awareness is one the primary foci in this course. The entire course is centered around reading and writing in different creative writing genres (San Juan Learning Outcomes 1 and 2 specifically address “genre”) that include poetry, short fiction, drama, and creative non-fiction. This approach develops genre and medium awareness, application and versatility, and strategies for understanding and evaluating messages. The course is arranged by genre. And each week the students study either a specific genre or a writing technique, read essays that exemplify the designated genre or technique, write short samples in that genre, then develop a longer piece in that specific genre.

For example in the week that covers poetry, students learn about writing techniques that are specific to this genre of writing, then read several different poems by various authors. One example poem is “there is no such thing as a one-way land bridge,” by Joy Harjo. Students then answer the following questions about her poem:

1. What imagery of “place” are evident and specific in Harjo's poem?

2. What is the main point she is making about people and place?
3. Consider the stylistic aspects of the poem--discuss her use of form, her use of line breaks, her use of figurative language, her use of imagery, and any other points you'd like to make.
4. Harjo's poem covers subjects of colonization, anthropological theory, Native American traditions, the concept of "home," and more; how effective is the poem in discussing these ideas? Does it succeed in engaging your interest and providing interesting and challenging material?

The students then read 4 other poems and compare/contrast these poems before writing their own poems. This strategy is reiterated throughout the course in a variety of genres including short fiction, drama, and creative non-fiction.

Students also spend significant time in this course on writing strategies such as organization, imagery, sentence variety and word choice, which helps them gain a vocabulary to apply to essay analysis and their own writing, thus developing medium awareness. Peer review occurs throughout the course whereby students share their written work and give and receive feedback on their writing using a list of specific criteria that is provided. This teaching approach also facilitates the communication outcome because of the focus on developing strategies for understanding and evaluating messages/production of arguments.

In addition to the larger portfolio assignment (attached as sample assessment), students complete short writing assignments that they share with 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.*

San Juan College course outcome 5a. (which aligns with NM State Outcome 2) states that "Students will demonstrate critical thinking and analytical skills through reading and discussion." They do this by reading a variety of creative writing genres and analyzing/evaluating them, and identifying key elements and themes. Students write about voice, style, and organization in these essays, and then apply these

same strategies to their own writing. Throughout the course, students are evaluating the texts (which are evidence) and drawing conclusions about them. Students read between 15-20 genre pieces in the course and apply their analytical skills prior to writing their own creative work.

For example, in one specific assignment, students read four different creative non-fiction essays and answer the following questions:

- How does each essay reflect the key elements of creative nonfiction?
- Do the writers of each essay show some/all of the attributes of a writer of creative nonfiction? How? In what ways?

Give examples.

- How does each author use imagery?
- Compare the organizational approaches to the two essays; how are they different? How are they similar?
- Consider writing style--differences? similarities?
- Are these essays both successful examples of creative nonfiction writing?

The above questions exemplify how students apply critical thinking to their reading and writing in the course and are a model for the course organization. Once students have acquired the knowledge of writing style/technique through analysis of authors' essays, they draw conclusions and use reasoning to apply the same techniques to their writing. For example, after analyzing fiction stories about characterization, students are asked to "focus on a scene that includes an important character to your story; consider all the characterizations that make this character who they are. Then, apply what you now know about this character to the situation in the scene. Use descriptive language, sensory detail, color, and atmospherics and other strategies that the authors we read this week used in their writing to make the person and the scene come alive."

Organization of different pieces of writing is also a focus in the course, and students engage in numerous writings and analyses of organizational structure and apply them to their essays.

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.

This course promotes intercultural reasoning and competence by having students read and analyze a variety of texts that represent different authors, cultures, and places, that focus on the natural and human worlds. Examples of these texts include “Where Are You Going, Where Have You Been?” by Joyce Carol Oates; “The Lone Ranger and Tonto Fistfight in Heaven,” by Sherman Alexie; “Preparations,” by Joy Harjo; “I, Too,” by Langston Hughes; “Gas,” by Jose Rivera; “The Proposal,” by Anton Chekov; “Mr. Meyers,” by Lee Gutkind; and “Who Cooks?” by Anthony Bourdain. While individual instructors may change the reading requirements, there is a focus on using texts that represent a variety of places and cultures to facilitate the outcome of personal and social responsibility.

Sustainability of the natural and human worlds is explored in the analysis on character; writing about place, culture, and nature, whereby students read texts, then write and share small examples that are modeled after the texts. For example, in the fiction unit students read “The Lone Ranger and Tonto Fistfight in Heaven,” by Sherman Alexie. They analyze this short story and comment on it. They then consider their own culture and environment and write a story with these being the focal points. These short stories are shared with classmates, thus generating discussion and awareness of different viewpoints and interpretations.

Students collaborate throughout the course by engaging in discussion on the model texts, sharing their work and giving feedback on it, and by working on collaborative and individual pieces to submit to the college’s literary magazine and for a reading performance for the community that is done at the end of each semester.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

Introduction to Creative Writing Final Portfolio Assignment

Filename: Introduction_to_Creative_Writing_Final_I7N8Gtg.pdf **Size:** 83.2 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: 0000001092

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001092

Status: Under Review

Last submitted: Mar 12 2020 06:30 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	1650
Title	Wildlife Biology
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	BIOL
Number	1650L
Title (if applicable)	Wildlife Biology Laboratory

New Mexico Common Course Information

Prefix	BIOL
Number	1650
Name	Wildlife 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>)

1. Understand the concepts, theories, facts, and principles related to fisheries, wildlife, and conservation biology, as well as their perspectives and associated values 2. Develop the ability to draw reasonable inferences from observations and to distinguish between fact and opinion 3. Improve communication skills through short writing assignments 4. Be knowledgeable of many fundamental biological concepts and principles that govern wildlife biology and fisheries 5. Be able to identify several common species of New Mexico wildlife by sight 6. Appreciate the diversity of life and understand the objectives and principles of biological conservation

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Critical thinking is assessed based on students' understanding, interpretation, and application of wildlife evolutionary strategies and other concepts crucial for the sustainability of wildlife. By the end of this course, students are expected to be able to use the scientific method and describe how it applies to wildlife conservation and management. Throughout the semester, students are familiarized with various species and their conservation status (i.e., problem setting). Students are then presented with or expected to collect the information on the species natural history and threats to the species (i.e., evidence acquisition). Based on the evidence acquisition, students are expected to evaluate species evolutionary strategy and survivorship curve (i.e., evidence evaluation). Finally, students are expected to design an experiment aimed to improve the sustainability of a particular species. Students are expected to form and explain their hypothesis as well as explain how the results of the experiment can be used in wildlife management (i.e., reasoning/conclusion).

To quantify student progress/success, students are administered 10 quizzes during the semester, 2 exams, and a final exam. Not all, but some of the quizzes and exams include questions that assess the students' critical thinking abilities mentioned above. The final assessment that measures students' critical thinking ability will be conducted as a part of the final exam. Usually in the form of a short essay, students must demonstrate their ability to use concepts learned in class and apply it to solve a wildlife management or conservation problem. This assessment to various degrees evaluates nearly all six student learning outcomes.

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.

By the end of the course, students are expected to be able use basic algebra skills and apply a quantitative model to solve a wildlife population monitoring problem. (i.e., Lincoln-Petersen population size model and alpha Manley index for evaluation of resource selection).

The model concept, the model assumptions, and the model equations are introduced to the class. Students are expected to communicate and represent quantitative information based on their understanding whether the model is appropriate given the circumstances (i.e., whether the assumptions of the model are met). Students are then expected to link the model to the real-world data and apply basic algebra skills to analyze quantitative argument. Finally, students should be able to explain whether the mathematical model can still be applied or would still be appropriate if the circumstances in the problem change (i.e., application of quantitative model). To assess student progress, numerous example data sets and real-life scenarios will be given to the class. To track student progress, students will be given an assessment at the beginning and the end of the semester. The first assessment aims to understand students' baseline knowledge in algebra (i.e., ability to solve relatively simple mathematical equation) and students' familiarity with mathematical models used in wildlife sciences (i.e., population size estimation). The final assessment of students' quantitative reasoning and skills will be a part of the class final exam. Students will be evaluated on: 1. whether they can link the information given in the problem to the mathematical concept (communication of quantitative information), 2. Whether they can apply and correctly solve mathematical equation (analysis of quantitative arguments), and 3. Whether they can explain if the mathematical model will be appropriate if the circumstances in the problem change (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.

Personal and social responsibility concepts are taught throughout the course by evaluating and discussing the past misuse of wildlife and false assumptions made about wildlife sustainability, as well as current conservation practices (i.e., North American model of wildlife conservation) that enable sustainability of wildlife today. Class discussions involve many iconic cases from American bison to passenger pigeon, as well as early lessons in wildlife management.

Sustainability and the natural and human worlds: On a weekly basis, one current or relatively current case in wildlife conservation is presented in class, followed by a brief discussion about whether current practices and efforts toward sustainability are justified. Overall, the topics covered are aimed to increase students' self-awareness and prompt them to develop higher appreciation about the natural world, species protection, and consider sustainability of the natural world when making day to day decisions.

Civic knowledge and engagement: Throughout the course, students are introduced to the top-down and bottom-up approaches to wildlife conservation and through numerous examples students are asked to evaluate benefits and weaknesses to each approach. A special emphasis is given to community-based conservation approaches (i.e., bottom-up), especially how local community education and engagement in the third world countries can lead to sustainable practices on a global scale. Students are then encouraged to think about their own actions and attitudes and how their own engagement on a local scale can benefit wildlife sustainability.

Students are evaluated based on their ability to: 1. describe Native American and early European settler attitudes toward wildlife including specific examples, 2. describe importance of both game and non-game wildlife in the ecosystem, 3. explain how the society today contributes or does not contribute to the sustainability of the natural world.


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

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P BIOL 1650 Wildlife Biology Assessment

Filename: ENMU-P_BIOL_1650_Wildlife_Biology_Assessment.pdf Size: 87.9 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: 0000001085

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001085

Status: Under Review

Last submitted: Mar 12 2020 03:10 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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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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- 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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	FREN
Number	2120
Title	French IV
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	FREN
Number	2120
Name	French IV

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 participate with ease and confidence in conversations on familiar topics. They can usually describe people, places, and things. They can usually talk about events and experiences in various time frames. 2. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. 3. Students can write about topics related to school, work, and community in a generally organized way. They can write some simple paragraphs about events and experiences in various time frames. 4. Students can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. 5. Students can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. The student can sometimes follow what they hear about events and experiences in various time frames. 6. Students can understand the main idea of texts with topics related to everyday life, personal interests, and studies, as well as sometimes follow stories and descriptions about events and experiences in various time frames. 7. Students can analyze beliefs, behaviors and cultural artifacts of the French-speaking world, and recognize and discuss the representations and controversies of French and Francophone products, practices, and perspectives.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between French culture and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between French culture and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

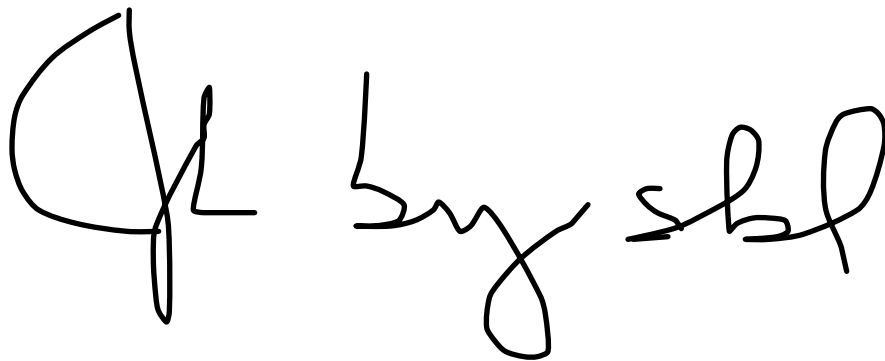
Research as Inquiry: The final oral presentation should demonstrate students' ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the French language and cultural space should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

FREN 2120 (202) Assessment

Filename: FREN_2120_202_Assessment.pdf Size: 130.1 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: 0000001062

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001062

Status: Under Review

Last submitted: Mar 12 2020 01:12 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**.

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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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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Psychology and Political Science

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	PSYC
Number	2140
Title	Child 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	2140
Name	Child 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. Interpret infant and child behavior in terms of developmental norms.
2. Describe physical and psychological milestones and issues pertaining to infants and children.
3. Explain major theories of infant and child development.
4. Analyze sociocultural factors contributing to the development of infants and children.
5. Explain the impact of family structure, teachers, and peers on development of infants and children.
6. Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 1) “communicate in various genres and mediums;” 2) “describe the central idea of a message;” and 3) understand that sources and claims can be “supported or unsupported.” Examples of PSYC 2140 addressing these outcomes are as follows:

1) Students communicate in formal discussions in class and in informal discussions in groups to interpret infant and child behavior in terms of developmental norms. These interpersonal contexts support students’ verbal communication across various genres and mediums.

2) Students describe central details of messages through written assignments based on published psychological research that analyze theories, research, and practical applications of the study of infants and children.

3) Child psychological theories are introduced to students, then students evaluate sources and claims in those theories that can be supported or not supported in written assignments. The written assignments assess communication skills by evaluating messages and producing arguments that support or do not support those theories.

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 1) “state a problem” appropriately; 2) gather evidence “from a mix of sources;” 3) “describe appropriate sources;” and 4) “describe weak and strong arguments.” Examples of PSYC 2140 addressing these outcomes are as follows:

In PSYC 2140, students learn about factors that relate to human individual differences in children, and then produce a written assignment. Students state the problem, gather evidence from internet sources and journal articles, then determine which sources are appropriate to include in a research paper that assesses weak and strong arguments.

Students are to analyze evidence objectively and demonstrate their knowledge of sociocultural factors that relate to child development in another assignment. They choose internet and published library sources to describe weak and strong arguments from those sources, and evaluate the evidence. These assignments allow students to learn the objective analysis of evidence in order to form reasoned judgments.

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 two skill components emphasized in PSYC 2140 are 1) intercultural reasoning and competence, and 2) civic discourse, civic knowledge and engagement—local and global. For component 1, students are able to describe personal and social issues in context. For component 2, they recognize existing civic policies, propose new policies, and place them in specific contexts.

1) Students read and cite two journal articles that study psychological phenomena in two different cultures and identify and describe personal and social issues embedded in culture that contribute to those phenomena. Students identify shared and unique elements of those phenomena and describe why they think some elements are unique based on different cultural norms. The assignment increases student knowledge of sociocultural factors that contribute to understanding infant and child development through intercultural reasoning and competence.

2) Students complete a civic knowledge written assignment that describes variables that affect infant and child development, with a specific focus on New Mexico. Variable definitions are gathered from three government sources, and common variables are extracted from those definitions. Students are asked to assess what governmental entities are currently addressing that specifically relate to infant and child development, and gaps in those programs that could be filled by new programs aimed at improving infant and child development, especially in New Mexico. The assignment connects theories and research with practical, local applications of the programmatic impacts on the development of children.

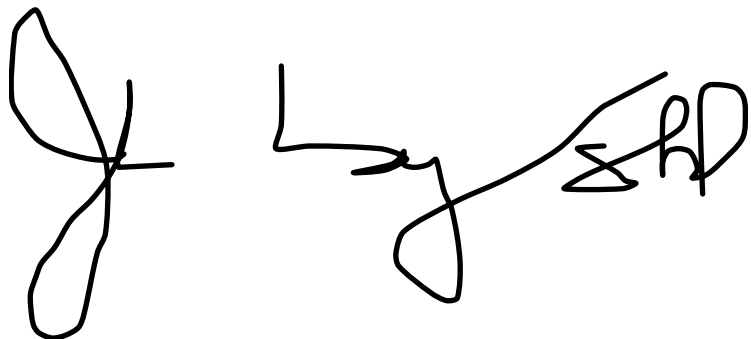
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P PYSC 2140 (201) Child Psychology Assessment

Filename: ENMU-P_PYSC_2140_201_Child_Psychology__2xKTy96.pdf Size: 43.2 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: 0000001076

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001076

Status: Under Review

Last submitted: Mar 12 2020 02:38 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**.

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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

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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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	2110
Title	Spanish 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	SPAN
Number	2110
Name	Spanish 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.

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 participate in conversations on familiar topics using sentences and series of sentences.2. Students can handle short social interactions in everyday situations by asking and answering a variety of questions.3. Students can usually say what they want to say about themselves and their everyday life.4. Students can make presentations on a wide variety of familiar topics using connected sentences5. Students can write on a wide variety of familiar topics using connected sentences.6. Students can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.7. Students can understand the main idea in conversations that they overhear.8. Students can understand the main idea of texts related to everyday life and personal interests or studies.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

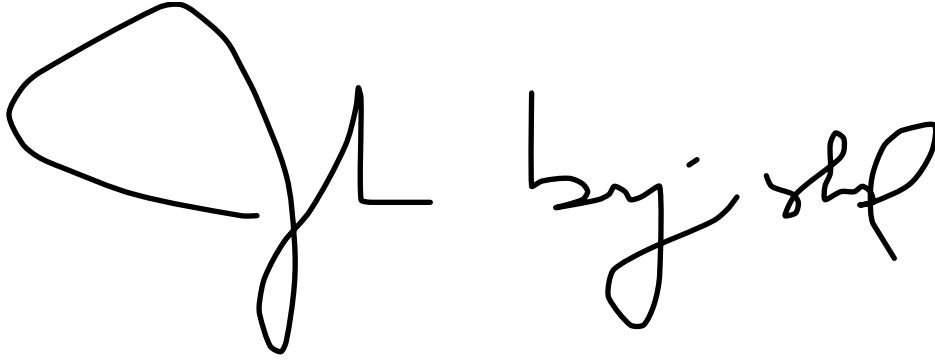
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[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 2110 (201) Assessment

Filename: SPAN_2110_201_Assessment.pdf Size: 130.9 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: 0000001017

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001017

Status: Under Review

Last submitted: Jan 28 2020 08:41 AM (MST)



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

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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

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Submitting Institution

Name of HEI	UNM
Submitting Department	Comp Lit

Chief Academic Officer

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Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	COMP
Number	222
Title	Fairy and Folk Tales
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	In progress
Number	In progress
Name	In progress

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>)

NA, IN PROGRESS

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.

- A. Students will be able to describe and analyze literary and cultural texts with awareness of their cultural specificity.
- B. Students will be able to communicate ideas effectively in speech and writing.
- C. Students will be able to distinguish the salient features of several individual cultures in historical and contemporary contexts.
- D. Students will be able to identify the role played by several significant forms of representation in several global cultures.
- E. Students will be able to make comparative analyses of ethical, stylistic, and cultural viewpoints from different cultures with an understanding of how these differences impact society.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 must engage in Critical Thinking to do well in the course in several ways. The course asks students to consider and evaluate social, cultural, legal, and historical evolution involving regions from around the globe, including Western Europe, West, North, and East Africa, East Asia, North America, and Russia (Problem Setting). Classes lectures and readings, along with classroom discussions, debates, and performances offer student opportunities for Evidence Acquisition and Evaluation and the establishing of Reasoning and Conclusions. Written assignments of varying nature require students to react to both texts read and discussion in class in order to evaluate and comment on ideas across diverse cultures and time periods. Students are asked questions such as why the relative importance of individualism and communitarianism varies across cultures, how different cultures use shameful lessons to impose social controls, what social wealth means in different societies, how gender roles are encouraged through narrative, and many other questions that they respond to. In order to do so, the students must reference both the assigned texts, their lecture notes, and outside research they may engage in (Evidence Acquisition). In doing so, students must evaluate that information, those opinions and details, and any supplemental information they acquire (Evidence Evaluation), and assemble it into a coherent, fluid, and well-reasoned product. This process requires students to apply Critical Thinking skills as they compare and contrast different viewpoints and examine evidence that may be more or less persuasive while engaging with what others, including both scholars in the field and classmates, have said.

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 is almost entirely about Personal and Social Responsibility, from beginning to end, as the vast majority of texts to be examined deal with social norms, questions of morality, and learning about others and their beliefs and conventions. The narratives studied are from a wide variety of cultures (Russia, North America, East Asia, West, East and North Africa, and Western Europe) concerning a wide variety of cultural practices, all of which are examined and analyzed with an eye toward how they frequently diverge from our own modern and local conceptions and values. In dealing with oft foreign, even strange ideas and norms, students must engage in Intercultural Reasoning and Competence to assess others' and their own Ethical and Value Systems on a wide variety of topics such as gender norms, theft, insults, respect for elders, society v. individual need, etc.. To do so, the students must understand and better articulate their own values and rules of behavior. Then they must compare them in detail with those of other cultures with an eye towards critically examining both and ultimately emerging from the class with more a well-rounded, firmer grasp of their beliefs and those of the societies that surround them. Even in difference, they can better understand and appreciate others' points of view and more productively engage with them in everyday life. (Civic Discourse, 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 and Digital Literacy is required for student success in this course. The course presents students with a variety of sources, both primary and secondary, that is all about the Authority and Value of Information as narratives from different cultures and time periods attempt to convey proper lessons, many of which are in conflict with one another and even with some assumptions students hold. They will need to identify rhetorical strategies and varying genres, and how they have changed from traditional to more modern forms (information Structures). The student will also have to learn and practice their digital literacy skills as they will have to employ tools such as Word, Learn, and Adobe Acrobat as well as online tools and skills such as internet research, videos acquisition, online forums, and sharing work product with fellow students. Through all this work, independent research is required for maximum success in the course, from which students will produce multiple assignments that involve written documents, creative performances, and the exchange of comments and cooperation among students that all use the skills listed above (Research as Inquiry).

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

COMP 222 Sample Assignment

Filename: COMP_222_Sample_Assignment.pdf Size: 52.2 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: 0000001115

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001115

Status: Under Review

Last submitted: Mar 18 2020 06:10 AM (MDT)



Application Form

Completed - Mar 18 2020

Application Form

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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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- 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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1120
Title	Music Appreciation: Rock and Roll
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	MUSC
Number	1120
Name	Music Appreciation: Rock and Roll

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. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function
4. Identify well-known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

.Two primary components of student development of Genre and Medium Awareness in MUSC 1120 include aural identification, and comprehension of musical instruments and ensembles, general style characteristics from each of the eras, major composers and corresponding masterworks. Students will demonstrate aural Genre and Medium Awareness through in-class listening examples, aural identification exercises, concert reviews, quizzes, and exams. Students will demonstrate intellectual knowledge of Genre and Medium Awareness through class lectures, class discussions, small group sessions, written assignments (concert reviews), quizzes and exams.

Applications and Versatility/Strategies for Understanding will be documented through aural recognition of musical instruments, genres, styles, and masterworks through score reading and identification, class discussions, small group activities, concert reviews, quizzes and exams. Listening exercises are done in each class and focus on at least one major work of each composer. Excerpts of the music are found in each student textbook and form, melody, harmony, phrasing etc. are noted, observed, and discussed after each listening.

Evaluation and Production of Arguments will be demonstrated by class lecture discussions and small group sessions. These sessions will focus on major composers, genres, stylistic traits, and compositional techniques in addition to any influences from other arts, cultures, and socio-historical events. Students will discuss their observations and demonstrate their knowledge within class lectures, small group settings, written concert reviews, quizzes, 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.

Critical Thinking is vital to the development of student learning. In music identifying elements include character (personality), tempo (speed) and dynamics (volume levels) all in varying degrees for each example and students will develop the aural and intellectual skills to recognize, interpret, and properly evaluate.

Critical Thinking will be addressed at several levels and learning modes. Problem Settings occurs when the students are introduced to basic musical terms and are exposed to the basic knowledge and aural awareness of different musical genres and the overall style characteristics of notable Rock and Roll music composers. This will assist in establishing the base knowledge upon which critical thinking and informed decisions and eventual evaluations will be made. Evidence Acquisition occurs in class lectures discussions of terms, concepts, composer biographies, masterwork listening, score study, and primary sources reading.

Evidence Evaluation will include class discussions, small group sessions, and listening reviews to communicate awareness and effective identification and comprehension of musical terms, cultures, social influences, notable musical instruments, melodic, harmonic and tonal development; genres, styles, composer masterworks. By examining and aurally observing, comparing, and contrasting the material, students will come to effective and well-founded decisions based on their own deductions and through critical thinking, evidence acquisition, and evaluation. Reasoning and Conclusion will be assessed by written quizzes, exams, concert reviews, and listening 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.

Personal and Social Responsibility transcend all levels of academic, economic, social, and cultural development. Introductions to a variety of cultures, socio-economic situations, social philosophies, historical events, and diverse experiences, among others, assist to broaden the students' worldview and overall awareness. Recognizing, discussing, and increasing student mindfulness of these many facets in both individual and collaborative situations is a focus.


Intercultural reasoning and competence will occur through the discussion and examination of societal events and expectations, notable cultural developments, and the socio-economic effects on composers, genres, and mediums. The Sustainability of the natural and the human worlds through art, personal expression, creation will be evidenced through class lectures and discussions, music, recordings, concert videos, and review of primary source documentation. Ethical reasoning and the expectation of, will be demonstrated with the personal and professional relationships within the class: the ethical treatment of the students by the professor, respectful peer relations, and equal respect and responsibility between the professor and the student body. Collaboration skills, teamwork, and value systems can occur when observed in the students' written concert review. Being that music is a collaborative art, the relationship between fellow performing musicians and also the performing musicians and the live audience is one of importance to create a unified and musically satisfying experience for both the performers and the audience. Civic discourse, knowledge and engagement are topics that also can be noted in the written concert reviews in the form of program note comprehension, repertoire selection and programming.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC 1110 1120 1130 1140 Music Appreciation Concert Review

Filename: MUSC_1110_1120_1130_1140_Music_Appreci_xwz9w7W.pdf Size: 88.6 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: 0000001088

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001088

Status: Under Review

Last submitted: Mar 12 2020 04:51 PM (MDT)



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

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

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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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	History, Social Sciences, and Religion

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GREK
Number	1110
Title	Greek I
Number of credits	4

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	GREK
Number	1110
Name	Greek 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. have a basic sense of the history of the Greek language 2. have a basic understanding of Greek grammar 3. have learned a basic vocabulary of Greek words 4. be able to use a lexicon to find appropriate meanings of Greek words within basic authentic Greek texts 5. be able to read (aloud) and understand short, basic passages from authentic Greek texts 6. be able to translate short, basic passages from authentic Greek texts 7. be able to analyze the grammar and syntax of short, basic passages from authentic Greek texts 8. be able to write short and basic sentences in Greek that are grammatically correct 9. be able to discuss cultural behavior or issues related to the Hellenic world.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Through reading and translating exercises (see attached), students learn problem-setting by discussing and assessing the problems encountered in rendering a dynamic (as opposed to wooden literal) interpretation of authentic Greek texts. Students learn evidence acquisition through assignments that require them to gather the textual evidence necessary to address the problems encountered in rendering a dynamic interpretation of authentic Greek texts. Students learn evidence evaluating through examples of variant Greek texts, and written work involves developing a strategy for evaluating the credibility of variant texts. For example, students will evaluate the implications of the vocabulary used by authors of Greek texts through discussion of examples drawn from Greek texts, eg. the use of δουλος vs. διακονος in Pauline epistles, the use of λογος in Johannine literature. Students will evaluate the data they acquire for credibility, reliability, and bias, and will become more aware of their own personal assumptions as they study and discuss variant readings of Greek texts. Students learn reasoning and develop well-informed and reasonable conclusions about the interpretations and messages transmitted by Greek texts. For example, by evaluating the implications of the grammatical structure of Greek texts (word order, verb tense and mood, use of particles, etc.). eg. the use of the definite article in John 1:1, the variant punctuations for John 1:3-4, the ambiguity of the ending of the quotation starting at John 3:16 and the start of Johannine commentary on the quotation.

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 learn intercultural reasoning/competence through translation assignments and by discussing examples of authentic Greek didactic and/or oratorical texts from a variety of authors of different ethnicities and perspectives. From this they learn to develop strategies for working with their own perspectives and ethnocentrisms, and with those of others. Students develop intercultural awareness by discussing, and evaluating various examples of multicultural, cross-cultural and intercultural reasoning as found in authentic Greek texts, eg. John 18:35 Μητι ἐγω Ἰουδαίος εἶμι ; (multicultural), Acts, chapter 10 and John 4:5-42 (cross-cultural), II Peter, I John, and Gal 3:28 (intercultural) in written assignments. Students learn ethical reasoning through translation, exegesis, and discussion of a variety of Authentic Greek texts which demonstrate personal and/or mutual accountability. Students will study, translate, exegete and discuss a variety of Authentic Greek texts which present a wide range of ethical perspectives. From this they will discuss and propose ethical solutions to a variety of current situations.

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 learn the authority and value of Greek texts in assignments relating to responsible use of library resources, and will demonstrate their abilities by the use of an appropriate citation style and proper attribution of sources in essays.

Students will be given an introduction to resources for the study of Greek texts (dictionaries, analytical lexica, enchiridia, etc.) and will demonstrate their progress through preparatory exercises and notes compiled in preparation for the translation and exegesis of authentic Greek texts.

Students learn digital literacy through assignments that require the effective and responsible use of the Internet for language resources (videos, texts etc.) and will demonstrate their fluency in using current tools for the collection and communication of information in written assignments.

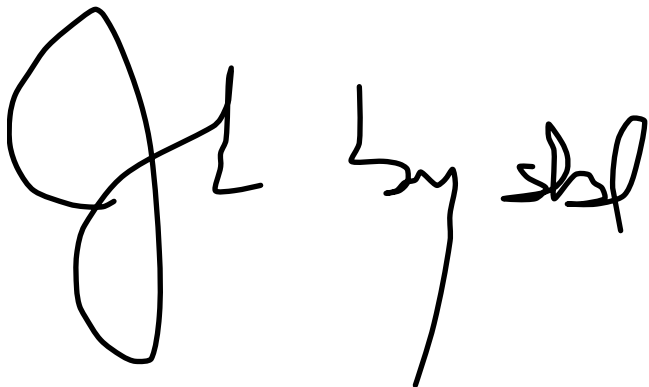
Students will further develop digital literacy by instruction and assignments that require use of current methods of Word Processing using Polytonic Unicode Greek fonts for ancient Greek (as distinct from modern Greek), and will demonstrate their fluency by completing at least one assignment calling for word-processing of an ancient Greek text, by choosing, installing (if necessary), and using an appropriate Polytonic Unicode Greek font.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. L. Byrd", written in a cursive style.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

GREK 1110 Sample Assessment

Filename: GREK_1110_Sample_Assessment.pdf Size: 182.2 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: 0000001097

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001097

Status: Under Review

Last submitted: Mar 13 2020 08:32 AM (MDT)



Application Form

Completed - Mar 13 2020

Application Form

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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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	2110L
Title	Principles of Biology: Cellular and Molecular Biology Laboratory
Number of credits	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	BIOL
Number	2110
Title (if applicable)	Principles of Biology: Cellular and Molecular Biology

New Mexico Common Course Information

Prefix	BIOL
Number	2110L
Name	Principles of Biology: Cellular and Molecular Biology Laboratory

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. Describe and apply the scientific method to solve problems in biological context
2. Demonstrate knowledge of laboratory safety skills and procedures.
3. Practice principles of scientific method while conducting laboratory activities and experiments.
4. Perform laboratory activities using relevant laboratory equipment, chemical reagents, and supplies to observe biological specimens, to measure variables, and to design and conduct experiments.
5. Operate light microscopes, prepare wet mount slides, and use stains.
6. Exhibit ability to use pipettes and other volumetric measuring devices, chemical glassware, balances, pH meters or test papers, spectrophotometers, and separation techniques, such as chromatography and/or electrophoresis to perform activities relevant to other course competencies.
7. Analyze and report data generated during laboratory activities and experiments.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Throughout the semester, instructor will ask open-ended and inquiry-based questions at the beginning of each lab and encourage brainstorming and discussion among students. Students will seek for the solution of questions by performing lab experiments and thinking beyond their comfort-zone. For example, in the biologically important molecular lab, unknown samples will be provided to students. Students will perform an experiment in group to find out the solution to analyze the unknown samples. Key information will be presented through PowerPoint with figures and/or videos before each lab to ensure students understand what they will do. Students will be encouraged to avoid the habit of memorizing content just to get a good grade on a lab quizzes and exams, following the “memorize definitions, pass a lab exam, and forget” model. Instead, they will demonstrate the way of critical thinking/reasoning to develop experimental hypothesis, solve scientific problems, and to apply the concepts in daily life. Students will demonstrate the connection between “real life” and use of scientific methods to solve the problems while performing lab experiments. Different assessment tools will be used to evaluate the students such as every week lab assignments, quizzes, exams, and lab reports. These assessment tools will encourage students to become independent thinkers while providing logical answers to the questions related to the lab content. When they prepare their lab reports they must cite relevant published scientific articles to support their reasoning and conclusions. In this way, students will develop their critical thinking skills in reading and understanding scientific concepts and improve their writing skills. Instructor will provide constructive feedback to them for further improvement.

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 main objective of incorporating quantitative coursework in undergraduate training is to produce well-educated students who can reason persuasively, communicate clearly, solve problems, and lead satisfying, and productive lives. In the lab setting students are actively engaged in performing various experiments. Students work in team and discuss among each other. As a result, they learn that understanding, explanation and prediction are the mathematical destinations not the answers straight from the lab manual. The lab work is designed to require students to use formulas, calculate buffer concentrations, create graphs, make tables, interpret experimental results, drawing inferences from data, and then make conclusions. Most of the lab work is designed to enhance the quantitative knowledge of students. It is intended to provide students with basic understanding of important ways that numerical data are used in solving problems. For example, students perform Mendelian experiments. As a result they learn how to predict the genotype, phenotype, and then calculate the genotype/phenotype ratio. They become able to interpret results based on the obtained data. Majority of students do not know the Standard Unit of measurement that is used in other countries, so incorporating the measurement lab helps them to understand the measurement system and thus become capable of converting miles to km, degree Fahrenheit to degree Celsius and so on. They can apply this knowledge in their real life. The quantitative reasoning is always a big challenge to most of the students. Thus, instructor requires the students to practice as often as possible, teach them a problem-solving strategy rather than spoon-feeding them by answering their questions. In this way the students will become capable of using arithmetical, and statistical methods to analyze data and solve the problems.

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.

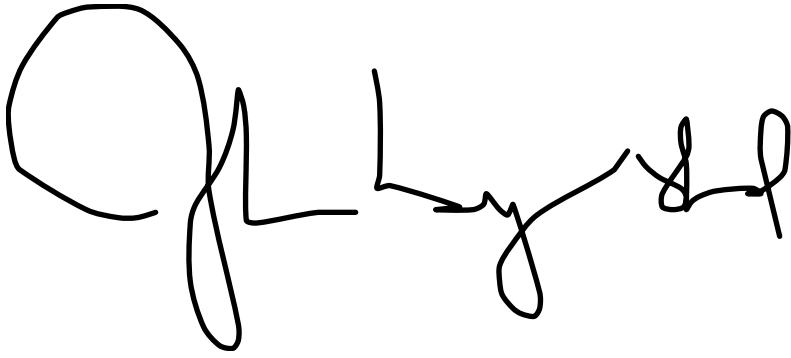
Although personal and social responsibilities are not solely dependent on instructor's efforts students learn the responsibilities since their childhood. However, instructor will help them to improve their understanding of these responsibilities during lab hours throughout the semester. Students and instructor work together to create a safe, equitable and productive learning environment. To accomplish this part of skill students are asked to come on time for all labs and sign attendance sheets throughout the semester. Proper dressing is required for each lab. For examples, in some labs when students deal with acids and bases they are asked to wear protective clothes and gloves. Students are discouraged to use their cell phones during lab hours to increase their attention towards the experiments. Drinks and foods should always be used outside the lab to ensure personal health and safety. Active participation in the experiment by each student is required when they are working in groups. Helping each other with the experiment demonstrates collaborative efforts. At the same time students can develop mutual respect for people of different background, ethnics, and race. In the lab instructor and students respect each other although they may come from different backgrounds to avoid biases. Equal opportunity and participatory chance is given to each student by the instructor. During lab time knowledge of human cultural, physical and natural laws are taught to the students. Students should not talk loudly and disturb in any form in order for the lab to go on smoothly. Students are encouraged to talk politely to each other, reduce class management issues, and promote a sense of responsibility. After each lab, students are required to place the lab wastes in appropriate locations for environmental conservation.

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

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?
highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P BIOL 2110L Principles of Biology Lab (C&M) Assessment

Filename: ENMU-P_BIOL_2110L_Principles_of_Biolog_cTluCdL.pdf Size: 144.5 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: 0000001098

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001098

Status: Under Review

Last submitted: Mar 13 2020 08:38 AM (MDT)



Application Form

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Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1110
Title	Chemistry in our Community
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	CHEM
Number	1110L
Title (if applicable)	Chemistry in our Community Laboratory

New Mexico Common Course Information

Prefix	CHEM
Number	1110
Name	Chemistry in our Community

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. Define and explain basic chemical terms, principles and concepts.2. Recognize simple compounds.3. Utilize the scientific method to analyze arguments.4. Interpret information from data presented in charts, graphs, tables and spreadsheets.5. Balance chemical and nuclear reactions and solve simple stoichiometry problems.6. Analyze the quality of an argument provided in support of a position.7. Identify reliable government and scientific websites for accessing data relevant to current local, national and international issues.8. Understand and explain the basic chemistry behind and major issues of debate concerning topics such as air and water quality, global climate change, use of fossil fuels, nuclear power, and alternative energy sources.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 are presented with basic chemical terms, principles and concepts. Through course reading assignments, discussion board, and homework assignments, students will develop their chemistry problem-solving skills. Students are asked to recognize simple compounds and utilize the scientific method to analyze arguments. Through the use of a final presentation describing the chemistry behind a chosen topic, students will demonstrate Evidence Acquisition, Evidence Evaluation and Reasoning/Conclusion.

Critical Thinking will be assessed on homework assignments, exams, and presentations.

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 will express quantitative information symbolically and numerically when solving problems throughout this course. Students will convert descriptions of chemical names into appropriate chemical formulas for balancing chemical reactions. Students will perform stoichiometric calculations using balanced chemical reactions. In addition, students will be presented contextual problems. They will be asked to work in teams, use prior knowledge and/or consult the literature to address the problems. They will design their experiments, collect and analyze their data, and report their findings in written and/or oral form.

Quantitative Reasoning will be assessed on homework assignments, exams, and presentations.

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 read the perspective articles “Smoke and fire over e-cigarettes” and “Toward substitution with no regrets” both published in Science. Each student writes a short summary with a discussion of the article and must pick a side of the argument and discuss with their classmates via the discussion board. Both articles highlight ethical standards and allows students to compare and contrast standards of ethics in other contexts. The implications for these differing ethical standards manifest themselves in the outcomes for society at large. For example, in some instances the financial or health implications.

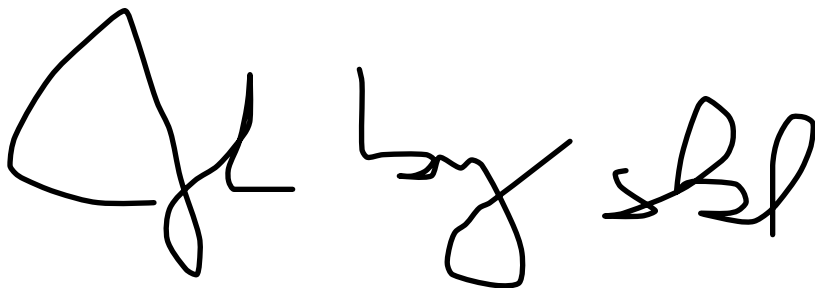
Personal & Social Responsibility will be assessed on students’ summary and discussions for the component skills of Ethical Reasoning and Civic Knowledge and Engagement.

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

Link to Institution's General Education Assessment Plan

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

A handwritten signature in black ink, consisting of three distinct, stylized parts that appear to be initials or a name.

Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P CHEM 1110 Assessment

Filename: ENMU-P_CHEM_1110_Assessment.pdf Size: 355.0 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: 0000001131

Tom Morris - tomm@mesalands.edu

NM General Education Curriculum

Summary

ID: 0000001131

Status: Under Review

Last submitted: Mar 24 2020 12:04 PM (MDT)



Application Form

Completed - Mar 24 2020

Application Form

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Contact Information

Name	Tom Morris
Title	Director of Student Success
Phone	5754614413
Email	tomm@mesalands.edu

Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Dr. Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ART
Number	101
Title	Art Appreciation
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	ARTH
Number	1110
Name	Art 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>)

Trace the development of diverse art and architecture styles.

Compare and contrast the major art and architectural styles.

Use art terms and explain basic art concepts.

Analyze the visual elements and design principles in masterworks of art.

Describe masterpieces objectively, with emphasis on contemporary works.

Gain general knowledge of the history of artistic production.

Understand how both art and the study of art relates to other disciplines, such as philosophy, history, archeology, theater, and music.

Distinguish the elements and principles of design and explain how they are being used in a given piece of art.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 asked to communicate effectively in written reflective responses to an online discussion prompt dealing with Protest Art and art as it addresses contemporary social issues. Postings are based on weekly readings and review of provided instructional materials. All student posts are required to include qualified examples from these sources to produce sound arguments. Students are directed to use a scholarly tone and use the proper citation system for referencing. Once students initially post, they each evaluate a minimum of three posts of their classmates via generated rebuttal and/or concurring replies as strategies for understanding and evaluating messages. Students are also asked in their original prompts to consider from their readings how art since the 1980s has been successful in addressing social and political issues. In this way, they apply different theoretical lens to convey their interpretation of the content. Other sample assessments might involve physically making art, curating a digital exhibition, or uploading a video presentation to ensure students are exposed to a variety of mediums and genres.

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 clearly delineate a social or cultural issue/problem they feel strongly about in their original discussion forum prompts. Students will describe the media, techniques, elements, principles, symbols, and themes of art they will employ to create a hypothetical work to address said problem/issue. Rebuttal or concurrent reply posts will partially involve evaluating the effectiveness of the works using well-qualified examples. Student learning will be assessed with a grading rubric and instructor feedback that evaluates how the student posts state, define, and describe the chosen issue, and if their replies have qualified examples as supporting evidence of their conclusions.

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.*

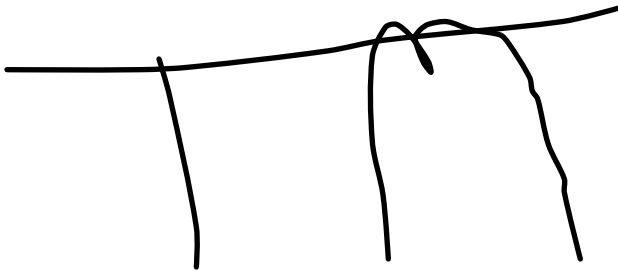
The argument and counter argument model afforded by the discussion forum prompt allows students to ethically reason on specific issues on both local and global levels, i.e., feminism and AIDS ... etc. Students share their unique perspectives within the forum culminating in a diversity of viewpoints and potential solutions via communal setting to gain intercultural competence. By focusing on whether postmodern and contemporary art has been successful in addressing social and political issues students actively engage in civic discourse and engagement.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



Date

Mar 24 2020



Upload Assessment

Completed - Mar 24 2020

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

ARTH 1110

Filename: ARTH_1110.pdf Size: 411.5 kB



Upload Rubric

Completed - Mar 24 2020

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

ARTH 1110 Rubric

Filename: ARTH_1110_Rubric.pdf Size: 375.1 kB

Application: 0000001086

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001086

Status: Under Review

Last submitted: Mar 12 2020 03:36 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Communicative Disorders

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SIGN
Number	1110
Title	American Sign Language I
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	SIGN
Number	1110
Name	American Sign Language 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. Engage in basic conversations using ASL, such as introducing oneself, exchanging personnel information, and talking about one's surroundings.
2. Demonstrate the use of grammatical structures, including spatial referencing, use of classifiers, role shifting, ASL syntax, and non-manual signals (NMS).
3. Demonstrate clear sign production using an understanding of sign parameters: hand shapes, movement, location, palm orientation, and NMS in targeted lexicon.
4. Demonstrate the use of basic ASL vocabulary and expressions necessary for conversations about real-life situations.
5. Evaluate and provide feedback concerning peers' and one's own uses of ASL.
6. Develop culturally-appropriate behaviors and conversation strategies within a variety of contexts for interacting with people who are Deaf.
7. Demonstrate effective use of comprehension and expressive ASL skills through narrative and/or storytelling activities.
8. Describe issues of the American Deaf community and Culture.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

In the process of learning American Sign Language (ASL), it is important to gain an understanding about issues that are relevant to Deaf culture. A major topic that has been debated for many years in the Deaf community is the issue of cochlear implants. This topic has been argued from many perspectives such as its effects on Deaf and/or hearing families, language acquisition, communication choices including whether or not to use sign language, as well as appropriate educational strategies for deaf students. In order to develop critical thinking skills, the students in the course will have an opportunity to examine the issue of cochlear implantation from a variety of perspectives. The students will be expected to define and describe the problem related to the pros/cons of cochlear implants and gather additional information and data about the cochlear implant controversy from a variety of sources provided by the instructor and through independent research. The students will evaluate the evidence/data for credibility and topic relevance and use this information to write an essay using correct form and formatting with citations and references that supports their personal perspective on the topic of cochlear implants. In addition, the students will participate in a class debate about cochlear implants and the Deaf community, arguing assigned viewpoints.

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.*

Language is an essential element in defining a culture. Likewise, the development of cultural awareness is an essential element in learning a second language. This statement is true for all languages, including American Sign Language (ASL), which boasts a strong Deaf cultural component made up of persons who consider ASL to be their native language and primary means of communication. As a result, part of the process for developing effective communication skills in any language includes the ability to demonstrate increasing higher levels of intercultural competence and/or ethical reasoning during communication exchanges. In order to develop these skills, the students in the course will have an opportunity to become more familiar with ASL and Deaf culture by watching a variety of videos posted by Deaf vloggers on social media. After watching selected videos that include a range of personal and social justice issues related to the Deaf community, the students will be expected to compose a brief reflective response that describes the issues from a cultural perspective along with possible culturally appropriate and ethical solutions. In addition, the students will have an opportunity to discuss these issues and their possible solutions in 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.*

American Sign Language (ASL) is a complex visual-gestural language that is primarily used by the North American Deaf community. It is expressed using a variety of hand shapes and movements, facial expressions, and body postures. With its own syntax and grammar, ASL's linguistic properties are comparable to other spoken languages. Because ASL is perceived visually, it lends itself to digital transmission, which is a component of digital literacy involving the ability to create and communicate in a digital environment. In addition, digital literacy includes the ability to recognize and evaluate the authority and value of information acquired from various sources as well as the ability to disseminate information in an appropriate format in an ethical manner. In order to develop these skills, the students in the course will have an opportunity to become more familiar with the components of digital literacy through a variety of assignments. For example, the students will be expected to create and submit several videos that demonstrate their understanding of ASL vocabulary, the distinctive features of signs including non-manual markers, and word glosses and/or sign choices. The contents of the videos will be used in class discussions on vocabulary meaning and sign selection. In addition, the students will demonstrate the ability to gather and evaluate information for research projects related to value and source authority and share the information in an ethical manner using correct form and formatting with citations and references.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SIGN 1110 ASL I Assessments

Filename: SIGN_1110_ASL_I_Assessments.pdf Size: 420.6 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: 0000001093

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001093

Status: Under Review

Last submitted: Mar 12 2020 06:40 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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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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Biology

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	BIOL
Number	1650L
Title	Wildlife Biology Laboratory
Number of credits	1

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	BIOL
Number	1650
Title (if applicable)	Wildlife Biology

New Mexico Common Course Information

Prefix	BIOL
Number	1650L
Name	Wildlife Biology Laboratory

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>)

No common Lab SLOs listed in HED document. Course SLOs are: 1. Understand the concepts, theories, facts, and principles related to fisheries, wildlife, and conservation biology, as well as their perspectives and associated values 2. Develop the ability to draw reasonable inferences from observations and to distinguish between fact and opinion 3. Improve communication skills through short writing assignments 4. Be knowledgeable of many fundamental biological concepts and principles that govern wildlife biology and fisheries 5. Be able to identify several common species of New Mexico wildlife by sight 6. Appreciate the diversity of life and understand the objectives and principles of biological conservation.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Critical thinking is assessed based on students' understanding and interpretation of wildlife natural history and habitat requirements. Critical thinking is fostered by exposing students to many examples, focusing on the local flora and fauna. This is also facilitated by local field trips to the university preserve, city parks, etc, to provide students with as many hands-on experiences with a focus on how habitat conditions (i.e., availability of food, water and cover) fit into the specific species requirements (i.e., problem setting). Students are encouraged to assess the habitat and think about the ways it can be improved which is a cornerstone of wildlife management (i.e., evidence acquisitions and evaluation). Students are assessed on their ability to: 1. describe a species including morphological features, biological/physiological characteristics, and distribution (i.e., problem setting and evidence acquisition), 2. describe species evolutionary strategy based on their biology (i.e., evidence evaluation), 3. understand current species conservation status (i.e., evidence evaluation), and 4. make management or monitoring suggestions based on the information presented (i.e., reasoning/conclusion). The assessment is distributed in the form of power point presentation assignment that is presented to the rest of the class at the end of the semester. This assignment evaluates students' ability to use the current state of knowledge to derive scientifically relevant conclusions and make further recommendations. In addition to evaluating students' critical thinking, this assessment also evaluates students' communication skills.

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.

Laboratory portion of the Wildlife Biology course is designed to provide students with hands on experiences about concepts learned in the lecture. The lecture portion teaches students about some of the basic mathematical concepts in wildlife monitoring. Laboratory portion seeks to simulate real life situations in order for students to connect the field data collection to mathematical concepts (i.e., communication of quantitative information). By the end of the course, students are expected to be able to design wildlife monitoring approach and then apply a quantitative model to interpret the data (i.e., analysis of quantitative arguments). Instead of providing example data sets (like in the lecture portion of the course), students are responsible for collecting their own data sets. To assess their quantitative reasoning abilities, students will be given a worksheet and expected to understand the principles of population monitoring and apply basic algebra skills to answer a scientifically relevant question. Students will be evaluated based on their ability to: 1. link the information given in the problem to the study design (communication of quantitative information), 2. apply study design appropriately (representation of quantitative information), 3. use the collected information (data) and correctly apply it to the mathematical equation (analysis of quantitative arguments), and 4. explain how and why the outcomes may different depending on the study design (application of quantitative models). Students will be assessed through worksheets given in the lab (example provided at the end of this document).

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.

While the lecture portion of Wildlife Biology class focuses on the past lessons humans learned from managing wildlife, the laboratory portion of this class focuses more on the present.

Ethical reasoning: The sense of personal and social responsibility is fostered through numerous discussions about students' personal experiences with nature and wildlife, trips to university preserve and local parks, and the utilization of the university natural history live exhibit. Students are encouraged to develop an appreciation for the natural world especially their local fauna and flora, but also understand that humans are also a part of that natural world. Whether or not students pursue wildlife and fisheries science as a career, they will be faced with making numerous decisions throughout your personal lives that will ultimately affect wildlife. These decisions might come in the form of political votes, how they or their family manage their farm or ranch, how they landscape their lawns, what products they purchase, and even what they do for recreation.

Civic knowledge and engagement: This class uses various exercises and personal examples to inspire personal and social responsibility for the natural world. To assess this essential skill, students are asked to write a 1-2 page description of a wildlife related activity they performed during the semester (i.e., bird watching, hunting, volunteering in the natural history museum, etc.). Through this assignment, students are assessed based on their ability to: 1. understand a deep connection humans have with the wildlife, and 2. describe how their activities affect the natural world.

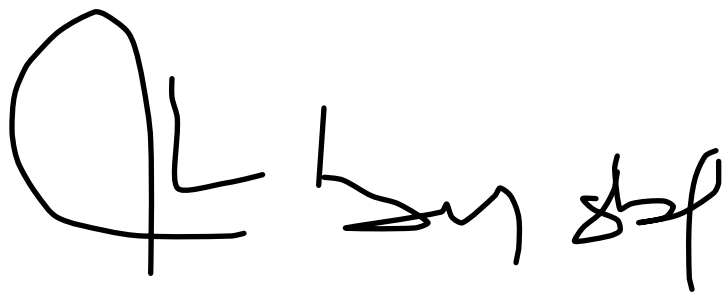
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

BIOL 1650L -Wildlife Biology Laboratory Assessment

Filename: BIOL_1650L_-Wildlife_Biology_Laborator_WYVizHf.pdf Size: 101.3 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: 0000001029

Michael Raine - mraine@unm.edu

NM General Education Curriculum

Summary

ID: 0000001029

Status: Under Review

Last submitted: Feb 12 2020 08:12 AM (MST)



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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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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- 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	Melvatha R. Chee
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Submitting Institution

Name of HEI	UNM
Submitting Department	Navajo

Chief Academic Officer

Name	Pamela Cheek
Email	pcheek@unm.edu

Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	NAVA
Number	2120
Title	Intermediate Navajo 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	NAVA
Number	2120
Name	Intermediate Navajo 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>)

Student Learning Outcomes:

1. By the end of the course, students will be able to read and write at intermediate levels.
2. By the end of the course, students will be able to relate a story from Navajo Times (a weekly paper).
3. By the end of the course, students will be able to converse using a vocabulary of 150 verbs.

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.

Per 5.55.6.10 A. 2.b GENERAL EDUCATION CURRICULUM: "Flexible Nine", UNM has assigned one course or three credits in its General Education Curriculum to "Second Language" for which the following critical skills will be assessed: "Communication," "Critical Thinking," "Personal and Social Responsibility." (note: approval from NMHED, e-mail from Thomas Schawel to apcurriculum@unm.edu (Pamela Cheek), Friday, October 25, 2019 at 8:36 AM).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Communication skills emphasized in Navajo 2120 Language course are (1) Genre and Disciplinary Convention, and (2) Strategies for Understanding and Evaluating Messages. Students learn how to participate in different types of discourse with Navajo speakers. For example, in NAVA 2120, students learn the appropriate elements of daily conversations involving eating verbs. Beginning with the selection of appropriate vocabulary and verb conjugation to talk about one's food choices (Part 1), students then learn how to evaluate interview responses in order to share information about the interviewee's food choices (Part 2). The verbs students may need to use will vary depending on the properties of the food including shape, texture, containment, and number. Students are taught the formulaic nature of the constructions used in this assignment. This assignment focuses on eating verbs which conjugate for mode (Tense, Aspect, Mood), person and number, and object type. In addition, this assignment also brings attention to verbs used for food preparation. Like the eating verbs, food preparation verbs encode information about how the food is being prepared (e.g. stir fry, julienne cut, grill, boil, etc.) and handled (e.g. plural object, long stiff object, in a container, etc.). Two of the three student learning outcomes for communication are met with this assignment. These student learning outcomes are SLO 1 and SLO 3. Students demonstrate their understanding of Navajo sounds by reading, writing, and speaking at the intermediate level while utilizing the inventory of verbs they have acquired. By completing and practicing assignments, as in Artifact J, students learn to use eating verbs through formulaic constructions that are useful in daily life. Navajo is a verb heavy language and this artifact focuses on the use of it through verbal communication. Artifact J provides a sample assignment used to assess these skills (see attachment – NAVA 2120 Communication Artifact J).

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 skills emphasized in Navajo 2120 Language courses are (1) Problem setting, and (2) Reasoning/Conclusion. Students learn to analyze the Navajo verb structure and through parsing the verb construction define the small word parts which allows students to understand how information is packaged within these complex units. For example, in NAVA 2120, students learn the verbal grammatical relationships through the analysis of verbal constructions. Students will be taught to analyze Navajo verbal constructions to identify patterns (problem setting), and to identify the patterns in verbal contexts that recur across different lexical items, such as across different verbs (Part 1 of Artifact K). Students will explain why certain patterns occur across different verbs (Part 2 of Artifact K). Navajo verbs conjugate for person and number in subject and object, mood, tense, and aspect. In addition, verb stem alternation also occurs depending on mood, tense, aspect, object type, and number. Finally, thematic adjectival morphemes are also used in connection with the verbal morphemes. Navajo language students will need to learn verb forms to help them select the appropriate verb form to create sentences. In addition, students will also have to learn how to construct sentences using verbs to help them learn how to use verbs with specific lexical items. By taking a short quiz, as in Artifact K, students will demonstrate their understanding of verbal morphology. Four of the seven student learning outcomes for communication are met with this assignment. These student learning outcomes are SLO 1, SLO 2, and SLO 3. Students demonstrate their understanding of Navajo sounds, verbal conjugation, templatic verb form, and formal Navajo language through written and oral skills. Navajo is a verb heavy language and this artifact focuses on manipulation of the verb so that it can be used in the written and spoken form by learners. Artifact K provides a sample quiz used to assess this skill (see Artifact K for NAVA 2120 Critical Skills).

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.*

NA

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 skills emphasized in Navajo 2120 Language courses are (1) Sustainability and the natural and human worlds, and (2) Collaborative skills, teamwork and value system. Students learn competence (comprehension, spoken and written) in the use of the Navajo language while also working to sustain the indigenous languages of New Mexico through their respectful use of Navajo in appropriate contexts. In this assignment, students will learn how to give direction in a rural setting where signage and especially street signs are lacking (part 1 of Artifact L). Where street signs are lacking direction, travelers depend on landmarks which must be described in appearance and location, therefore building on classwork from NAVA 2110. Next, students will learn how to give instructions on how to make something (that is not food related) and instructions can be given on a number of things (how to tie shoes, make a rug loom, make a traditional hair bun, make a blanket, etc.) (part 2 of Artifact L). SLO 1, SLO 2, and SLO 3 are met with this assignment. Students will be able to use the language at an intermediate level, therefore they will use the Navajo Times as part of their research resource. At this level students will know how to conjugate a minimum of 150 verbs and use them various sentences. Navajo is a verb heavy language and this artifact focuses on a topic that is useful in the social setting. Artifact L provides a sample assignment used to assess this skill (see attachment Artifact L for NAVA 2110 Personal and Social Responsibility).

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.*

NA

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Feb 10 2020



Upload Assessment

Completed - Feb 11 2020

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

NAVA 2120 Personal and Social Responsibility Artifact L

Filename: NAVA_2120_Personal_and_Social_Responsi_HmDuoc8.pdf Size: 82.7 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: 0000001100

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001100

Status: Under Review

Last submitted: Mar 13 2020 08:53 AM (MDT)



Application Form

Completed - Mar 13 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1215
Title	General Chemistry I for STEM Majors
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	CHEM
Number	1215L
Title (if applicable)	General Chemistry for STEM Majors Laboratory

New Mexico Common Course Information

Prefix	CHEM
Number	1215
Name	General Chemistry 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.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.*

This is the first semester of a two-semester sequence in the basic principles and applications of chemistry. It focuses on a macroscopic, phenomenological view of chemistry, consists of nomenclature, stoichiometry, thermochemistry, electronic structure and bonding, and the states of matter. The critical thinking skills are developed by course reading assignments, lectures, and homework assignments for solving complex chemistry problems. The emphasis has been on imparting conceptual understanding, instead of presenting equations into which students are supposed to plug numbers. Students are required to isolate the key information from the problems related to common life and use chemical equations to solve those including sentences and chemical symbol formats. They are also required to integrate reliable resources to evaluate their conclusions. Moreover, the critical thinking skills will be improved by in-class discussions where students will present their arguments, ideas, and solutions. Critical Thinking will be assessed using homework assignments and comprehensive 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.

This course requires quantitative reasoning study to STEM majored students. Students will learn different types of numbers such as mole, Planck's constant, temperature in Kelvin, pressure universal constant, etc. In the meantime, students will learn how to solve problems commonly encountered in chemistry such as mole, molarity, writing and balancing chemical equations, stoichiometry, chemical equilibrium, interpreting equilibrium constant, entropy, enthalpy, Gibbs free energy, etc. Students will demonstrate quantitative information using chemical symbols, chemical equations, or formulas. Students are required to use graphs, diagrams, spreadsheets, periodic table, etc. to identify the elements, atoms, molecules, orbitals, active-complex, etc.

Quantitative Reasoning will be assessed using problems embedded in homework assignments and comprehensive 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.

Students will describe the possible negative impacts on the environment for the disposal of chemicals by a specified method. Students will describe the effect, on both the environmental and the economy, the removal of a class of chemicals from use within consumer products. Student will describe the environmental issue of the use of plastics, and describe how biodegradable plastics can be used to reduce the negative impact on the environment from plastics, as part of a sustainable system in the natural world. Students will be arranged in groups to discuss the social, civic, environmental issues, etc. Collaboration skills will be assessed through the class presentations. The presentations will be evaluated by both of their classmates and the instructor. Collaboration skills will also be improved through group projects in and out of class.

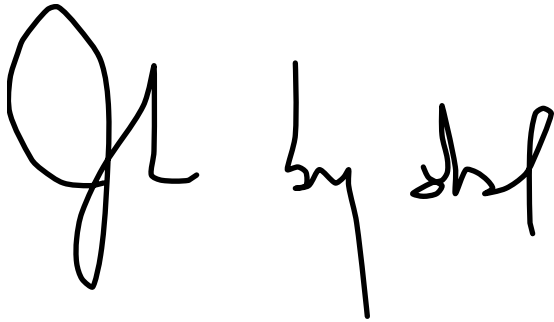
Personal & Social Responsibility will be assessed for the component skills of Sustainability and the Natural and Human Worlds and Collaboration Skills.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P CHEM 1215 Assessment

Filename: ENMU-P_CHEM_1215_Assessment.pdf Size: 199.0 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: 0000001116

Suzanne Balch - suzbal62@hotmail.com
NM General Education Curriculum

Summary

ID: 0000001116

Status: Under Review

Last submitted: Mar 18 2020 06:18 AM (MDT)



Application Form

Completed - Mar 18 2020

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

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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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1130
Title	Music Appreciation: Western Music
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	MUSC
Number	1130
Name	Music Appreciation: Western 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.

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. To have you increase your awareness and scope of musical knowledge and experience.
2. To develop critical listening skills/thinking skills. As with knowledge, not everything should be taken as absolute and your opinions are important.
3. To develop writing and research skills through various assignments.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Two primary components of student development of Genre and Medium Awareness in MUSC 1130 include aural identification, and comprehension of musical instruments and ensembles, general style characteristics from each of the eras, major composers and corresponding masterworks. Students will demonstrate aural Genre and Medium Awareness through in-class listening examples, aural identification exercises, concert reviews, quizzes, and exams. Students will demonstrate intellectual knowledge of Genre and Medium Awareness through class lectures, class discussions, small group sessions, written assignments (concert reviews), quizzes and exams.

Applications and Versatility/Strategies for Understanding will be documented through aural recognition of musical instruments, genres, styles, and masterworks through score reading and identification, class discussions, small group activities, concert reviews, quizzes and exams. Listening exercises are done in each class and focus on at least one major work of each composer. Excerpts of the music are found in each student textbook and form, melody, harmony, phrasing etc. are noted, observed, and discussed after each listening.

Evaluation and Production of Arguments will be demonstrated by class lecture discussions and small group sessions. These sessions will focus on major composers, genres, stylistic traits, and compositional techniques in addition to any influences from other arts, cultures, and socio-historical events. Students will discuss their observations and demonstrate their knowledge within class lectures, small group settings, written concert reviews, quizzes, 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.

Critical Thinking is vital to the development of student learning. In music identifying elements include character (personality), tempo (speed) and dynamics (volume levels) all in varying degrees for each example and students will develop the aural and intellectual skills to recognize, interpret, and properly evaluate.

Critical Thinking will be addressed at several levels and learning modes. Problem Settings occurs when the students are introduced to basic musical terms and are exposed to the basic knowledge and aural awareness of different musical genres and the overall style characteristics of notable Western art music composers. This will assist in establishing the base knowledge upon which critical thinking and informed decisions and eventual evaluations will be made. Evidence Acquisition occurs in class lectures discussions of terms, concepts, composer biographies, masterwork listening, score study, and primary sources reading.

Evidence Evaluation will include class discussions, small group sessions, and listening reviews to communicate awareness and effective identification and comprehension of musical terms, cultures, social influences, notable musical instruments, melodic, harmonic and tonal development; genres, styles, composer masterworks. By examining and aurally observing, comparing, and contrasting the material, students will come to effective and well-founded decisions based on their own deductions and through critical thinking, evidence acquisition, and evaluation. Reasoning and Conclusion will be assessed by written quizzes, exams, concert reviews, and listening 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.

Personal and Social Responsibility transcend all levels of academic, economic, social, and cultural development. Introductions to a variety of cultures, socio-economic situations, social philosophies, historical events, and diverse experiences, among others, assist to broaden the students' worldview and overall awareness. Recognizing, discussing, and increasing student mindfulness of these many facets in both individual and collaborative situations is a focus.

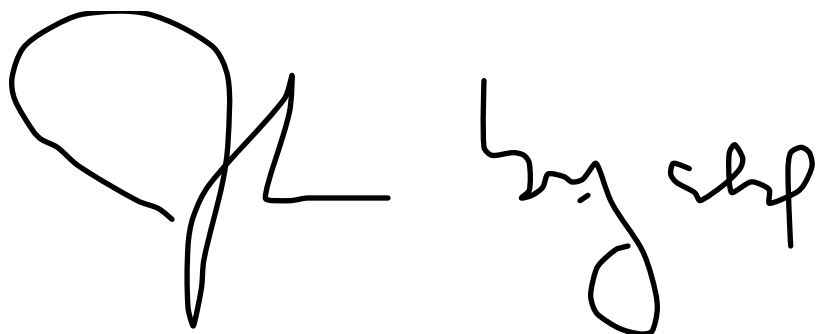
Intercultural reasoning and competence will occur through the discussion and examination of societal events and expectations, notable cultural developments, and the socio-economic effects on composers, genres, and mediums. The Sustainability of the natural and the human worlds through art, personal expression, creation will be evidenced through class lectures and discussions, music, recordings, concert videos, and review of primary source documentation. Ethical reasoning and the expectation of, will be demonstrated with the personal and professional relationships within the class: the ethical treatment of the students by the professor, respectful peer relations, and equal respect and responsibility between the professor and the student body. Collaboration skills, teamwork, and value systems can occur when observed in the students' written concert review. Being that music is a collaborative art, the relationship between fellow performing musicians and also the performing musicians and the live audience is one of importance to create a unified and musically satisfying experience for both the performers and the audience. Civic discourse, knowledge and engagement are topics that also can be noted in the written concert reviews in the form of program note comprehension, repertoire selection and programming.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC 1110 1120 1130 1140 Music Appreciation Concert Review

Filename: MUSC_1110_1120_1130_1140_Music_Appreci_6HfBQnk.pdf Size: 88.6 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: 0000001126

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001126

Status: Under Review

Last submitted: Mar 23 2020 10:10 AM (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**.

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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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- 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	J. Kelly Robison
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Behavioral and Social Sciences

Chief Academic Officer

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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

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 8
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.

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 8
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

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 study of history is not simply the memorization of information, the dates and people (though that plays a part). History is the attempt to make sense of the past by using the information to reach an interpretation of the past. In this introductory course, students have ample opportunity to use their critical thinking skills to understand the past using the information they obtain through readings and in class.

One section of the course is on finding and evaluating sources. Students must use these skills during discussions, either in class or online, when they write their document analysis, the research paper, and the final exam. If students are not able to find and evaluated information found in appropriate sources, the quality of their work suffers.

Students must then use the information from the sources to develop answers to a variety of historical questions. These questions appear in the discussions, but also in their other submitted works. The document analysis allows them to use their reasoning skills to summarize and then set the document in the context of the time period in which it was written. Doing so requires reasoning skills.

The same is true of both the research paper and the final exam. In essence, the research paper begins with the students asking themselves a historical question which they must then answer through their research, then using the information to come to a conclusion. They must answer, through reasoning, the question which they themselves posed. The final exam requires the same sort of skills, though the instructor presents the question to be answered.

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.

This course provides students with the knowledge to understand the origins of the modern world with all its issues. It is said that to solve a problem, the problem first has to be acknowledged. The second part to solving a problem is to understand the origins of that problem. That is the benefit of history. From the beginnings of slavery to the origins of Native American removal, the study of history illuminates how these institutions began. What the student then does with this knowledge is up to them, but it is to be hoped that this understanding will be used to better understand those who have been traditionally marginalized, as in the cases of both slavery and Native removal.

Both of these examples also provide for intercultural reasoning and competence since these institutions were promulgated by the dominant culture against others. During the course, information is provided through readings and lecture on the variety of cultures that produced the United States. Discussion and, often, exam questions focus particularly on the interactions of these cultures that produced American institutions.

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 learn document analysis. Students must choose a primary source document for the time period covered in the class. They must first summarize the document, which encourages them to that particular skill. Then, they must set the document into context, requiring them to have read information about the time period particular to their document.

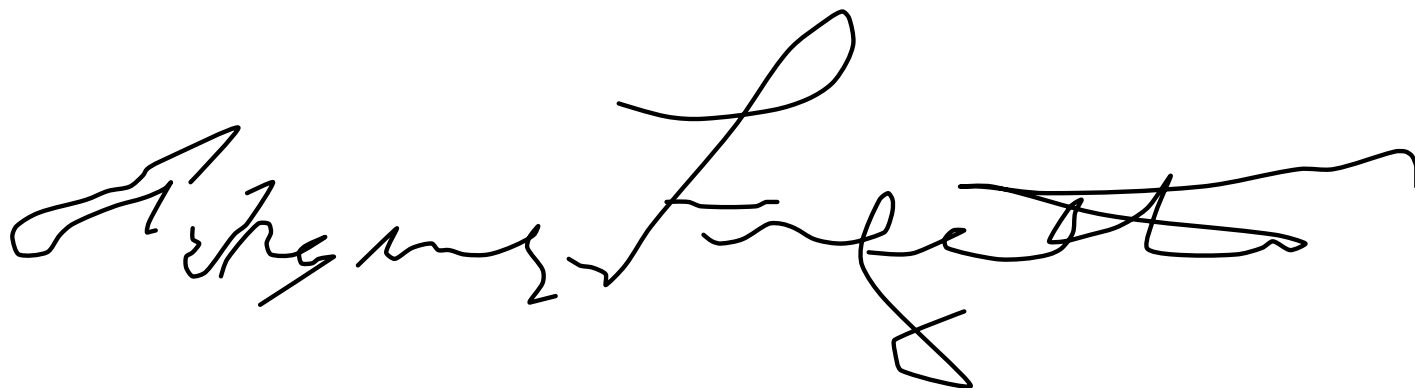
Additionally, students must research a topic of their choosing, provided that topic has something to do with the time period of the course. They must defend their choices of sources for the information with which to create this research paper. The assignment is not a narrative, but a paper based on researched, factual information that they must frame within an essay, complete with a thesis that is supported by the evidence they have found. Citations for the sources must be in Chicago style. In order to prepare for and write the paper, students use online databases (primarily) to identify primary and secondary sources. During the research and writing process, students organize the information into a contextual framework of information, evidence analysis, and drawing conclusions based on the evidence. Students make conclusions on the authenticity and relevancy of historical records, as well as arguments about the influence of such records on culture and society, for instance.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Mar 22 2020



Upload Assessment

Completed - Mar 22 2020

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

Research Paper Guidelines_ 2020SP United States History I (HIST-1110-1010 HIST-1110-101H)

Filename: Research_Paper_Guidelines__2020SP_Unit_0AEXpSN.pdf Size: 70.3 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: 0000001053

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001053

Status: Under Review

Last submitted: Mar 12 2020 11:19 AM (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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	1310
Title	Introduction to Ceramics
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	ARTS
Number	1310
Name	Introduction to Ceramics

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 the transformation of the ceramic material from raw clay form to glazed ceramic object
2. Demonstrate proficiency of technical ceramic skills
3. Explain larger concepts and design principles
4. Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media
5. Create ceramic works of art based on conceptual prompts
6. Critically evaluate a variety of artwork
7. Gain an understanding of the history of ceramic art from a multicultural perspective

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. To develop craftsmanship in making things from clay
2. Learning the basics of the entire clay process
3. Hand building techniques – pinch, coil and slab
4. Basics of wheel throwing
5. Surface decorating and techniques
6. Working knowledge of glazes and their application
7. To acquire and demonstrate a working knowledge of the basic processes, tools and terminology of ceramics

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 essential skill will be addressed and developed through one on one discussion of alternative ideas during the fabrication process and through class critiques discussing options and alternatives on finished pieces. Discussion will encourage the use of art vocabulary – i.e. the elements and principles of design as well as the jargon associated with ceramics – wedging, pugging, slip, scoring, leather hard, dry, fired, vitrification, glaze, and the differences between firing processes.

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.*

Art is a process of decision making – choices during fabrication. Evaluating choices after the decisions are made becomes the basis for critiques along with the aesthetic concerns. Fabrication choices may lead to negative effects which need to be addressed – cracking, glazes which do not fit particular bodies, glazes which do not work with some firing processes. Examination of the finished pieces will illustrate both positive and negative aspects which can be corrected or reinforced with subsequent pieces. In essence – why did this piece work – and why did this one not 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.

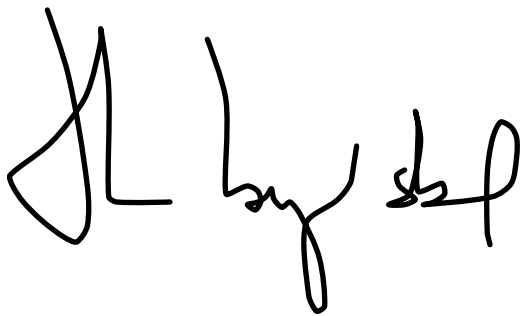
Ceramics is a worldwide art form. It evolved out of pure function and has grown to embody pure aesthetics as one of its many aspects. Clay is the quintessential liar – it can be made to look like virtually anything else. In this vein, the “content” of much of contemporary ceramic art involves communication of ideas as does art in general. “Conceptual” is the term applied to art which is based on visually communicating ideas which go beyond the visual aesthetics of the work. The ideas communicated are personal statements and may touch upon the history of ceramics, the cultural influences of ceramics, and how those ideas traveled, for example, back and forth between China and Japan for centuries before influencing England and the US at the turn of the 20th century.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. Byers", written in a cursive style.

Date

Mar 12 2020

Upload Assessment



Completed - Mar 12 2020

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

ENMU ARTS 1310 - Intro to Ceramics Assessment

Filename: ENMU__ARTS_1310_-_Intro_to_Ceramics_Assessment.pdf Size: 179.9 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: 0000001033

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000001033

Status: Under Review

Last submitted: Mar 9 2020 10:19 AM (MDT)



Application Form

Completed - Mar 9 2020

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

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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	Robert Moore
Title	Assistant Vice President of Arts & Science Education
Phone	575-624-7001
Email	robert.moore@roswell.enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@enmu.edu

Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

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 analyze and critically interpret significant and primary texts and/or works of art (this includes fine art, literature, music, theatre, and film.).
2. Students will compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual).
3. Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
4. Students will draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary 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.

NA

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 complete a series of written assignments called “Think Like A Historian,” which focus on specific historical events or questions that the students evaluate and explain, such as why did the Roanoke Colony fail and disappear while the Jamestown Colony survived and eventually thrived?

Evidence Acquisition: Students are provided with primary and secondary source information related to the historical topic being studied, including classroom lecture, documentary video, and materials from the “consider the source” featured in the course textbook. Students also locate an online article of their choice about the assignment topic; they submit an assessment of its use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument.

Evidence Evaluation: Students assess strengths and weaknesses of an online article for use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument. Students critically compare and contrast the relative merits of all evidence presented or acquired in relation to such issues as where the colonies of Roanoke and Jamestown settled; how did each group interact positively or negatively with Native Americans; what conflicts or obstacles did each colony encounter; did they overcome those conflicts or obstacles; what clues exist about the Roanoke colony’s disappearance; what factors helped the Jamestown colony to survive and eventually thrive?

Reasoning/Conclusion: Through their understanding and evaluation of competing sources of evidence, students improve their ability to distinguish between fact-based explanations and personal opinions and, thereby, improve their ability to articulate a conclusion that can convince their intended audience based on the merits of their argument. Students show improved skill level through their ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment 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.

Intercultural reasoning and intercultural competence: Students discuss characteristics of societies and the impact of interaction. For example, how did Native American societies differ from, and interact with, colonial societies at Roanoke and Jamestown? Students show improved skill level through their ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Sustainability and the natural and human worlds: Students learn what intentional and unintentional practices exercised positive or negative impact upon societies and natural resources, such as introduction of non-indigenous plant or animal species, contagious diseases, and belief systems. By critiquing their online article, and participating in discussion posts, students show improved skill level in their ability to evaluate evidence and arguments of other students, beyond novice level of summary to competent or proficient levels on the assignment rubric.

Ethical reasoning: By critiquing evidence, arguments and conclusions, students learn to critique the ethics that justified actions and outcomes, and show improved skill level through their ability to evaluate strengths and weaknesses of evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Collaboration skills, teamwork and value systems: Students participate in group discussions of topics they consider most significant and defend their selection in response to commentary by other students. Students show improved skill level through their ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Civic discourse, civic knowledge and engagement – local and global: In course discussions and written assignments students engage in civic discourse based on their knowledge of domestic and international perspectives that challenge, contradict, or reinforce their traditional understandings. Students show improved skill level through their ability to draw informed conclusions, beyond novice level of summary to competent or proficient levels on the assignment 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.

Authority and Value of Information: Students assess strengths and weaknesses of evidence and theories presented in historical videos and documents about historical topics and use that assessment to construct essays that interpret the meaning and significance of that topic to the overall historical context. For example, students compare and contrast the validity of ergot poisoning, congregational in-fighting, cultural pressures related to the repressive nature of Puritan society, juvenile manipulation, financial opportunism, mass hallucinations, post-traumatic stress disorder, and outsider-woman theory as potential explanations for the emergence, growth and extremism of the Salem Witch Trials.

Digital Literacy: Students locate online resources for potential use to support the conclusions made in their written assignment essays. They assess those resources for relevance and validity and integrate that understanding into their written argument.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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

A handwritten signature in black ink, consisting of three distinct parts: a large 'R' followed by a series of loops, a long horizontal stroke with a sharp peak, and a final 'M' with a loop.

Date

Mar 6 2020



Upload Assessment

Completed - Mar 9 2020

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

Assignment 1 (Anasazi)

Filename: Assignment_1_Anasazi.pdf Size: 230.6 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: 0000001026

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000001026

Status: Under Review

Last submitted: Feb 10 2020 11:31 AM (MST)



Application Form

Completed - Feb 10 2020

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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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	Robert Moore
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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@enmu.edu

Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	1110
Title	Spanish I
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	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.

(1) Gain elementary knowledge of the important aspects of culture in the Spanish speaking world. (2) Pronounce all the Spanish sounds with sufficient accuracy to be understood. (3) Greet, ask questions, express basic needs, attitudes and emotions, exchange information, and persuade using Spanish vocabulary in the text. (4) Read simple Spanish prose and be able to answer simple questions. (5) Construct and write basic sentences in Spanish.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 given vocabulary words from a particular lesson. They will categorize the words according to similarities in meaning or other criteria such as subgroups. Also, students will use the words in sentences that show how the meaning of the word can be deciphered through context clues. In addition, students will be introduced to Latin roots that appear in romance languages. Then they can interpret the meaning of some vocabulary words based on the Latin root in that word. Students show higher order thinking by pursuing and evaluating information about the possible etymology of Spanish vocabulary words. Circumlocution or euphemisms can be created to describe the words while other students draw conclusions about meaning of the word being described through euphemism/circumlocution. The instructor will ask questions using the vocabulary words. This encourages the students to comprehend the question and use critical reasoning to determine possible answers. Students use context and critical thinking to determine possible meanings of words and to formulate appropriate responses to questions in Spanish. Students will use the culture section in their texts to understand the relationship that the US has with Spanish speaking countries. They will distinguish differences and similarities in cultures across the Spanish speaking communities. Students must show reasoning to compare/contrast the culture in America versus that of Spanish- speaking countries. They will demonstrate understanding of various culture by accurately responding to written questions. Students will be assessed through written and oral presentations which compile the information they acquired. Students will be graded on the ability to analyze and evaluate cultural aspects of Spanish-speaking countries.

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 Spanish classroom is the perfect place to demonstrate and to teach personal and social responsibility through intercultural reasoning and competence in socialization. Students will be made aware of the different cultures that are encountered in Spanish-speaking countries. Students will create a “cultural intersection” in which they examine their own culture and compare their culture to that of a pen pal in a Spanish-speaking country. The cultural intersection is a graphic representation which demonstrates student self-awareness and sense of belonging in terms of the real world and of their personal cultural evaluation. They then create a “cultural intersection” for a pen pal who lives in Mexico, South America, or Spain and compare the two intersections to see how the student relates/compares to a foreign student. The cultural intersection demonstrates awareness of self and of others and builds respect for other cultures. It also promotes unity and understanding between students from different countries. (Civic knowledge and engagement)

Additionally, when working together on activities, students must observe group protocol by allowing others equal time to participate and to show courtesy by listening respectfully and by reacting to all others in a group setting. Group protocol is observed, including requiring students to listen, share, respect, and give equal time in the group setting. Assessment will be thorough accuracy of written comparisons and of competence in orally sharing knowledge acquired through the above activities.

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 use the internet and books to acquire information about the history of the Spanish-speaking country of their choice. Students will then assess the information that they obtained and point out sources that seem to agree about what are considered to be important information associated with the history of the country. Students make a video showing how to cook a cultural dish related to the Spanish-speaking country of their choice. Students will use multimodal formats such as blogs, digital stories, and wikis in order to communicate in Spanish within and outside of the classroom. Students must know how to use Duolingo online for lab practice. Duolingo is a free online language learning system similar to Rosetta Stone, and it helps evaluate how well students are becoming familiar with the Spanish language. Students will use authentic/viable resources from around the world giving them access to written, audio, and video resources in the target language. Spanish language learners will learn how to access these resources efficiently and evaluate their credibility in terms of bias towards/against the country. Through video shots, students electronically document the meaning of Spanish vocabulary words that they see in the world around them. This occurs when students learn Spanish vocabulary when the instructor assigns learners a word like “bonita” and having them create videos that represent that word. Students will be graded based on the successful use of digital media to demonstrate the culture and vocabulary of Spanish-speaking countries.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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

The image shows two handwritten signatures in black ink. The signature on the left is a stylized, cursive 'RM'. The signature on the right is a more complex, cursive signature that appears to be 'AEO'.

Date

Feb 10 2020



Upload Assessment

Completed - Feb 10 2020

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

Sample Spanish 1110

Filename: Sample_Spanish_1110.pdf **Size:** 214.8 kB



Upload Rubric

Completed - Feb 10 2020

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

SPAN 1110 Rubric for vocabulary

Filename: SPAN_1110_Rubric_for_vocabulary.pdf **Size:** 215.6 kB

Application: 0000001051

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001051

Status: Under Review

Last submitted: Mar 12 2020 10:55 AM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	1240
Title	Design I
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	ARTH
Number	1240
Name	Design 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 art works that apply and organize the elements of two-dimensional form (line, shape, value, texture, color and space). 2. Produce artworks that apply the principles of two-dimensional design (harmony, variety, repetition, balance, rhythm, proportion, dominance, movement, and economy). 3. Demonstrate effective use of materials and techniques with consideration for craftsmanship and presentation. 4. Use visual art vocabulary in the development and critique of work 5. Explore concepts and ideas: from conceptual, realistic/referential to non-representational.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 students will create projects in which each project will individually focus on one of the following elements of design; line, shape, value, texture, color and space. Communication learning begins with written instructions for each project assignment. These instructions are also read out loud for auditory learners. Afterwards the instructor will confirm the message was received correctly by asking students to repeat what they heard in their own words. Genre and medium awareness, application and versatility are demonstrated creating work using ink, pencil, paint and collage on different substrates. Strategies for understanding and evaluating messages are confirmed through asking questions to the students during teacher demonstrations and observations of their hands-on work process during class. Evaluations and production of arguments are maintained through observations and dialog during critiques of student work and factored into their evaluation/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.

Problem setting is established when students are given parameters for each design project. Their ability to problem set is made evident in their artwork solutions, there are an infinite number of ways that lines can take form and the student sets up a way for him or her to address it. The end result is evidence of acquisition. Using the implementing the theories of Wucius Wong are given project boards and asked to divide and area into nine quadrants. They create a solution for each quadrant. Evidence of evaluation and reasoning is demonstrated in the critique which follows. Each student is required to verbalize their creative process using the 2D terminology to defend their decisions which relates to reasoning and 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.

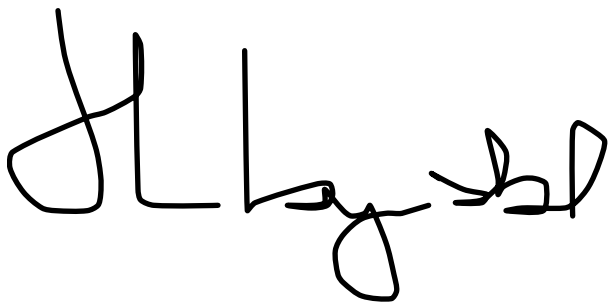
Reasonable and ethical understanding of their subject matter and the impact of their creative messages and how those can provoke responses in viewers is one issue addressed in the course. Another is use of two-dimensional art making materials in ways that students show an understanding of sustainability. Students who need to remake their project due to mistakes while constructing it are asked to use the back side of the paper. Sustainability is discussed in a lecture and video about the making of paper and how retrievable paper companies are concerned and environmentally accountable. Collaboration and team building are exhibited in their use passing out and collecting self-healing cutting mats, pens and sharing tools. Placing used X-acto blades in sharps containers exhibits a conscious awareness and social civic engagement of locally protecting custodial staff.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "D. H. ...", is written over a blank space.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P ARTS 1240 LINE ART PROJECT

Filename: ENMU-P_ARTS_1240_LINE_ART_PROJECT.pdf Size: 300.2 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: 0000001078

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001078

Status: Under Review

Last submitted: Mar 12 2020 02:41 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	SPAN
Number	2120
Title	Spanish IV
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	2120
Name	Spanish IV

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

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

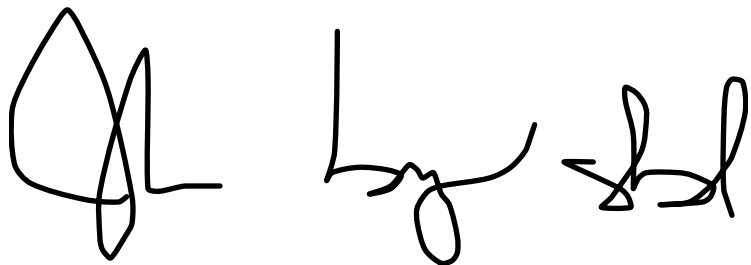
Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 2120 (202) Assessment

Filename: SPAN_2120_202_Assessment.pdf Size: 129.7 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: 0000001039

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000001039

Status: Under Review

Last submitted: Mar 9 2020 11:20 AM (MDT)



Application Form

Completed - Mar 9 2020

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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- 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

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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@enmu.edu

Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

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

No

Institutional Course Information

Prefix	HIST
Number	1160
Title	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	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>)

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.

NA

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 complete a series of written assignments called “Think Like A Historian,” which focus on specific historical events or questions that students evaluate and explain, such as why did some Native American societies choose to ally with the French during the French-Indian War, while other Native American societies chose to ally with the American colonists and England, and how did the French-Indian War influence the eventual outbreak of the American Revolution?

Evidence Acquisition: Students are provided with primary and secondary source information related to the historical topic being studied, including classroom lecture, documentary video, and materials from the “consider the source” featured in the course textbook. Students also locate an online article of their choice about the assignment topic; they submit an assessment of its use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument.

Evidence Evaluation: Students assess strengths and weaknesses of an online article for use of secondary and primary sources and interpretation, and integrate it into their essay in support of their argument. Students critically compare and contrast the relative merits of all evidence presented or acquired in relation to such issues as the role played by several Native American societies in the on-going economic and military rivalry between England and France in relation to their respective colonial interests in North America.

Reasoning/Conclusion: Through their understanding and evaluation of competing sources of evidence, students improve their ability to distinguish between fact-based explanations and personal opinions and, thereby, improve their ability to articulate a conclusion that can convince their intended audience based on the merits of their argument. Students show improved skill level through ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment 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.

Intercultural reasoning and intercultural competence: Students discuss characteristics of multiple societies and the impact of interaction. For example, how did Native American societies interact with French and English colonial societies, and what impact did interaction have upon Natives? Students show improved skill level through ability to evaluate evidence beyond the novice level of summary to the competent or proficient levels on the assignment rubric.

Sustainability and the natural and human worlds: Students study intentional and unintentional practices to assess positive or negative impact upon societies and natural resources, such as French and English impact upon Native American resources and economic relationships. By critiquing their online article, and through discussion posts, students show improved skill level in ability to evaluate evidence and arguments, beyond novice level of summary to competent or proficient levels on the assignment rubric.

Ethical reasoning: By critiquing evidence, arguments and conclusions, students learn to critique the ethics that justified actions and outcomes, and show improved skill level through ability to evaluate strengths and weaknesses of evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Collaboration skills, teamwork and value systems: Students participate in group discussions of topics they consider most significant and defend their selection in response to commentary by other students. Students show improved skill level through ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

Civic discourse, civic knowledge and engagement – local and global: In course discussions and written assignments students engage in civic discourse based on their knowledge of domestic and international perspectives that challenge, contradict, or reinforce their traditional understandings. Students show improved skill level through ability to draw informed conclusions, beyond novice level of summary to competent or proficient levels on the assignment 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.

Authority and Value of Information: Students assess strengths and weaknesses of evidence and theories presented in historical videos and documents about historical topics and use that assessment to construct essays that interpret the meaning and significance of that topic to the overall historical context. For example, students compare and contrast economic, social and military interactions between Native American societies with French and English colonial societies as potential explanations for why Native societies allied with the French or English (and Americans) during the French-Indian War, and how the French-Indian War influenced the outbreak of the American Revolution.

Digital Literacy: Students locate online resources for potential use to support the conclusions made in their written assignment essays. They assess those resources for relevance and validity and integrate that understanding into their written argument.

Information Structure: The course syllabus explains the reading schedule, due dates for graded materials, university policies about classroom behavior, enrollment and withdrawal, the concept of and penalty for plagiarism, and the ethics of course-related communication with the instructor and other students. Student work must be typed and submitted either in hard-copy in class, uploaded into the assignment submission feature in the course Learning Management System, or to the instructor's email. Feedback is provided through grading rubrics.

Research as Inquiry: The process of evaluating historical evidence and argumentation for the discussions and "Think Like A Historian" assignments is based on the practice of comparing information on a specific topic to other forms of evidence, including class lectures, the textbook, and internet sources assessed for validity. Students show improved skill level through ability to evaluate evidence beyond novice level of summary to competent or proficient levels on the assignment rubric.

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

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

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



Date

Mar 9 2020



Upload Assessment

Completed - Mar 9 2020

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

Assignment 1 (French Indian War, CH

Filename: Assignment_1_French_Indian_War_CH._15.pdf Size: 229.6 kB



Upload Rubric

Completed - Mar 9 2020

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

Assessment (HIST 1160)

Filename: Assessment_HIST_1160.pdf Size: 130.5 kB

Application: 0000001063

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001063

Status: Under Review

Last submitted: Mar 12 2020 01:27 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	College of Business

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ECON
Number	1110
Title	Survey of Economics
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	1110
Name	Survey of Economics

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. Gain and demonstrate a contextual understanding of economic terms and concepts. 2. Recognize and analyze common economic issues which relate to individual markets and the aggregate economy. 3. Learn basic economic principles that influence global trading and challenges relating to globalization. 4. Outline the implications of various economic policies on individuals and on economies. 5. Demonstrate ability to use diagrams and graphs to explain economic principles, policies and their applications. 6. Appreciate and understand how individual decisions and actions, as a member of society, affect economies locally, nationally and internationally. 7. Explain the roles of governments in influencing buyer and seller behavior in the market and how government failure occurs when intervention fails to improve or actually worsens economic outcomes. 8. Be able to apply course concepts to interpret, evaluate and think critically about economic events and policies, especially as regularly reported in the media and other public forums.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

For this class, one specific assignment is the “Analytical Thinking and Decision-Making Exercise”. In this exercise, each student as the CEO of the FedEx company needs to make some decisions based on the situation of the market. Each student will establish the objective of the company, identify the problem and different ways to deal with the situation. Through this process students should study various sources in different media and databases to realize the market structure, the best strategy and objective of the company. This allows students to become familiar with the genre. Also, students need to communicate with each other both inside and outside the class through different means of communications such as discussion board and oral discussions (Genre and Medium Awareness). Each student will analyze different proposals provided in the question based on the information, theories and models learned in the class (Application and Versatility). Through this process students need to explain the cost and benefit of each proposal for the class. Fellow students will review other students’ responses to ensure that all the decision-making steps have been followed. Also, they should evaluate the logics behind the decision-making process critically (Strategies for Understanding and Evaluating messages). Each student will provide feedbacks for at least two other students. In addition, the instructor will evaluate both the initial responses and other students’ feedbacks to provide additional feedbacks (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.

Economics is all about critical and analytical thinking. In this course students have various opportunities to explore using essential critical thinking skills in understanding the problems, doing cost and benefit analysis, finding and analyzing the evidence and data, making the best decision and providing a solution to the problem. One specific example is the “Analytical Thinking and Decision-Making Exercise”. In this exercise, each student as the CEO of the FedEx company needs to make some decisions based on the situation of the market. Each student will establish the objective of the company, identify the problem and different ways to deal with the situation (Problem Setting). Students will study various sources including the company website, competitors’ website... to realize the market structure, the best strategy and objective of the company (Evidence Acquisition). Then, they are going to analyze different proposals provided in the question based on the information, theories and models learned in the class (Evidence Evaluation). Through this process students need to interpret the key findings, do cost and benefit analysis, identify common logical fallacies, apply causal relationship and explain their conclusion to the 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.

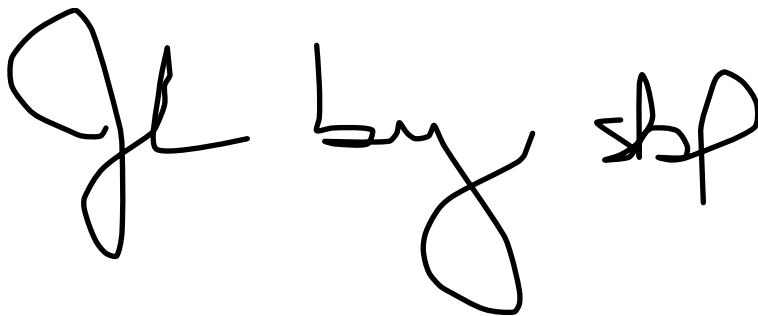
One of the assignments students will submit in this class is the analysis of the minimum wage law. Students need to read a couple of articles related to the minimum wage law in the U.S. and other countries. Then, they need to evaluate the issue by using their personal and social experience along with what they learned in the class. They need to compare the case of U.S with other countries, develop an argument and make intellectual conclusions (Intercultural reasoning and intercultural competence). Students are also supposed to present their analysis and conclusions to other students and discuss the topic with other students and the instructor. Through this process students need to critically think and discuss the problem. They need to consider facts, data, cultural, local, national and global, economic and political differences (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

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "J. L. By" followed by a stylized monogram.

Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU-P ECON 1110 (200) Survey of Econ Sample Assessment

Filename: ENMU-P_ECON_1110_200_Survey_of_Econ_Sa_T9xyons.pdf Size: 149.7 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: 0000001070

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001070

Status: Under Review

Last submitted: Mar 12 2020 02:12 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2620
Title	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	(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>)

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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

English 2620 cultivates critical thinking by continually encouraging students to consider literary problems (which may relate to aesthetic or poetic concerns such as narrative, theme, plot, figuration, etc., or to socio-historical issues such as representations of race, class, gender, etc.) as opportunities to think and write about American literature after 1865 in ways that deepen the student's understanding not only of specific texts but also of the historico-cultural contexts those texts reflect and from which they emerge. One of the major assignments is a 5-6 page research essay that conforms to the MLA style guide. For Problem setting, in consultation with their instructor, students first select a course text from the syllabus that they would like to write about. They then formulate a research question and begin developing a thesis statement about that text. Students must situate their research questions within relevant literary movements and time periods, although their essays may challenge or invite us to rethink the boundaries of those movements and time periods (As they do additional reading and research, their research question tends to change and get more specific.) Students draw evidence from the text(s) under analysis (through close reading, e.g.) and from additional research—such as library research or through accessing online databases which provide students with critical sources (book chapters, essays, etc.) Students then, in consultation with their professor and through the compilation of an annotated bibliography, identify the relevance of these sources to their own work. Through their reading, drafting, use of secondary sources, and dialogue with their instructor, students learn to distinguish between strong and weak arguments, avoid logical fallacies, and generally employ sound, evidence-based reasoning that leads to valid conclusions in their writing. Through this research essay, students demonstrate the soundness of their reasoning and the validity of their conclusions through careful attention to the text in question and the responsible use of relevant 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.

English 2620 considers the production of American literature as always an intercultural and multicultural act. As such, students are exposed to and learn about a variety of cultural perspectives on American literature. This, in turn, develops their Intercultural Reasoning and Competence as well as their Ethical reasoning skills. In a given semester, students will read works by African American, Asian American, Indigenous, Latina/o, and white authors. Insofar as these works reflect and transform the American lifeworlds from which they emerge, they also provide opportunities for ethical reasoning and dialogue about history, culture, subjectivity, and identity. Moreover, the environment and the issue of the sustainability of the natural amidst human society is frequently brought up in classroom discussion of these works. Finally, the course emphasizes, through its attention to the socio-historical and political dimensions of literature, the relationships between literature and Civic Discourse, Knowledge, and Engagement, with the former often being a critique and spur to the latter. Students frequently collaborate in small groups to discuss and analyze these issues, as well as develop and investigate these issues in their research paper. Given the always international history of the United States, which only becomes more pronounced at the end of the nineteenth century, the consideration of US culture and literature in this class inevitably involves reconsidering American literature from transnational and global perspectives. Thus, through analysis of readings, small group discussions, and a research essay, the course consistently asks students to demonstrate Ethic Reasoning and Intercultural Reasoning and Intercultural Competence through the consideration of myriad civic discourses in a variety of forms and genres.

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.

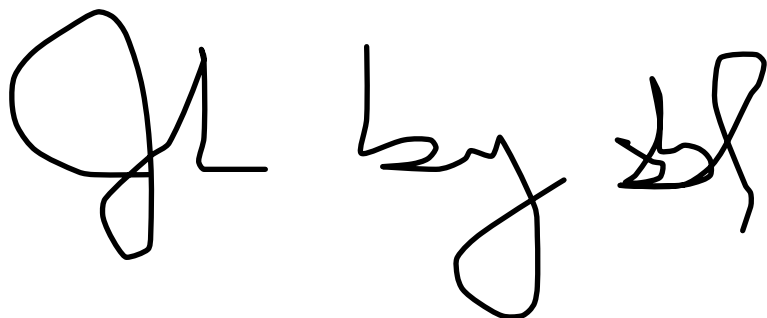
In English 2620, students read American literature after 1865 in a variety of genres including poetry, fiction, drama, and creative non-fiction. The course cultivates their ability to apply various hermeneutical approaches (such as close and distant reading, historicist, eco-critical, psychoanalytical, and other theory-based approaches, etc.), grounded in specific cultural and historical periods, to various kinds of literature and literary movements. This requires that students acquire and synthesize information from a variety of sources such as primary sources in a variety of genres, and secondary sources such as critical theory texts and peer-reviewed essays, chapters, and monographs. In their research essay, for example, students are expected to consider a primary work through the lenses provided by 3-4 additional secondary sources, obtained through library research and online databases. The student works with the professor and classmates (through conferencing and group discussions, e.g.) to assess the relevance and importance of these sources to their work. The structure of this writing assignment demands that students consider, as well as question, the Authority and Value of Information (in primary and secondary texts); practice their Digital Literacy (through the navigation of databases and acquisition of online, peer-reviewed sources); analyze how information (again, in primary and secondary sources) is structured and represented; and, in a variety of ways, conduct research as inquiry. In particular, and in ways that refresh their knowledge of argument structures, students, as part of their drafting process, dissect and analyze one of their selected secondary sources (found through online resources such as the database JSTOR), in terms of its argument, structure, sources, and impact. This exercise simultaneously develops students' understanding of authority, value of information, digital literacy, information structure, and inquiry-based research. It also improves the quality of their own argument- and research-based writing.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 2620 (252) Assessment

Filename: ENGL_2620_252_Assessment.pdf Size: 78.1 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: 0000001109

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001109

Status: Under Review

Last submitted: Mar 13 2020 10:18 AM (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**.

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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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	GEOL
Number	1110L
Title	Physical Geology Laboratory
Number of credits	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	GEOL
Number	1110
Title (if applicable)	Physical Geology

New Mexico Common Course Information

Prefix	GEOL
Number	1110L
Name	Physical Geology Laboratory

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 physical properties to identify mineral specimens.
2. Describe, classify, and identify igneous, sedimentary, and metamorphic rocks and their textures.
3. Utilize the principles of stratigraphy to provide an explanation of the geologic history portrayed in a photograph or cross-section.
4. Explain how contour lines are used to represent topography, use map scales to measure distances on the ground, and construct topographic profiles.
5. Identify landforms from images and topographic maps.
6. Interpret geologic maps and construct geologic cross-sections.
7. Acquire and communicate scientific data, ideas, and interpretations through written, oral, or visual means. Examples may include creating and describing graphs, maps and photos.
8. Apply critical thinking skills such as inductive, deductive, and mathematical reasoning to solve geological problems.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 identify 15 minerals based on their physical properties and compile all observations and determinations into a table. Students will then take four pairs of minerals that have similar properties and evaluate the properties that are unique to each mineral in each pair. Based on their careful observations and determinations they will write a few sentences on each pair providing explicit and accurate guidelines for the distinction of each mineral in the pair. Students will be assessed on a) evidence acquisition; b) evidence evaluation; and c) reasoning/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.

Understanding of flood hazards is something that all citizens should know about. In this exercise students are presented with a table of river discharge data. The students must rank the data in the proper sequence and use the data set to calculate flood recurrence intervals. The discharge and recurrence interval data are then plotted on a log probability graph and the best-fit line drawn through the data. Students will interpret the graphed results and predict discharges and recurrence intervals. From the data the students will also calculate probabilities of certain flood events occurring during the year. After completion of this portion of the exercise you will visit the stream table in the basement and based on observations predict where erosion and deposition will occur along the stream. Students will demonstrate the ability to apply quantitative models and plot and interpret the results graphically.

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 a pair of exercises the group will first make observations/interpretations as a group on a series of geologic maps explaining features in two areas that they may not be familiar with (eastern U.S. and Grand Canyon) and New Mexico. In the second exercise they will explore and make observations using a topographic map of the Portales area. While this exercise emphasizes group collaboration and teamwork skills it also touches on sustainability and the natural and human worlds.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WjJhc3Nlc3NtZW50II0=

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



Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P GEOL 1110L (151) Physical Geology Lab ASSESSMENT



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: 0000001101

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001101

Status: Under Review

Last submitted: Mar 13 2020 09:00 AM (MDT)



Application Form

Completed - Mar 13 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	1215
Title	General Chemistry I for STEM Majors Laboratory
Number of credits	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	CHEM
Number	1215
Title (if applicable)	General Chemistry for STEM Majors I

New Mexico Common Course Information

Prefix	CHEM
Number	1215L
Name	General Chemistry for STEM Majors I Laboratory

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 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Prior to a lab, students will be required to solve select pre-lab questions based on their reading, and will have to complete the required information in their lab notebooks. During the lab, they will collect experimental data on their own with safety demonstrations and some technical assistance. After the lab, they will analyze and discuss their data with the aid of some coaching and reading, and will use their reasoning power to draw logical conclusions about the meaning of their data. They will then write a comprehensive lab report, and will solve postlab questions (e.g., Give it Some Thought questions) in their lab notebooks. For at least one lab, students will be presented with unknown sample(s) that ask them to identify the component(s). Students will demonstrate Problem Setting when defining the problem and designing an appropriate laboratory procedure. Students will demonstrate Evidence Acquisition when doing the sampling, and sample treatment and analysis or assay. Students will demonstrate Evidence Evaluation when processing their data, doing statistical analysis, and obtaining a solution to the problem. Students will demonstrate Reasoning/Conclusion when required to write a comprehensive lab report. Critical Thinking will be assessed on the lab reports and lab 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.

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

Prior to a lab, students will be required to solve select prelab questions based on their reading, and will have to complete the required information in their lab notebooks. During the lab, they will collect experimental data on their own with safety demonstrations and some technical assistance. After the lab, they will analyze and discuss their data with the aid of some coaching and reading, and will use their reasoning power to draw logical conclusions about the meaning of their data. They will then write a comprehensive lab report, and will solve postlab questions (e.g., Give it Some Thought questions) in their lab notebooks. For at least one lab, students will be presented with unknown sample(s) that ask them to identify the component(s). Students will demonstrate Problem Setting when defining the problem and designing an appropriate laboratory procedure. Students will demonstrate Evidence Acquisition when doing the sampling, and sample treatment and analysis or assay. Students will demonstrate Evidence Evaluation when processing their data, doing statistical analysis, and obtaining a solution to the problem. Students will demonstrate Reasoning/Conclusion when required to write a comprehensive lab report. Critical Thinking will be assessed on the lab reports and lab 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.

Students will be assigned a qualitative team project. In the team project, they work together to understand the theory, design the experimental protocols, and assign the duties making use of individual strengths in meeting group objectives. Each of them then carries out a part of the experiment, and shares their data within the whole group. Each team project is culminated in either a written group report or a joint presentation.

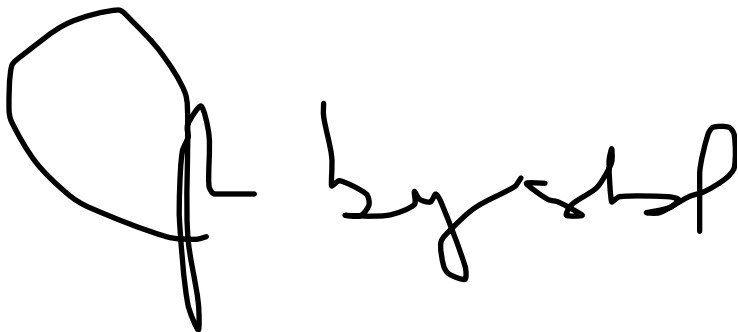
Personal & Social Responsibility will be assessed in a written group report and/or a joint oral presentation for the component skills of Teamwork and Civic Discourse.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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

A handwritten signature in black ink, appearing to read "P. Byrd", is written over a large, faint, light-colored watermark that resembles the number "10".

Date

Mar 13 2020



Upload Assessment

Completed - Mar 13 2020

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

ENMU-P CHEM 1215L Gen Chem I for STEM Lab Assessment

Filename: ENMU-P_CHEM_1215L_Gen_Chem_I_for_STEM__8uo7gPD.pdf Size: 303.1 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: 0000001018

Michael Raine - mraine@unm.edu

NM General Education Curriculum

Summary

ID: 0000001018

Status: Under Review

Last submitted: Jan 28 2020 09:30 AM (MST)



Application Form

Completed - Jan 28 2020

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** NMCC 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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- 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	Irina Meier
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Submitting Institution

Name of HEI	UNM
Submitting Department	Russian

Chief Academic Officer

Name	Pamela Cheek
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Registrar

Name	Michael Raine
Email	mraine@unm.edu

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

Yes

Institutional Course Information

Prefix	RUSS
Number	2110
Title	Russian 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	RUSS
Number	2110
Name	Russian 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.

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>)

This course is for students who have completed Elementary Russian I and II. It is designed to further the understanding of the Russian language and culture and continues the development of the four language skills (listening, reading, writing, and speaking). After the completion of the course, students will be able to perform in specific situations at the Intermediate-Low level on the American Council on the Teaching of Foreign Languages proficiency scale.

Student Learning Outcomes:

1. Students will increase their understanding of the Russian language through intensive practice in reading, writing, speaking and listening.
2. Students will achieve more complex communication goals in different communicative situations.
3. Students will strengthen their intercultural awareness through understanding of Russian social and cultural norms, values, and attitudes.
4. Students will interpret various features of Russian culture in its historical and contemporary 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.

Per 5.55.6.10 A. 2.b GENERAL EDUCATION CURRICULUM: "Flexible Nine", UNM has assigned one course or three credits in its General Education Curriculum to "Second Language" for which the following critical skills will be assessed: "Communication," "Critical Thinking," "Personal and Social Responsibility." (note: approval from NMHED, e-mail from Thomas Schawel to apcurriculum@unm.edu (Pamela Cheek), Friday, October 25, 2019 at 8:36 AM).

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

Communication is the foundation and essential skill for the Intermediate Russian course. From basic communicative concepts, students transition to more complex practical everyday situations and learn how to hear, speak, read, and write Russian at an intermediate-low level. Throughout the course, students' progress is assessed in various ways: by initiating and maintaining a dialogue with a partner, by suggesting a solution to a problem described by a Russian speaker in a video or an email, etc. During the course, students are exposed to and are producing different genres: articles, essays, podcasts, videos, and others. For instance, in the culture assignment on differences in Russian and American healthcare, students are asked to read and critically evaluate the pros and cons of each healthcare system. After that, they are required to identify the most significant differences and intricacies to help Russian immigrants understand the American healthcare system by comparing and contrasting it with the Russian one. In the culture assignment on Russian gender roles, students are expected to critically evaluate the information in two articles as well as the information they received on the topic from the Russian e-pal. After that, working in small groups, students are required to record a podcast, examining Russian and American gender roles, possible shifts in the recent decades, and possible historical and political causes of these shifts.

Students also create an Instagram account in Russian on the cultural or social topic of the interest related to the Russian and post-Soviet world and maintain the account throughout the semester by making posts in Russian and commenting on each others' posts to expand their vocabulary on the topic of interest. Since students acquire an extensive knowledge on the topic by the end of the semester, students are encouraged to use this topic for their final oral presentation in the course.

Throughout the course, students receive a number of homework assignments that introduce them to the cultural intricacies of the larger Russian community, such as signs and gestures. At home, students are asked to read and watch a video about Russian gestures to evaluate the importance of non-verbal communication in a foreign culture. In class, we discuss other gestures and signs that might be misinterpreted by English and Russian speakers who are not aware of these cultural differences.

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.*

Following the Beginning Russian course, Intermediate Russian offers opportunities for students to develop the basic communicative skills of listening, speaking, reading and writing in practical, everyday situations, such as discussing their families and hobbies with a Russian host family, going to a doctor, describing their hometown to a Russian friend, etc. Students will also continue to develop their sense of personal and social responsibility through comparison and contrast of American and Russian cultural perspectives. Each of these assignments leads directly into our Russian language unit on the same issue. Four cultural assignments in the course are designed to help students set the problems pertaining socio-political and cultural issues in Russian and post-Soviet world, acquire data from various sources and perspectives, critically evaluate the evidence, and defend their own argumentative point of view on the topics, such as gender roles, health care, and cultural heritage. Half of the culture assignments suggest collaborative work among students to create analytical podcasts on the assigned topic after carefully examining the data and receiving a more personal perspective on the issue from conversations with their Russian e-pals. The other half of culture assignments has a community-service element of creating practical brochures for the Albuquerque community: one is made for the new immigrants in the local Russian diaspora, explaining the differences between Russian and American healthcare; and the other is made for American tourists interested in artistic and literary heritage of Russia. Students are required to evaluate and select the information that has the most practical value for the purpose of the brochure.

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.*

NA

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.

Communication is the foundation and essential skill for the Intermediate Russian course. From basic communicative concepts, students transition to more complex practical everyday situations and learn how to hear, speak, read, and write Russian at an intermediate-low level. Throughout the course, students' progress is assessed in various ways: by initiating and maintaining a dialogue with a partner, by suggesting a solution to a problem described by a Russian speaker in a video or an email, etc. During the course, students are exposed to and are producing different genres: articles, essays, podcasts, videos, and others. For instance, in the culture assignment on differences in Russian and American healthcare, students are asked to read and critically evaluate the pros and cons of each healthcare system. After that, they are required to identify the most significant differences and intricacies to help Russian immigrants understand the American healthcare system by comparing and contrasting it with the Russian one. In the culture assignment on Russian gender roles, students are expected to critically evaluate the information in two articles as well as the information they received on the topic from the Russian e-pal. After that, working in small groups, students are required to record a podcast, examining Russian and American gender roles, possible shifts in the recent decades, and possible historical and political causes of these shifts.

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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.

NA

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

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

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



Date

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

RUSS 2110 Culture Assignment 1 Gender Roles in Russia

Filename: RUSS_2110_Culture_Assignment_1_Gender__fe9nZjS.pdf Size: 461.1 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: 0000001132

Summary

ID: 0000001132

Status: Under Review

Last submitted: Mar 24 2020 12:24 PM (MDT)



Application Form

Completed - Mar 24 2020

Application Form

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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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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.****

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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

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Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

Chief Academic Officer

Name	Natalie Gillard
Email	natalieg@mesalands.edu

Registrar

Name	Dr. Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ART
Number	261
Title	Art History
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	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>)

Identify major artworks from a variety of regions and time periods.

Investigate the methods of producing various works of art.

Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.

Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.

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.

Distinguish the elements and principles of design and explain how they are being used in a given piece 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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 communicate effectively by first writing a 3-4 page research paper as well as a 1-2 page critique on a classmate's paper after pair-based peer review. The research paper will be written in a sociocultural theoretical lens as a strategy for understanding the message. The critique will focus on seeking the main argument and either supporting or refuting the solution given with qualified well evidenced examples. Students will also orally present on the topic of their papers supported by digital image-based presentations thus demonstrating genre and medium awareness. Students are instructed to write in a scholarly tone using appropriate vocabulary and proper citation to produce their arguments. Students will integrate the critiques of their peers into the production of their final presentations.

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 clearly describe the background specifics of their chosen site, monument, or art object facing threat of decontextualization both identifying the specifics of the problem and describing the surrounding historical setting. Using proper citation students will gather evidence to give a balanced overview of the topic considerate of the different sides of the issue. Students will create an annotated bibliography, explaining the relevance of their gathered information. Through a peer review generated critique, students will better differentiate fact from opinion and discern the strengths and weaknesses found in their positions. Finally, students will formulate a conclusion based on supplied and well reasoned evidence in their summative presentations that offers a potential solution.

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.

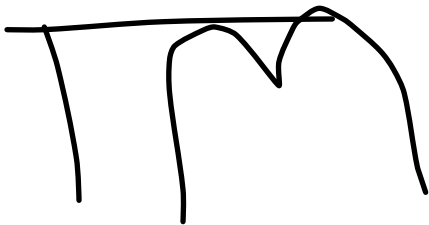
Students evaluate personal and social justice issues like reappropriation, stewardship, art theft, eurocentrism ... etc. as they relate to the historical context of their chosen site, monument, or art object. Through peer review-based critique, students will compare multiple solutions on a sociocultural level to demonstrate intercultural reasoning and competence. Students will attempt to find practical and just solutions to issues like threat of heritage loss in third world countries due to imperialist looting, or impact of iconoclastic damage to world heritage sites due to acts of terrorism. Students will propose ethical solutions to their chosen issue after considering perspectives from all sides via in-depth research and peer discussion. Using a sociocultural lens, students will ultimately discern sociopolitical, economic, and cultural factors involved in the issues chosen.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



Date

Mar 24 2020



Upload Assessment

Completed - Mar 24 2020

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

Sample assessment ARTH 2110

Filename: Sample_assessment_ARTH_2110.pdf Size: 410.9 kB



Upload Rubric

Completed - Mar 24 2020

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

ARTH 2110 Rubric

Filename: ARTH_2110_Rubric.pdf Size: 374.3 kB

Application: 0000001056

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001056

Status: Under Review

Last submitted: Mar 12 2020 12:17 PM (MDT)



Application Form

Completed - Mar 12 2020

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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Theatre

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	THEA
Number	1130
Title	Introduction to Film
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	THEA
Number	1130
Name	Introduction to Film

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 describe basic film terms, forms, methods, and concepts.
2. Identify and analyze the significance of film historically, culturally, and worldly.
3. Analyze and evaluate the aesthetic, structural, and thematic aspects of film.
4. Analyze and critique films.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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 - From the beginning of the course, students view, discuss, and analyze various films which will include both recognized "important" examples as well as contemporary popular films (provided by streaming commercially and through our library services) in order to determine genres and categories, movements, and contexts, considering all of the features that make them unique or typical within the categories. Strategies for Understanding and Evaluating Messages- Is addressed by learning the language and conventions of film, those that operate through established aesthetic principles and those that are inculcated in the culture through the viewer's experience with film. These are important for understanding the intended audience, ideological basis, and explicit/implicit messages of the film. Evaluation and Production of Arguments- Critiques of each work are created by students working separately and in groups that will describe genre, movement, subtext, and message, and how those characteristics are served by design, cinematography, sound, screenplay and performance. Since film, as with any work of art, is experienced with a different point of view for each person, these critiques will form a basis for discussion. Assessed through a group project focused on the use of film language, conventions and symbols (Contrarian Analysis).

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.

Active and informed viewing and appreciation of film is based on Problem Setting, which can take the form of determining a number of attributes and judgements that could include the message of the film (implicit or explicit), genre, quality, or cultural context. Evidence acquisition, in addition to the viewing of the film, would also include researching popular and scholarly writings on the particular film work, and about the movement or genre to which it belongs. Since all of this writing, and, for that matter, the student's interpretation is affected by the context and motivation of the viewer/writer, Evidence Evaluation takes the form of, first identifying biases, then reaching a conclusion (Reasoning/Conclusion) based on the evidence and the known biases of the sources of the evidence. None of the processes are definitive or discrete, and it is to be expected each film would raise a number of problems worth investigating, and that the conclusions would, inevitably lead to other problems. Ultimately, the goal is to understand films as a product of the cultures and times that produce them as the motivation for the artifice used to express point of view and message. . Assessed through a group project focused on the use of film language, conventions and symbols (Contrarian Analysis) aspects that focus on point of view, intended audience, and filmmaker bias.

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.

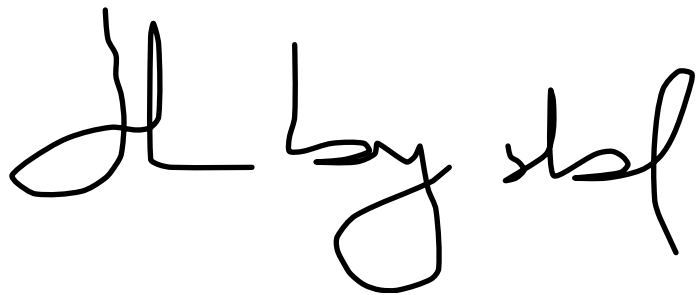
The study of film is uniquely suited to the component skills of Intercultural Reasoning and Intercultural Competence, and Ethical Reasoning, since every film invites us into worlds to which we would not ordinarily have access, including imaginary ones which resonate with real-world cultures. This is part of the discussion and analysis of every film to understand its cultural context and the point of view of, not only the protagonists, but also of the filmmakers. Ethical reasoning is similarly part of the analysis of the work as the students consider questions of fairness, culpability, and whether the filmmaker effectively makes the case for the wrongness or rightness of the outcomes. Additionally students must consider the implications of the broader outcomes of the film, for example, is the success of a sympathetically-portrayed anti-hero satisfying for the viewer, but ultimately destructive for society? Are the protagonists behaving in a way that is economically and environmentally sustainable in our world or in the world portrayed in the film? The consideration of Civic Discourse, Civic Knowledge and Engagement comes from the acknowledgment that, as public art, films inevitably become part of the discussion around virtually all social issues and are frequently part of the rhetoric used to persuade. As such it must be considered whether or not the work is a positive force for civic engagement or merely a tool for manipulation. Collaboration Skills, Teamwork and Value Systems are addressed in group assignments that require the (documented) contributions of all team members, and who must, not only contribute appropriately but also respect and embrace the contributions of others while offering appropriate criticism. . Assessed through a group project focused on the use of film language, conventions and symbols (Contrarian Analysis), aspects that look at “real world” ethics and how film can be used to create entire ethical frameworks.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

THEA 1130 (113) Assessment

Filename: THEA_1130_113_Assessment.pdf Size: 127.8 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: 0000001117

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001117

Status: Under Review

Last submitted: Mar 18 2020 06:25 AM (MDT)



Application Form

Application Form

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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1140
Title	Music Appreciation: World Music
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	MUSC
Number	1140
Name	Music Appreciation: World 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.

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. Develop a vocabulary of musical terms, and be able to describe music using those terms
2. Demonstrate knowledge of composers, their music and their relationship to historical periods
3. Recognize how music played and plays a political, social, and cultural function
4. Identify well-known pieces and the historical and social context in which they were composed
5. Demonstrate basic understanding of music notation and musical communication.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Two primary components of student development of Genre and Medium Awareness in MUSC 1140 include aural identification, and comprehension of musical instruments and ensembles, general style characteristics from each of the eras, major composers and corresponding masterworks. Students will demonstrate aural Genre and Medium Awareness through in-class listening examples, aural identification exercises, concert reviews, quizzes, and exams. Students will demonstrate intellectual knowledge of Genre and Medium Awareness through class lectures, class discussions, small group sessions, written assignments (concert reviews), quizzes and exams.

Applications and Versatility/Strategies for Understanding will be documented through aural recognition of musical instruments, genres, styles, and masterworks through score reading and identification, class discussions, small group activities, concert reviews, quizzes and exams. Listening exercises are done in each class and focus on at least one major work of each composer. Excerpts of the music are found in each student textbook and form, melody, harmony, phrasing etc. are noted, observed, and discussed after each listening.

Evaluation and Production of Arguments will be demonstrated by class lecture discussions and small group sessions. These sessions will focus on major composers, genres, stylistic traits, and compositional techniques in addition to any influences from other arts, cultures, and socio-historical events. Students will discuss their observations and demonstrate their knowledge within class lectures, small group settings, written concert reviews, quizzes, 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.

Critical Thinking is vital to the development of student learning. In music identifying elements include character (personality), tempo (speed) and dynamics (volume levels) all in varying degrees for each example and students will develop the aural and intellectual skills to recognize, interpret, and properly evaluate.

Critical Thinking will be addressed at several levels and learning modes. Problem Settings occurs when the students are introduced to basic musical terms and are exposed to the basic knowledge and aural awareness of different musical genres and the overall style characteristics of notable World Music composers. This will assist in establishing the base knowledge upon which critical thinking and informed decisions and eventual evaluations will be made. Evidence Acquisition occurs in class lectures discussions of terms, concepts, composer biographies, masterwork listening, score study, and primary sources reading.

Evidence Evaluation will include class discussions, small group sessions, and listening reviews to communicate awareness and effective identification and comprehension of musical terms, cultures, social influences, notable musical instruments, melodic, harmonic and tonal development; genres, styles, composer masterworks. By examining and aurally observing, comparing, and contrasting the material, students will come to effective and well-founded decisions based on their own deductions and through critical thinking, evidence acquisition, and evaluation. Reasoning and Conclusion will be assessed by written quizzes, exams, concert reviews, and listening 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.

Personal and Social Responsibility transcend all levels of academic, economic, social, and cultural development. Introductions to a variety of cultures, socio-economic situations, social philosophies, historical events, and diverse experiences, among others, assist to broaden the students' worldview and overall awareness. Recognizing, discussing, and increasing student mindfulness of these many facets in both individual and collaborative situations is a focus.

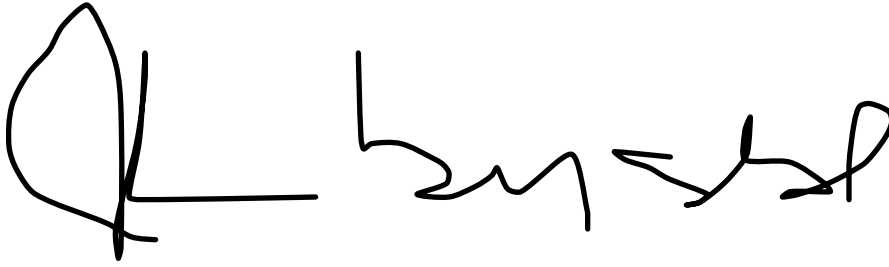
Intercultural reasoning and competence will occur through the discussion and examination of societal events and expectations, notable cultural developments, and the socio-economic effects on composers, genres, and mediums. The Sustainability of the natural and the human worlds through art, personal expression, creation will be evidenced through class lectures and discussions, music, recordings, concert videos, and review of primary source documentation. Ethical reasoning and the expectation of, will be demonstrated with the personal and professional relationships within the class: the ethical treatment of the students by the professor, respectful peer relations, and equal respect and responsibility between the professor and the student body. Collaboration skills, teamwork, and value systems can occur when observed in the students' written concert review. Being that music is a collaborative art, the relationship between fellow performing musicians and also the performing musicians and the live audience is one of importance to create a unified and musically satisfying experience for both the performers and the audience. Civic discourse, knowledge and engagement are topics that also can be noted in the written concert reviews in the form of program note comprehension, repertoire selection and programming.

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Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC 1110 1120 1130 1140 Music Appreciation Concert Review

Filename: MUSC_1110_1120_1130_1140_Music_Appreci_nTopp0T.pdf Size: 88.6 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: 0000001105

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001105

Status: Under Review

Last submitted: Mar 13 2020 09:37 AM (MDT)



Application Form

Completed - Mar 13 2020

Application Form

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Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Physical Sciences

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	CHEM
Number	2310L
Title	Quantitative Analysis Laboratory
Number of credits	1

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	CHEM
Number	2310
Title (if applicable)	Quantitative Analysis

New Mexico Common Course Information

Prefix	CHEM
Number	2310L
Name	Quantitative Analysis Laboratory

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>)

None provided in HED document

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. Appreciate, understand and practice concepts associated with laboratory safety.
2. Perform accurate and precise analysis in the field of analytical chemistry.
3. Do statistical analysis and evaluate repeatability of obtained results.
4. Present experimental results in laboratory reports of appropriate length, style and depth.
5. Identify, properly use, and care for equipment and supplies used in analytical laboratory.
6. Develop wet chemical lab skills, efficiency and planning of experiments.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

For most laboratory determinations, students will be given their own, unique unknowns purchased from a commercial vendor. They are asked to use a provided, generic description to formulate their own experiments. Then they collect and analyze data and report their results, which will be compared with the vendor's data. Students will demonstrate Problem Setting when defining their problems. Students will demonstrate Evidence Acquisition and Evaluation when working out their procedures for data collection and when processing their data for data credibility, respectively. Students will demonstrate Reasoning/Conclusion when required to discuss their results in details and to draw a scientifically sound conclusion based on their arguments and evidence.

Critical Thinking will be assessed on their unknown report cards and their written lab reports.

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 will regularly need to communicate/represent their quantitative information graphically and in written lab reports. Students will regularly use their quantitative analysis knowledge, both the principles and methodologies, to interpret their findings. Students will regularly apply quantitative models to real-world problems, such as acid-base titration, complexation titration, redox titration, gravimetry, spectroscopy, and chromatography.

Quantitative Reasoning will be assessed on their written lab reports.

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 addition to determining the unknowns independently, the students will be also assigned several team projects, such as spectroscopic, chromatographic and electrochemical, throughout the course. For the team projects, they work together to understand the theory, design the experimental protocols, and assign the duties making use of individual strengths in meeting group objectives. Each of them then carries out a part of the experiment, and shares their data within the whole group. Each team project is culminated in either a written group report or a joint presentation.

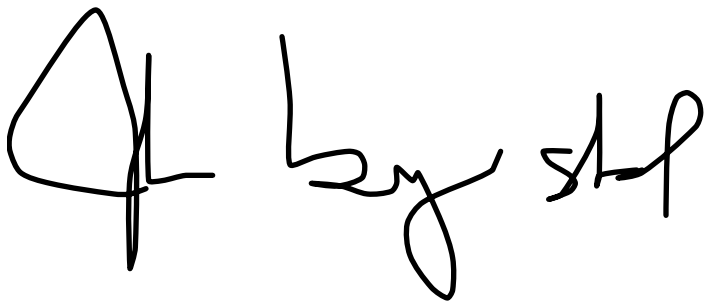
Personal & Social Responsibility will be assessed in a written group report and/or a joint oral presentation for the component skills of Teamwork and Civic Discourse.

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www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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Date

Mar 13 2020

Upload Assessment



Completed - Mar 13 2020

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

ENMU-P CHEM 2310L Quantitative Analysis Lab Assessment

Filename: ENMU-P_CHEM_2310L_Quantitative_Analysi_r7DgV0O.pdf Size: 237.8 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: 0000001054

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001054

Status: Under Review

Last submitted: Mar 12 2020 11:48 AM (MDT)



Application Form

Completed - Mar 12 2020

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	ART

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ARTS
Number	1810
Title	Jewelry and Small Metal Construction I
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	ARTS
Number	1810
Name	Jewelry and Small Metal Construction 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. Apply basic jewelry fabrication techniques (such as: piercing, cold connections, soldering, metal forming, casting and stone setting) to complete projects. 2. Create design sketches of the objects prior to fabrication. 3. Demonstrate knowledge of materials and safe practices for making jewelry, as well as small functional and non-traditional objects. 4. Analyze projects through critiques, oral presentations, and discussions.

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. Develop the ability to create finely crafted objects for ornamentation. 2. Demonstrate technical competency with both ferrous and non-ferrous metals. 3. Develop a working knowledge of metallurgical properties of non-ferrous and ferrous metals. 4. Demonstrate a working knowledge of the processes involved with non-ferrous manufacturing and casting. 5. Demonstrate an exceptional understanding of the safety concerns when working with the equipment and chemicals involved in the manufacturing of jewelry. 6. Develop the ability to research ideas, forms and esoteric technical approaches to manufacturing.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 content for this course is introduced with a practical application video which touches on design and aesthetics as well as addressing the hands on techniques. This essential skill will be addressed and developed through one on one discussion of alternative ideas during the fabrication process and through class critiques discussing options and alternatives on finished pieces. Discussion will encourage the use of art vocabulary – i.e. the elements and principles of design as well as the jargon associated with jewelry/metal working, rolling, soldering, forging, annealing, tempering, hardening, and casting. Lectures and assigned readings will be utilized. Class discussions and individual critiques will be used as well. Student learning will be assessed through a written quiz.

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.

Art is a process of decision making – choices during fabrication. Evaluating choices after the decisions are made becomes the basis for critiques along with the aesthetic concerns. Fabrication choices may lead to negative effects which need to be addressed – metal surfaces with unwanted scratches, cracks, casting flaws due to errors in preparation of wax and flasks, solder joints with gaps, sharp edges and corners. Examination of the finished pieces will illustrate both positive and negative aspects which can be corrected or reinforced with subsequent pieces. Student learning will be assessed through observation of techniques and evaluation of competency and skills as a result of the decision making process.

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.

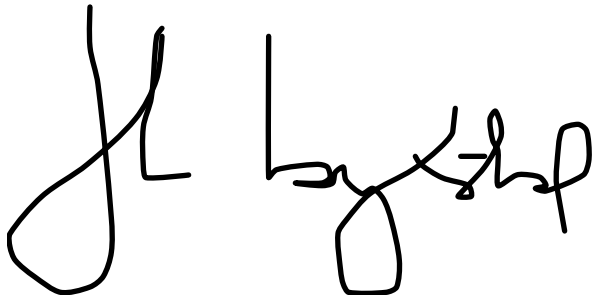
Jewelry is a worldwide art form. It evolved out of the urge to go beyond pure function and has grown to embody pure aesthetics as one of its many aspects. In this vein, the “content” of much of contemporary jewelry involves communication of ideas as does art in general. “Conceptual” is the term applied to art which is based on visually communicating ideas which go beyond the visual aesthetics of the work. The ideas communicated can be personal or political, cultural or historical, depending on the maker. These statements and may touch upon the history of personal contemporary culture or historical antecedents of the individual race/culture. Student learning will be assessed through discussion of material choice, application of historical/cultural approaches and demonstrated understanding of the techniques.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nic3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENMU ARTS 1810 - Jewelry and Small Metal Construction I Assessment

Filename: ENMU_ARTS_1810_-_Jewelry_and_Small_Met_dh3TDVV.pdf Size: 570.9 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: 0000001008

John Boggs - boggsj@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001008

Status: Under Review

Last submitted: Jan 28 2020 02:22 PM (MST)



Application Form

Completed - Jan 28 2020

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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Registrar

Name	Sherri Schaaf
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	2340
Title	Introduction to Creative Nonfiction Writing
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	ENGL
Number	2340
Name	Introduction to Creative Nonfiction Writing

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. Engage in a constructive conversation and community about creative nonfiction.
2. Read and critically engage with a variety of creative nonfiction works.
3. Compose creative nonfiction.
4. Provide respectful, honest, and critical feedback to peers on their work.
5. Learn a language that provides groundwork for workshop structure and peer critique.
6. Revise creative work based on peer feedback and critique.
7. Develop thoughtful workshop reflection on students' own writing and writing process.
8. Evaluate and engage with the publication process.

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. Learn the elements of Creative Nonfiction writing and the attributes that an effective writer of Creative Nonfiction needs to be successful.
 - a. Study and understand the component genres of Creative Nonfiction—travel, nature, memoir, personal essay, social commentary, science, history, etc.—and learn what makes each unique.
 - b. Learn and demonstrate mastery of the various attributes of a writer of Creative Nonfiction— literary voice, keen observer, personal interaction with and empathy for the subject, openness to experience, among others.
2. Read and think creatively about selected Creative Nonfiction texts, analyzing elements, genres, styles, and organizational techniques and interpreting meaning.
 - a. Read representative essays from the various genres of Creative Nonfiction, identifying key elements and themes.
 - b. Make connections, draw conclusions, and interact with ideas presented in reading selections.
 - c. Understand the creative elements of style, voice, and organization that are evident in the readings.
 - d. Distinguish the differences in meaning and approach among the different genres.
3. Generate creative and meaningful essays that reflect an understanding of the genres and the attributes of a writer of Creative Nonfiction.
 - a. Write creative essays in various genres of Creative Nonfiction that reflect an understanding of the elements of each genre.
 - b. Write creative essays that demonstrate the attributes of a successful writer of Creative Nonfiction.
 - c. Write essays that analyze assigned readings and draw connections among them.
 - d. Understand and apply standard conventions of writing (spelling, grammar, punctuation, usage, diction, syntax).
4. Interact collaboratively as a means of sharing creative ideas and writing styles and of extending experience.
 - a. Participate actively with respect and honesty in all group discussions.
 - b. Share ideas and analysis of assigned readings to extend understanding.
 - c. Participate in the positive critique and evaluation of the creative writing of fellow students.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 awareness is one of the primary foci in this course. Both San Juan College course outcomes 1 and 3 specifically mention genre, and the entire course is centered around reading and writing in different creative non-fiction genres that include travel, memoir, social commentary, interviewing, nature/environment. This approach develops genre and medium awareness, application and versatility, and strategies for understanding and evaluating messages. The course is arranged by genre, and each week, students study either a specific genre or a writing technique, read essays that exemplify the designated genre or technique, write short samples in that genre, then develop a longer piece.

For example in the week that covers nature writing, students learn about writing techniques that are specific to this genre of writing, then read several different essays by nature authors. One example is "Walking," by Linda Hogan. Students then answer the following questions about her essay:

1. What theme or themes of nature writing are evident in Hogan's essay?
2. What is the main point she is making about nature and life?
3. Consider the stylistic aspects of the essay--discuss her sentence structure, her use of figurative language, her use of imagery, and any other points you'd like to make.
4. For a short essay, Hogan certainly covers broad subjects; how effective is the essay? Does it succeed in engaging your interest and providing interesting (challenging?) material?

They then read 2 other nature-themed essays and compare/contrast these essays to Hogan before and complete two short writing assignments on nature writing before writing their own short nature-themed essay. This strategy is reiterated throughout the course in a variety of genres including memoir, travel, profile of place and person, social commentary, etc.

Students also spend significant time in this course on writing strategies such as organization, imagery, sentence variety and word choice, which helps them gain a vocabulary to apply to essay analysis and their own writing, thus developing medium (creative non-fiction in this case) awareness. Peer review occurs throughout the course whereby students share their written work and give and receive feedback on their writing using these terms. This teaching approach also facilitates the communication outcome because of the focus on developing strategies for understanding and evaluating messages/production of arguments.

In addition to the large portfolio assignment (attached as sample assessment), students complete short writing assignments that they share with 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.*

San Juan College course outcome 2 (which aligns with NM State Outcome 1 and 2) states that students “read and think creatively about selected Creative Nonfiction texts, analyzing elements, genres, styles, and organizational techniques and interpreting meaning.” They do this by reading a variety of non-fiction essays and analyzing/evaluating them, and identifying key elements and themes. Students write about voice, style, and organization in these essays, and then apply these same strategies to their own writing. Throughout the course, students are evaluating the texts (which are evidence) and drawing conclusions about them. Students read between 15-20 non-fiction essays in the course and apply their analytical skills prior to writing their own creative work.

For example, in one unit assignment, students read two different essays and answer the following questions:

- How does each essay reflect the key elements of creative nonfiction?
- Do the writers of each essay show some/all of the attributes of a writer of creative nonfiction? How? In what ways? Give examples.

- How does each author use imagery?
- Compare the organizational approaches to the two essays
- Consider writing style--differences? similarities?
- Are these essays both successful examples of creative nonfiction writing?

Another assignment on writing about people asks students to

- How does each author evoke the people they are writing about? Be specific by providing evidence from the essays.
- Do you get a good sense of the people--are they tangible? Give evidence from each essay to support your response.
- Analyze the authors' stance toward the people they are writing about. Support your answer with evidence from the essays.

The above questions exemplify how students apply critical thinking to their reading and writing in the course and are a model for the course organization. Once students have acquired the knowledge of writing style/technique through analysis of authors' essays, they draw conclusions and use reasoning to apply the same techniques to their writing. For example, after analyzing creative non-fiction essays about people, students are asked to "focus on a scene that includes a person you do not know; engage them in conversation if you wish, or simply be a keen observer. Write a brief essay (approximately 500 words) that evokes the place and especially the person. Use descriptive language, sensory detail, color, and atmospheric and other strategies that the authors we read this week used in their writing to make the person and the scene come alive."

Organization of different pieces of writing is also a focus in the course, and students engage in numerous writings and analyses of organizational structure and apply them to their essays.

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.

This course promotes intercultural reasoning and competence by having students read and analyze a variety of essays that represent different authors, cultures, and places, that focus on the human and natural worlds. Examples of these essays include "The Birthing Rock," by Terry Tempest Williams; "The

Search for Marvin Gardens, by John McPhee; “Where Worlds Collide,” by Pico Iyer; excerpts from A Place Called Home, by Reyna Grande; “Befriending Barbie,” by Shari Caudron; “Beyond the End of the Road,” by Laurence Gonzales; “Animal Allies,” by Brenda Patterson; and an excerpt from Voyages to Paradise, by William Gray. While individual instructors may change the essay requirements, there is a focus on using essays that represent a variety of places and cultures to facilitate the outcome of personal and social responsibility.

Sustainability of the natural and human worlds is explored in the units on writing about people; writing about place, social commentary, history/biography/science, and nature, whereby students read essays, then write and share small examples that are modeled after the essays. For example, in the unit titled “Evoking people,” students read “The People on the bus,” by Adam Gopnik and “Going to the Movies,” by Susan Allen Toth, analyze these essays and comment on them. They then look at photos of people from different places (in one course, these photos are from an Alaskan Native village) and write descriptive sentences that capture the people portrayed in these photos. These brief descriptions are shared with classmates, thus generating discussion and awareness of different viewpoints and interpretations. Finally, students write a longer piece about a person or people they’ve encountered, which, again, are shared with classmates to foster understanding of different perspectives and cultures as well as civic discourse.

The social commentary unit is arranged much in the same manner as the Evoking People unit; however, students engage in social commentary, which fosters civic knowledge and engagement. The blend of reading model essays and sharing personal essays fosters civic discourse and knowledge on a local and global level.

Students collaborate throughout the course by engaging in discussion on the model essays, sharing their work and giving feedback on it, and by working on collaborative and individual creative non-fiction to submit to the college’s literary magazine. Example peer review instructions from one assignment are “Read and respond to two students’ writing by offering specific feedback on their essays. Aim to write at least two paragraphs of feedback. In reacting to the essays of your teammates keep in mind the following critical elements--virtually all should be present:

- strong lead that grabs attention and works to introduce the subject
 - nut graf that effectively transitions from lead to body and indicates purpose and direction
 - organization that is clear and effective with good transitions from area to area
 - quality ender that uplifts the essay and has significance and meaning
- attributes of a writer of creative nonfiction that we have covered all semester
- craft: sentence variety, figurative language including imagery, good diction, active voice, strong verbs,

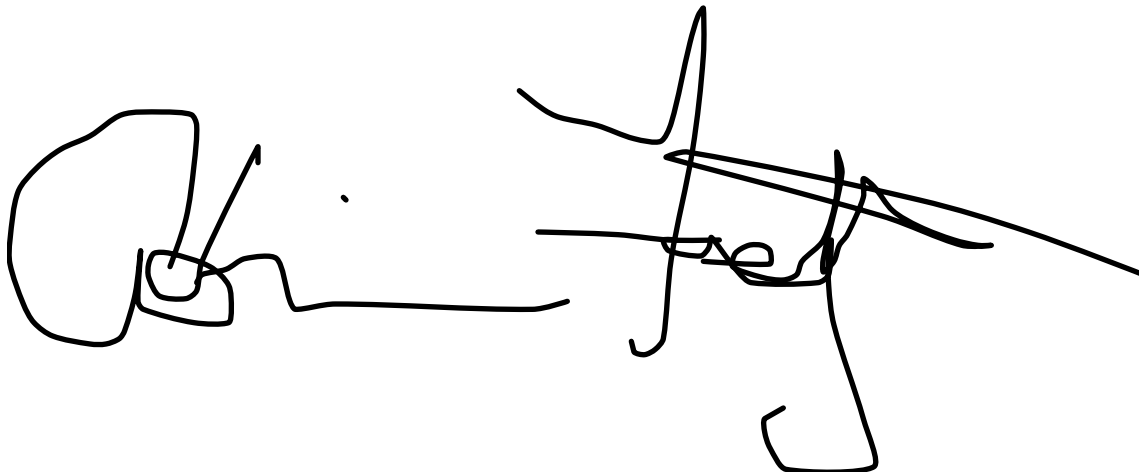
avoidance of the verb "to be," among other things

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf)

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

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Date

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

Creative non-fiction portfolio assignment

Filename: Creative_non-fiction_portfolio_assignment.pdf Size: 138.9 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: 0000001079

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001079

Status: Under Review

Last submitted: Mar 12 2020 02:46 PM (MDT)



Application Form

Completed - Mar 12 2020

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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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.
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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
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Registrar

Name	DeLynn Bargas
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	SPAN
Number	2210
Title	Spanish for Heritage Learners III
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	SPAN
Number	2210
Name	Spanish for Heritage Learners 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.

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. Interpersonal Communication: Students can exchange information on a wide variety of familiar topics in which the students use appropriate vocabulary to describe their daily lives, narrate events in the past, describe future events, and present a simple hypothetical situation with some degree of ease and confidence.2. Written expression: Students can produce writing in the target language that state their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.3. Interpretive listening: Students can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.4. Interpretive reading: Students can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational and fictional texts.5. Critical cultural awareness: Students can recognize and explain some of the issues facing bilingual communities in accordance to the instructor expertise and articulation with previous and subsequent courses.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

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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. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion

Students will be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Critical thinking, these are the component skills expected to be a developmental focus for the class:

Problem setting: In their final oral presentations, students develop a general thesis that generates a research question dealing with specific cultural dilemmas, or particular comparative aspects between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds. These questions allow students to argue for positions around local or global problems in communication, interaction, and generally operating across cultures and languages. This work engages students in issues of identity, societal norms, and the evaluation of communication/interaction strategies.

Evidence Acquisition: Final oral presentations require that students collect data (information, qualitative evidence, and conclusions from previous work) to address the research on their questions of interest and organize it in order to present it as evidence of the issues that are relevant to their questions of interest. They then create either a visual presentation or a document to share during a presentation to the class and their instructor. Suggested sources are textbooks, research articles, qualitative interviews, and established media sources.

Evidence Evaluation: In final oral presentations, students present the data and provide legitimacy for the information and their conclusions by critically describing and evaluating the sources and the veracity of the statements and potential conclusions that may emerge from the data. Evidence can be sourced in any language but students must critically evaluate the translation of the sourced evidence.

Reasoning: In final oral presentations, students will utilize the evidence to argue their positions or conclusions for the research questions being evaluated. Students must make a direct connection between the insight provided by the evidence and the points being argued and should evaluate both sides of any questions to provide a nuanced conclusion during their presentations.

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 be evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Intercultural Reasoning and Intercultural Competence: Final oral presentations will address specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds, engaging evaluations of social justice, and personal, corporate , or government responsibility, across cultures. This discussion should allow them to more adeptly address people in the target culture.

Civic Discourse, Civic Knowledge and Engagement (Local and Global): Final oral presentations will allow students to demonstrate their ability to discuss how different values or cultural practices may affect the target culture and the interaction with or specific solution of civic problems within that target culture. Comparing how similar and dissimilar issues facilitate or hinder civic discourse, growth, and interaction in their culture, they may be able to find bridging ideas or solutions that make the more locally and globally adept at civic engagement and demonstrate it in their presentations.

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 evaluated for progression in their learning outcomes through the activities and performance in a Final Oral presentation for the class. In terms of Personal and Social responsibility, these are the component skills expected to be a developmental focus for the class:

Authority and Value of Information: The final oral presentation allows students to demonstrate their understanding of information as produced by individuals and social structures and the implications about how particular social interests may exert authority by promoting information that represents source specific motives. Recognizing sources and their potential motives as needed allows students to develop their research voice by adequately citing and attributing meaning to the information they use.

Digital Literacy: The final oral presentation allows students to demonstrate their development in the use of digital tools for data acquisition, evaluation, and presentation. Students should demonstrate their ability to use adequate digital vocabulary, and video or image materials to support their arguments and engage their audience.

Research as Inquiry: The final oral presentation should demonstrate students ability to clearly set boundaries for their projects and define their scope. Clear thesis development, a solid formulation of questions and arguments that are relevant to the language and cultural space of the target cultures (i.e., Spanish, Hispanic, Latin) should be evident at the adequate level of development for the class. Students should understand the contributions and limitations of their findings and conclusions.

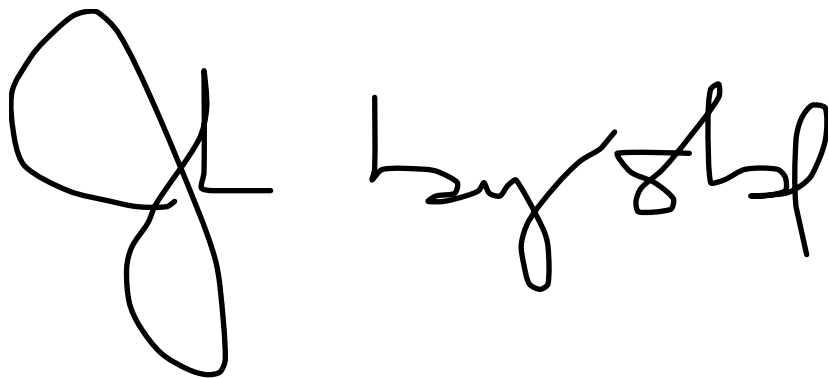
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

[www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

[highlight=WyJhc3Nlc3NtZW50II0=](http://www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=)

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

SPAN 2210 (105) Assessment

Filename: SPAN_2210_105_Assessment.pdf Size: 129.2 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: 0000001089

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001089

Status: Under Review

Last submitted: Mar 12 2020 04:58 PM (MDT)



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.
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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	History, Social Sciences, and Religion

Chief Academic Officer

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Registrar

Name	DeLynn Bargas
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	GREK
Number	1120
Title	Greek II
Number of credits	4

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	GREK
Number	1120
Name	Greek 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. Build upon a basic knowledge of Greek grammar. 2. Build upon a basic-level Greek vocabulary. 3. Read and understand short, basic, and authentic Greek texts. 4. Accurately translate short, basic, and authentic Greek texts. 5. Develop knowledge of grammar and vocabulary to analyze authentic Greek texts. 6. Obtain an enhanced understanding of the historical development of the Greek language. 7. Identify patterns of cultural behavior or customs in the Hellenic world. 8. Be able to discuss a variety of issues related to the Hellenic culture.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Through reading and translating exercises (see attached), students learn about problem-setting by participating in discussions about, answering questions about, and delineating some of the problems encountered in rendering a dynamic (as opposed to wooden literal) interpretation of authentic Greek texts. Students will practice identifying particular problems with translations.

Students learn evidence acquisition through acquiring the evidence necessary to address the problems encountered in rendering a dynamic (as opposed to wooden literal) interpretation of authentic Greek texts. This includes searching out authoritative information about translational difficulties, which has them practice evidence evaluation.

Students will encounter examples of variant Greek texts, and continue to develop their strategies for evaluating the credibility of variant texts; they will learn to reach a reasoned conclusion about the best translation of a text given the difficulties and ambiguities of the language. Students evaluate the data they acquire for credibility, reliability, and bias, and become more aware of their own personal assumptions as they study and discuss variant readings of authentic Greek texts. Students practice developing well-informed and reasonable evaluations of the messages transmitted by authentic Greek texts. Students will also learn evidence evaluation by participating in discussions about, and evaluating the reliability of the sources used to reconstruct Greek texts.

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 and competence by discussing, and evaluating various examples of multicultural, cross-cultural and intercultural reasoning as found in authentic Greek texts, eg. Acts, chapters 15 & 16, Acts 21:37-22:2, 22:24-30, and Philemon. Students will identify the values held by the writers of those texts, and how they are particular to the Greek culture of the time. Students learn ethical reasoning through the study, translation, exegesis and discussion of a variety of Authentic Greek texts which demonstrate personal and/or mutual accountability, eg. Philemon. Students will study, translate, exegete and discuss a variety of Authentic Greek texts which present a wide range of ethical perspectives. From this they will discuss and propose ethical solutions to a variety of current situations. For example, students read, study, translate and discuss examples of authentic Greek didactic and/or oratorical texts from a variety of authors of different ethnicities and perspectives. They identify the ethics, values and beliefs of diverse authors. From this they practice developing strategies for working with their own perspectives and ethnocentrism, and with those of others through essay assignments.

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 continue in the responsible use of library resources, and will demonstrate their abilities by the use of an appropriate citation style and proper attribution of sources through assignments requiring them to justify their translational decisions. Students develop their facility in using resources for the study of Greek texts (dictionaries, analytical lexica, enchiridia, etc.) and will demonstrate their progress through preparatory exercises and notes compiled in preparation for the translation and exegesis of authentic Greek texts. Students will learn about the authority and value of information in their translational decisions and justifications.

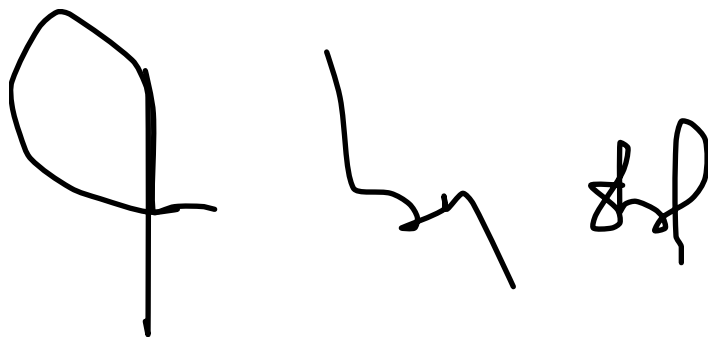
Students will develop their abilities for the effective and responsible use the Internet for language resources (videos, texts etc.) and will demonstrate their fluency in using current tools for the collection and communication of information through an assignment requiring use of such resources in translation. Students will be given an introduction to using online resources for more advanced Greek studies, eg. La Parola <http://www.laparola.net/greco/index.php> ; Perseus <http://www.perseus.tufts.edu/hopper/> Students will develop their ability to use Polytonic Unicode Greek fonts for ancient Greek (as distinct from modern Greek), and will demonstrate their fluency by completing at least one assignment calling for word-processing of an ancient Greek text, by choosing, installing (if necessary), and using an appropriate Polytonic Unicode Greek font.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

GREK 1120 Sample Assessment

Filename: GREK_1120_Sample_Assessment.pdf Size: 211.3 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: 0000001021

John Boggs - boggsj@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000001021

Status: Under Review

Last submitted: Jan 28 2020 02:22 PM (MST)

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
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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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

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Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	2320
Title	Introduction to Fiction Writing
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	ENGL
Number	2320
Name	Introduction to Fiction Writing

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. Engage in a constructive conversation and community about fiction.
2. Read and critically engage with various works of fiction.
3. Compose creative works of fiction.
4. Provide respectful, honest, and critical feedback to peers about their work.
5. Learn a language that provides groundwork for workshop structure and peer critique.
6. Revise creative work based on peer feedback and critique.
7. Develop thoughtful workshop reflection on students' own writing and writing process.
8. Evaluate and engage with publication process.

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. To examine the elements of fiction writing
2. To analyze style of fiction writers
3. To engage in group discussions and assignments to deepen understanding of texts, to appreciate other points of view, and to evaluate student writing
4. To experiment in writing different styles of fiction
5. To apply the writing process to writing fiction
 - a) Master the steps of the writing process both individually and collaboratively. Generate short stories that incorporate the elements of fiction.
 - b) Demonstrate awareness of expression with appropriate use of voice, tone, and audience, and by using variety in sentence structures. Effectively apply standard conventions for clear communication, such as correctness in grammar, punctuation, and spelling.
 - c) Integrate ideas in writing from multiple and varied outside sources

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 awareness is one the primary foci in this course. The entire course is centered around reading and writing in different fiction genres (San Juan Learning Outcomes 2 and 4 address “genre”) that include short stories, flash fiction, novels, and sci-fi/fantasy. This approach develops genre and medium awareness, application and versatility, and strategies for understanding and evaluating messages. The course is arranged by genre. And each week the students study either a specific genre or a writing technique, read works that exemplify the designated genre or technique, write short samples in that genre, and then develop a longer piece in that specific genre.

For example in the week that covers flash fiction, students learn about writing techniques that are specific to this genre of writing, then read several different examples by various authors. One example is “Oar,” by Sherrie Flick. Students then answer the following questions about her piece:

1. What descriptive details of “place” are evident and specific in Flick's story?
2. What are the main characteristics that stand out for each character?
3. Consider the stylistic aspects of the story--discuss her use of imagery, her use of sentence structure and length, her use of figurative language, her use of plot tension, and any other points you'd like to make.
4. Flick’s story covers some broad subjects; how effective is the story in discussing these ideas? Does it

succeed in engaging your interest and providing interesting and challenging material?

The students then read 2 other flash fiction stories and compare/contrast these pieces before writing their own stories. This strategy is reiterated throughout the course in a variety of genres including short stories, novels, and sci-fi/fantasy.

Students also spend significant time in this course on writing strategies such as organization, imagery, sentence variety and word choice, which helps them gain a vocabulary to apply to their analysis and their own writing, thus developing medium awareness. Peer review occurs throughout the course whereby students share their written work and give and receive feedback on their writing using a list of specific criteria that is provided. This teaching approach also facilitates the communication outcome because of the focus on developing strategies for understanding and evaluating messages/production of arguments.

In addition to the larger portfolio assignment, students complete short writing assignments that they share with 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.

San Juan College course outcome 1, 2, and 3 (which aligns with NM State Outcome 2) states that students “examine the elements of fiction writing, analyze style of fiction writers, and engage in group discussions and assignments to deepen understanding of texts, to appreciate other points of view, and to evaluate student writing.” They do this by reading a variety of fiction genres and analyzing/evaluating them, and identifying key elements and themes. Students write about voice, style, and organization in these analytical essays, and then apply these same strategies to their own writing. Throughout the course, students are evaluating the texts (which are evidence) and drawing conclusions about them. Students read between 15-20 fiction pieces in the course and apply their analytical skills prior to writing their own creative work.

For example, in one specific assignment, students read 3 different sci-fi/fantasy stories and answer the following questions:

- How does each story reflect the key elements of sci-fi/fantasy?
- Do the writers of each story show some/all of the attributes of a writer of sci-fi/fantasy? How? In what ways?

Give examples.

- How does each author use imagery?
- Compare the organizational approaches to two of the stories; how are they different? How are they similar?
- Consider writing style--differences? Similarities?
- Are these stories both successful examples of sci-fi/fantasy writing?

The above questions exemplify how students apply critical thinking to their reading and writing in the course and are a model for the course organization. Once students have acquired the knowledge of writing style/technique through analysis of authors' stories, they draw conclusions and use reasoning to apply the same techniques to their writing. For example, after analyzing fiction stories about characterization, students are asked to "focus on a scene that includes an important character to your story; consider all the characterizations that make the character who they are. Then, apply what you now know about this character to the situation in the scene. Use descriptive language, sensory detail, color, and atmospherics and other strategies that the authors we read this week used in their writing to make the person and the scene come alive."

Organization of different pieces of writing is also a focus in the course, and students engage in numerous writings and analyses of organizational structure and apply them to their essays.

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.

This course promotes intercultural reasoning and competence by having students read and analyze a variety of fiction that represent different authors, cultures, and places that focus on the natural and human worlds. Examples of these texts include “Where is Here?” by Joyce Carol Oates; “Melina,” by Lucia Berlin; “Some of Us Had Been Threatening Our Friend Colby,” by Donald Barthelme; “A Very Old Man with Enormous Wings,” by Gabriel Garcia Marquez; and “Difficult Women,” by Roxanne Gay. While individual instructors may change the reading requirements, there is a focus on using texts that represent a variety of places and cultures to facilitate the outcome of personal and social responsibility.

Sustainability of the natural and human worlds is explored in the analysis on character; writing about place, culture, and nature, whereby students read texts, then write and share small examples that are modeled after the texts. For example, students read “Harrison Bergeron,” by Kurt Vonnegut Jr. They analyze this short story and comment on it. They then consider their own culture and environment and write a story with these being the focal points. These short stories are shared with classmates, thus generating discussion and awareness of different viewpoints and interpretations.

Students collaborate throughout the course by engaging in discussion on the model fiction, sharing their work and giving feedback on it, and by working on collaborative and individual pieces to submit to the college’s literary magazine and for a reading performance for the community that is done at the end of each semester.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Jan 28 2020



Upload Assessment

Completed - Jan 28 2020

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

Introduction to Fiction Writing Assignment (1)

Filename: Introduction_to_Fiction_Writing_Assignment_1.pdf Size: 78.5 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: 0000001006

John Boggs - boggsj@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001006

Status: Under Review

Last submitted: Jan 28 2020 10:39 AM (MST)



Application Form

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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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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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Humanities

Chief Academic Officer

Name	Adrienne Forgette
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Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	ANTH
Number	2160
Title	Prehistoric People of the American Southwest
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	2160
Name	Prehistoric Peoples of the American Southwest

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. Identify major prehistoric populations of the American Southwest.
2. Describe the roles of anthropology and its sub-fields, especially archeology, in studying prehistoric populations of the American Southwest.
3. Explain the importance of geography, environment, technological advances, subsistence practices, social structures, and settlement patterns on cultural developments among prehistoric southwestern populations.
4. Analyze and evaluate theoretical explanations for cultural developments among prehistoric Southwestern populations.
5. Compare and contrast similarities and differences between prehistoric Southwestern populations.
6. Apply and communicate course concepts pertaining to prehistoric populations of the American Southwest through modes such as archeological projects/experiments, discussions, and writing assignments.
7. Develop a nuanced understanding of the prehistoric American Southwest and how they interacted.
8. Gain an understanding of the diversity of human behavior in the past and learn about commonalities, which unite humans across time and space.

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.

Students will accomplish at least 3 of the Common Student Learning Outcomes set forth by San Juan College.

The CSLOs covered in this class include LEARN, THINK, and COMMUNICATE.

1) LEARN

a. Through course readings and lectures, students will acquire knowledge of the ancient peoples of the Four Corners area.

b. Students will gain an understanding of the diversity of human behavior in the past and learn about the commonalities that unite humans across time and space.

2) THINK

a. Through reflective thought, class projects, and class discussions, students will develop a nuanced understanding of the ancient Four Corners world and how ancient peoples interacted.

b. Archaeologists have studied the area for more than 150 years and continue to debate many ideas. Students will learn about these debates and develop their own ideas and means of evaluating concepts based on their own reasoning.

3) COMMUNICATE

a. Students will research a topic of their choosing for their final paper.

b. Students will conduct an archaeological project/experiment and present their findings to the class using visual aids.

c. Students will also participate in class discussions that require use of class concepts and their own ideas.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 will research a topic of their choosing for their final paper. The paper must include at least 4 scholarly sources and present a thesis or claim that must be supported with their research. The paper must be more than information gathering and present an argument that is backed up by research and their own reasoning. This research and argument must be presented in essay format and include correct citations in MLA or APA format.

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

Students will conduct an archaeological project/experiment and present their findings to the class using visual aids. They have to present a table and graph using Excel. They have to present their conclusions orally. This project requires them to collect their own data and present it in a table and a summary graph. They must also prepare a presentation to the class that shows their raw data, tables and graphs, and their conclusions. The project is graded as the students present based on the table, graphs, and conclusions that connect to at least three concepts from the class content and objectives. The quality of the presentation is also assessed based on all the overall organization and flow of the presentation.

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.

Through reflective thought, class projects, and class discussions, students will develop a nuanced understanding of the ancient Four Corners world and how ancient peoples interacted. Many areas of anthropology provide no right and wrong answers, and students learn to evaluate concepts and draw conclusions based on their own reasoning. Through reflective thought, class projects, and class discussions, students use the basic concepts of archaeology and apply them in different contexts. Critical thinking is assessed in the exams, archaeology project, and the final paper. Archaeologists have studied the area for more than 150 years and continue to debate many ideas. Students will learn about these debates and develop their own ideas and means of evaluating concepts based on their own reasoning. For instance, students learn how scientists reach their conclusions based on evidence and the critical evaluation of that evidence. This type of critical thinking is a central skill in science. The idea of always trying to disprove a hypothesis rather than prove it illustrates important critical thinking skills and shows how bias can affect a conclusion. Students are expected to write a final paper (6-8 pages in length with at least 4 scholarly sources) that requires students to use evidence to support an argument and explain the current research in the field. Final papers require more than rote knowledge, and students must synthesize research and critically evaluate that research. The paper must be more than information gathering and present an argument that is backed up by research and their own reasoning. This research and argument must be presented in essay format and include correct citations in MLA or APA format.

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 course readings and lectures, students acquire knowledge of the ancient peoples of the Four Corners area. We also explore the process of change and how ancient people compare with modern peoples and their descendants who still live in our community. Having knowledge of one's local culture and their histories is important for intercultural competence, ethical reasoning, and local civic knowledge.

Students also gain an understanding of the diversity of human behavior in the past and learn about the commonalities that unite humans across time and space.

Archaeology is often a collaborative effort and students are given the opportunity to work in groups in the class and on their projects. Ethics are an important topic in archaeology, and students are asked to consider the ethics involved when working with human groups, and learn about the American Anthropological Association code of ethics.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).pdf)

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

A handwritten signature in black ink, consisting of a large, stylized initial 'A' followed by a series of loops and a long horizontal stroke.

Date

Jan 27 2020



Upload Assessment

Completed - Jan 27 2020

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

ANTH2160_SampleAssessment_GenEd

Filename: ANTH2160_SampleAssessment_GenEd.pdf Size: 118.0 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: 0000001071

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001071

Status: Under Review

Last submitted: Mar 12 2020 02:22 PM (MDT)



Application Form

Completed - Mar 12 2020

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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- 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	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2640
Title	British 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	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2640
Name	British 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>)

1. Read and discuss representative works of British writers from the 18th century to the present 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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

This course introduces students to the works of British writers from the 19th century and 20th century, focusing on how each text portrays issues of gender, social status (including social class, poverty, labor and capitalism), religion/morals, and/or landscape. In studying four different genres (poetry, fiction, prose, drama), students focus on how literary movements and historical events shaped the way each author portrays these four different issues and how the issues have changed over time. The literary analysis paper (see guidelines) requires students use all four components of critical thinking.

Problem Setting:

In this paper, students trace how 1-2 issues above shift and change over 3 different time periods. This requires they understand different historical perspectives about one issue.

Evidence Acquisition:

They must choose 1-2 texts from each time period that demonstrate how one issues changes. They must also review key historical and literary movement events as part of that analysis.

Evidence Evaluation:

Part of making a literary argument includes evaluating devices used to convey implicit and explicit messages, so in this process, students are close reading the chosen texts to identify the ways in which texts support and challenges issues within its historical time period. Inherent in the analysis is an evaluation of credibility and relevance since students must differentiate between contemporary views and views during that specific time period (evidence evaluation).

Reasoning/Conclusion:

The structure of the paper requires students make a specific argument (a conclusion) clearly stated in the thesis statement. This argument is about how these 3-4 texts represent an issue. It cannot simply be a summary of historical information and literary texts. The body of the paper is the evidence to support that argument.

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.

Because this time period includes literature that charts Britain's response to the French Revolution, theories on the rights of man (and woman), and the problems and benefits of industrialism and capitalism, this course is excellent for exploring two components for personal and social responsibility: 1) intercultural reasoning intercultural competence and 2) civic discourse, civic knowledge and engagement. The literary analysis paper requires students use both of these components.

Intercultural Reasoning/Competence:

The literary analysis paper requires students understand a specific social justice issue within three different times, exploring social perception and solutions to problems perceived at that time. In order to trace how moral codes, for example, have changed, students must understand how the historical context shapes texts' representations of that issue. They must also be able to trace how attitudes both change and remain the same over due to a variety of social factors. For example, students might look at the Romantic poetry and its idealization of the working classes and compare it the prose and fiction of the Victorian time period, noting how authors represent the working classes as victims as a means of critiquing government laws on sanitation and wages.

Civic Discourse:

Because students are assigned a variety of texts, they read various standpoints on key issues such as gender and industrialism. Some texts explicitly support social norms, others explicitly challenge, and many are nuanced. Additionally, each major genre of literature includes specific values it may emphasize or devalue. For example, Romantic poetry often used the idealized agrarian landscape as a means of critiquing industrialism while Victorian novels focused on the problems of factory towns.

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 the course, students are identifying and tracing changes in specific issues throughout three literary periods.

Authority and Value of Information and Research as Inquiry:

One of the minimum requirements of the literary analysis paper is that students analyze, evaluate, and incorporate 3-5 different texts across three different time period. This means they must properly cite sources, using a mixture of paraphrasing and direct quotes. They must incorporate specific details for literary texts, historical information from the textbook, and distinguish those sources from their own conclusions.

Information Structures:

Since this course readings include four different genres (poetry, prose, fiction, and drama), students learn how to analyze how form influences meaning. Thus, to make an effective argument, students must include close reading as part of the evidence. This means that they must examine how literary devices specific to each genre are connected to the overall themes and representations in the texts they are analyzing.

Research as Inquiry:

To make a cohesive argument, they must do more than identify the general issue (gender roles, moral coding, etc). They must define traits of that issue as is illustrated in specific texts and then trace how traits shift over time. This requires they brainstorm on unobvious connections so they aren't just stating the obvious or summarizing the plot. They then must plan a way to organize their ideas so that they can best prove their point.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 2640 (222) Assessment

Filename: ENGL_2640_222_Assessment.pdf Size: 117.3 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: 0000001072

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001072

Status: Under Review

Last submitted: Mar 12 2020 02:17 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

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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	Suzanne Balch Lindsay
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Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Languages and Literature

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2630
Title	British Literature 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	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.

n/a

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.

ENGL 2630 introduces students to British literature before 1850. As a series of dramatic social, political, and religious upheaval, this course requires students to consider how texts come out of their own sociohistorical contexts, what these texts reflect about issues surrounding class, gender, religion, and social standing, and how these texts promote, propagate, or resist these issues. For assessment, the exams require students to employ the four components of critical thinking: problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion.

For problem setting, short essay questions in the exams task students with identifying issues within the respective literary period and, over the course of the exams, trace how these issues change over time. For example, each exam has a short essay question on the treatment of class in texts, requiring students to plot how class conditions change over time, evincing some of the same issues over again while introducing new ones at the same time.

For evidence acquisition, to answer the short essay questions students must use relevant texts that discuss or challenge the issue at hand. Inherent in this answer is understanding of the key sociohistorical contexts of the issue and the texts covered in that period, as well as how each fits in with the literary periods covered in class.

For evidence evaluation, students must choose the texts that best demonstrate the issues in the short essay questions. There are a wide range of texts that could answer the questions, yet choosing the text that best fits the specific issue the student discusses requires not just knowledge of course material but understanding of how each text fits in with the larger issues of the course as well as the student's own argument.

For Reasoning/Conclusion, even though the exams require a series of short essay questions, these small essays require a clear thesis statement, evidence from the text to support that argument, and discussion of how this text demonstrates key historical issues in the period. A simple summary of the text, or of the historical context, does not comprise a sufficient answer for these 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.

This period of British literature represents significant shifts in social and political identity, most notably in the performance and definition of gender roles, the relationship between social class and ethical responsibility, and the role of religion in state and political ideology. This course is thus prime ground for two areas of personal and social responsibility: intercultural reasoning intercultural competence and civic discourse, civic knowledge and engagement.

The exams and final essay both provide methods for assessing each of these components. The three exams' essay questions require students understand how issues of gender, class, and religion operate in each of the main periods covered. In the process, students demonstrate knowledge of how each period differs on these matters, how these differences develop from their own specific sociohistorical context as well as larger social change, and how putting these differences in conversation with each other demonstrates a larger social debate within these texts (Intercultural Reasoning). Accordingly, students must trace how these shifting debates are demonstrated in shifting literary devices and trends, reflecting both literary movements and cultural shifts in decorum (Civic Discourse). Students reinforce these ideas in their Close Reading with a more extended and targeted discussion of how this works in one text from the course.

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 the course, students plot shifting social and political structures as they are defined and performed in three literary periods. To put these texts, periods, and ideas in conversation, students must use information and digital literary skills. This is plotted through the three exams.

Authority and Value of Information:

Students must synthesize how ideas shift across different sources from different periods. With common questions across each period, students are required to consider shifting trends across a minimum of three texts in several literary periods, use specific evidence to support their arguments, employ historical information relevant to the issue at hand, and discuss their own conclusions on the matter.

Research as Inquiry and Authority and Value of Information::

An emphasis for the short essay questions in the exam is the use of textual evidence to support ideas, requiring students to understand how the evidence they are taking from texts supports ideas, and, over the course of the exams, students must put these ideas as performed in texts in conversation with one another with an emphasis on how they reflect sociohistorical change. With common questions across each period, students are required to consider shifting trends across a minimum of three texts in several literary periods, use specific evidence to support their arguments, employ historical information relevant to the issue at hand, and discuss their own conclusions on the matter. While students are free to choose texts to answer these questions, the first challenge lies with choosing texts that effectively represent the idea at hand and form their own conclusions about the significance of evaluating these texts together.

Information Structures:

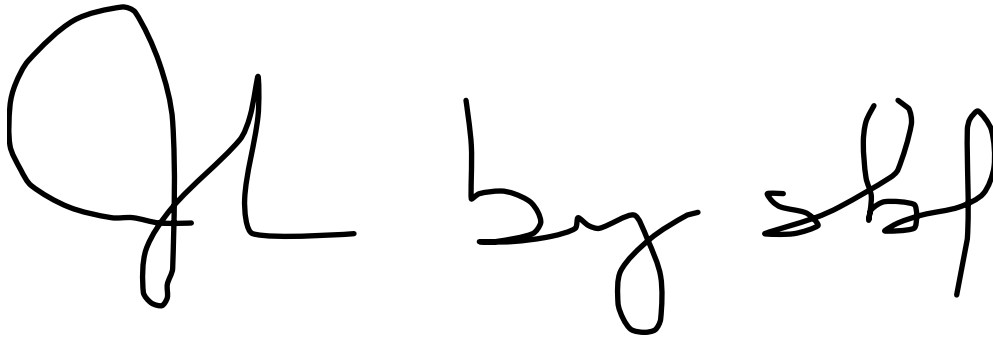
As this course requires reading across several literary mediums (poetry, prose, fiction, and drama), students must learn how form and sociohistorical context change meaning. For effective argumentation, students must employ close reading of literary devices and sociohistorical context. Over the course of each exam, students must consider how the development of different literary mediums, historical events, and philosophical movements are represented in both the content and form of the texts they discuss in their answers.

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www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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



Date

Mar 12 2020



Upload Assessment

Completed - Mar 12 2020

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

ENGL 2630 (221) Assessment

Filename: ENGL_2630_221_Assessment.pdf Size: 195.1 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: 0000001118

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001118

Status: Under Review

Last submitted: Mar 18 2020 06:46 AM (MDT)



Application Form

Completed - Mar 18 2020

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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Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	Suzanne.Balch@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

Name	Jamie Laurenz
Email	Jamie.Laurenz@enmu.edu

Registrar

Name	DeLynn Bargas
Email	DeLynn.Bargas@enmu.edu

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

No

Institutional Course Information

Prefix	MUSC
Number	1270
Title	Literature of Music
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	MUSC
Number	1270
Name	Literature 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.

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. To have you increase your awareness and scope of musical knowledge and experience.
2. To develop critical listening skills/thinking skills. As with knowledge, not everything should be taken as absolute and your opinions are important.
3. To develop writing and research skills through various assignments.

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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Two primary components of student development of Genre and Medium Awareness in MUSC 1270 include aural identification, and comprehension of musical instruments and ensembles, general style characteristics from each of the eras, major composers and corresponding masterworks. Students will demonstrate aural Genre and Medium Awareness through in-class listening examples, aural identification exercises, concert reviews, quizzes, and exams. Students will demonstrate intellectual knowledge of Genre and Medium Awareness through class lectures, class discussions, small group sessions, written assignments (concert reviews), quizzes and exams.

Applications and Versatility/Strategies for Understanding will be documented through aural recognition of musical instruments, genres, styles, and masterworks through score reading and identification, class discussions, small group activities, concert reviews, quizzes and exams. Listening exercises are done in each class and focus on at least one major work of each composer. Excerpts of the music are found in each student textbook and form, melody, harmony, phrasing etc. are noted, observed, and discussed after each listening.

Evaluation and Production of Arguments will be demonstrated by class lecture discussions and small group sessions. These sessions will focus on major composers, genres, stylistic traits, and compositional techniques in addition to any influences from other arts, cultures, and socio-historical events. Students will discuss their observations and demonstrate their knowledge within class lectures, small group settings, written concert reviews, quizzes, 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.

Critical Thinking is vital to the development of student learning. In music identifying elements include character (personality), tempo (speed) and dynamics (volume levels) all in varying degrees for each example and students will develop the aural and intellectual skills to recognize, interpret, and properly evaluate.

Critical Thinking will be addressed at several levels and learning modes. Problem Settings occurs when the students are introduced to basic musical terms and are exposed to the basic knowledge and aural awareness of different musical genres and the overall style characteristics of notable Western art music composers. This will assist in establishing the base knowledge upon which critical thinking and informed decisions and eventual evaluations will be made. Evidence Acquisition occurs in class lectures discussions of terms, concepts, composer biographies, masterwork listening, score study, and primary sources reading.

Evidence Evaluation will include class discussions, small group sessions, and listening reviews to communicate awareness and effective identification and comprehension of musical terms, cultures, social influences, notable musical instruments, melodic, harmonic and tonal development; genres, styles, composer masterworks. By examining and aurally observing, comparing, and contrasting the material, students will come to effective and well-founded decisions based on their own deductions and through critical thinking, evidence acquisition, and evaluation. Reasoning and Conclusion will be assessed by written quizzes, exams, concert reviews, and listening 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.

Personal and Social Responsibility transcend all levels of academic, economic, social, and cultural development. Introductions to a variety of cultures, socio-economic situations, social philosophies, historical events, and diverse experiences, among others, assist to broaden the students' worldview and overall awareness. Recognizing, discussing, and increasing student mindfulness of these many facets in both individual and collaborative situations is a focus.

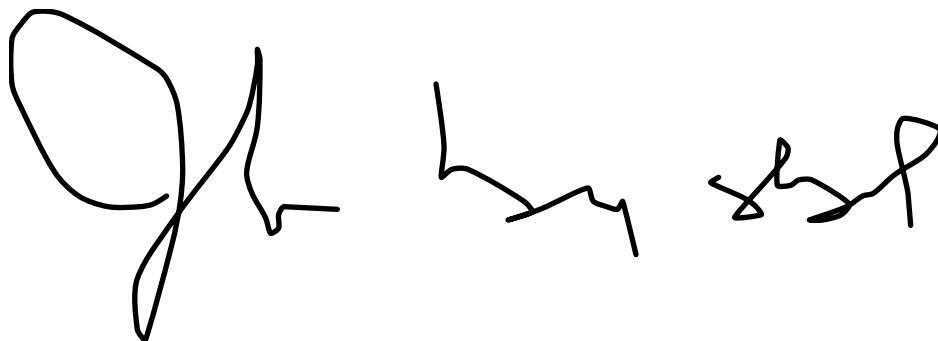
Intercultural reasoning and competence will occur through the discussion and examination of societal events and expectations, notable cultural developments, and the socio-economic effects on composers, genres, and mediums. The Sustainability of the natural and the human worlds through art, personal expression, creation will be evidenced through class lectures and discussions, music, recordings, concert videos, and review of primary source documentation. Ethical reasoning and the expectation of, will be demonstrated with the personal and professional relationships within the class: the ethical treatment of the students by the professor, respectful peer relations, and equal respect and responsibility between the professor and the student body. Collaboration skills, teamwork, and value systems can occur when observed in the students' written concert review. Being that music is a collaborative art, the relationship between fellow performing musicians and also the performing musicians and the live audience is one of importance to create a unified and musically satisfying experience for both the performers and the audience. Civic discourse, knowledge and engagement are topics that also can be noted in the written concert reviews in the form of program note comprehension, repertoire selection and programming.

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www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=WyJhc3Nlc3NtZW50II0=

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC 1270 (163) Literature of Music Concert Review

Filename: MUSC_1270_163_Literature_of_Music_Conc_6gMWwv6.pdf Size: 140.9 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: 0000001124

John Boggs - boggsj@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001124

Status: Under Review

Last submitted: Mar 23 2020 10:08 AM (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.
- 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

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Submitting Institution

Name of HEI	San Juan College
Submitting Department	English

Chief Academic Officer

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Registrar

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

No

Institutional Course Information

Prefix	ENGL
Number	2660
Title	World 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	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2660
Name	World 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>)

Student Learning Outcomes

1. Identify and comprehend key authors and literary works from 1600s to the present.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

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 and think critically about texts from the 1600s to the present; read diverse texts from the world literary canon, identifying literary elements and themes; make connections, draw conclusions, and interact with concepts presented in reading selections.
2. Understand the historical and cultural variables that have influenced literature.
3. Demonstrate comprehension of a variety of literary forms including poetry, plays, philosophical, and religious texts.
4. Demonstrate an awareness of cultural and historical influences, make connections between various works, and understand the importance of reading a diversity of texts from the 1600s to the present.
5. Generate nuanced academic writing that draw connections between texts and that identify cultural and historical variables that influenced those texts.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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.*

Instructors introduce and explain methods regarding the examination of World Literature through a variety of scholarly perspectives and means. Such approaches include an awareness of genre and the particulars and expectations of each, using historical, ethnic, and cultural information to provide insight into a text as an artifact of its era, place, and peoples. Students also learn the importance of going beyond simple response and/or opinion when considering World Literature in an academic setting, employing the aforementioned scholarly techniques, as well as others, to establish a more nuanced and complete understanding of a text. Instructors demonstrate the necessity of evidence as it pertains to literary studies and an appreciation for texts representing other cultural, religious, and social structures. Students are required to support their intellectual perspective by employing examples, quotations, and similar forms of evidence from both the work in question and outside scholarly source material. Class discussions, response papers, and a final analysis comparison/contrast paper provide students an opportunity to present their informed interpretations that combine initial interests and intellectual rigor.

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 examine representative World Literature texts through myriad social and personal lenses in order to understand the importance and endurance of the work, within and beyond the scholarly arena, and why it is worth considering today. This is partially achieved through the use of sundry works of literature representing a variety of cultures, eras, and places, from *Candide* to the works of Leslie Marmon Silko and other contemporary authors. Students explore how certain ideas and concepts, regardless of how and when they are expressed or from whom, are universal in the human experience. Instructors introduce and explain those critical dynamics and variables informing a respective piece of World Literature, how that text might in turn influence those same elements, and how and why all of these concepts matter. World Literature courses provide an opportunity for instructors and students to consider global and historic perspectives on topics and issues that resonate locally and over the course of centuries. Students study and analyze the relationships between characters, crucial themes and commentary regarding important issues, and similar concepts as a reflection of a texts of time and place, in addition to how such ideas might be more intimately and personally applicable. Whether in-person or online, students discuss their reaction to and understanding of the relationship of a text and its connection to their own experiences as scholars and people. Such collaboration further encourages the intellectual and personal evolution of the individual as students learn that literature from around the world will most assuredly invite perspectives previously overlooked or misunderstood.

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.

Instructors offer students critical context and information for each unit covered in the course. This can include historical context, biographical information, important figures of the era, applicable literary concepts, terms and definitions, theoretical approaches, and so on and so forth. Students are also introduced to other interpretations of the text in question in order to facilitate interest, understanding, and analysis. These include visual representations of a written text, performances, films, and scholarly presentations, all of which are available on properly vetted internet sites. Moreover, in adherence to the principles of critical inquiry, instructors review the nature of appropriate and rigorous research. Students are encouraged to choose topics and approaches of interest, aware that quality research begins with a disciplined curiosity and pointed, guided questions. Instructors assist students in learning about preeminent scholars in a given discipline, author, text, genre, etc., suitable repositories and databases for supporting research material, and the most up-to-date peer-reviewed articles and books. Students are also provided with exhaustive lessons on the implementation of outside source material in order to most effectively substantiate their intellectual claims. Instructors also provide guidance on selecting evidence from the main artifact that best illustrates the student's own investment in the material. All of this is presented by means of proper scholarly citation and formatting.

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

Link to Institution's General Education Assessment Plan

[https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-\(002\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019-(002).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

Mar 22 2020



Upload Assessment

Completed - Mar 22 2020

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

World Lit II Gen Ed Signature Assignment

Filename: World_Lit_II_Gen_Ed_Signature_Assignment.pdf Size: 69.0 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: 0000001119

Suzanne Balch - suzbal62@hotmail.com

NM General Education Curriculum

Summary

ID: 0000001119

Status: Under Review

Last submitted: Mar 18 2020 07:05 AM (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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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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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

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Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Music

Chief Academic Officer

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Registrar

Name	DeLynn Bargas
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	MUSC
Number	2130
Title	Jazz Ensemble
Number of credits	1

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	MUSC
Number	2130
Name	Jazz Ensemble

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. Improve performance skills
2. Develop and improve performance skills in a group setting
3. Develop understanding and interpretation within the context of music history
4. Refine and improve technical ability
5. Demonstrate proper technique and usage
6. Develop and improve improvisation 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.

* The Music Department chooses to evaluate the SLO listed above, and also follows those for MUSC 1210, Fundamentals of Music for Non-Majors, which are:

1. Demonstrate and apply standard notation of pitch, rhythm, scales, intervals, key signatures, triads, and simple melodic and harmonic composition
2. Develop and improve basic aural skills
3. Read musical notation
4. Improve and expand understanding of fundamental musical techniques and concepts

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 are addressed in two principle ways: First the repertoire chosen by the director. The “genre” decision must take into account the typical repertoire for a given type of ensemble but must also include due consideration to broadening and innovative influences such as arrangements of orchestra works for the wind band or instrumental works for choir; popular works for classical ensembles such as the chamber choir and classical works for the jazz big band or a steel drum ensemble. Genre and medium are thus simultaneously distinguished from each other and defined. As an example: there is no “orchestra” genre. The orchestra is a medium through which a genre, such as 19th century romanticism, or pop/rock is expressed. Second the student performers together with the ensemble’s director must make creative and interpretive choices appropriate to the performance of that music.

Given that music is a language, complete with a grammar, and varying dialects, Strategies for Understanding and Evaluating Messages are a large part of every music ensemble’s work. Parsing of the musical notation together with other important channels of information such as score markings and performance instructions and consideration for genre and the traditions and accepted practices of a given type of ensemble becomes one of the main vehicles for learning.

The proof of learning within the ensemble setting is in experiencing the performance of the music, thus the Evaluation and Production of Arguments, which is to say the “evaluation” (critical judgement of the performance) of the “arguments” (the technical and musical aspects of the performance) becomes the essential feedback loop whereby the ensemble progresses from rehearsals to performance.

These skills are assessed through two instruments: a student-completed a self-assessment, and an evaluation of the group in rehearsal and performance by an ensemble director.

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 in ensembles at several levels and in several modes. Problem Setting occurs with the selection of repertoire by the group's director with the strengths and limitations of the ensemble clearly in mind. This must be communicated to the group in terms of genre, technical, and musical challenge to the ensemble. Further problem setting occurs in identifying the challenges and resources (rehearsal time, individual time, and effort) that must be allocated.

Evidence Acquisition occurs in score study, research of genre and medium-specific norms, listening (to recordings) as a preparation for rehearsal, and careful listening during the rehearsal process. Evaluation of that Evidence is to compare the rehearsal performance against the ideals of accuracy and musical integrity that are gleaned through acquisition and identified in problem setting. The Problem of creating a technically and musically valid performance is addressed by accumulating evidence of the ideals expressed explicitly by the musical work itself and the actuality of the performance. This produces a new set of Problems and a new set of strategies to address them. This process repeats itself over the course of many rehearsals. The goal is that the students learn to be ever more self-reliant and competent as researchers, practitioners and pedagogues through the process of ensemble rehearsals, student-lead sectionals, and individual practice.

These skills are assessed through two instruments: a student-completed a self-assessment, and an evaluation of the group in rehearsal and performance by an ensemble director.

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.

As a collaborative artistic endeavor Personal and Social Responsibility is at the center of all university music ensembles. Given the diverse racial, ethnic, and religious diversity of the ensembles together with the divergent sexual orientations, and socio-economic backgrounds, Intercultural reasoning and intercultural competence must be a goal of ensemble classes. This is reflected in the selection of repertoire and the acknowledgement that musical selections, like all art, come from a specific cultural point of view. Students learn to appreciate the origin of the work as well the influence of the performance circumstances as part of the cultural context of the music.

Music ensembles vary greatly in terms of their resource “footprint”. Greater reliance on electronic resources such as digitally distributed recordings and musical scores contribute to the ethos of a sustainable process and group culture. Printed music is recycled whenever possible reducing redundant and wasteful printing. Always, students are required to respect physical resources such as instruments and rehearsal furniture reducing waste and engendering a more productive and positive environment.

Attention to Ethical Reasoning is both an expected outcome for the ensemble’s individuals and a vital part of the ensemble’s collective culture. As an example: The ethics of weighing each individual’s contribution to the ensemble in terms of that individual’s effort and diligence as well as that person’s talent and ability to achieve the desired result. Thus, collaboration skills, teamwork and value systems, are valued as much end results.

With their unique relationship with the public (most perform at least once per semester) music ensembles are uniquely positioned to teach and encourage Civic discourse, civic knowledge and engagement – local and global. Ensembles must acknowledge and emphasize their importance and responsibility to the community and region as a cultural institution and remain, at all times aware of their audience.

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

Link to Institution's General Education Assessment Plan

www.enmu.edu/about/public-documents/assessment/general-education-assessment-reports?highlight=Wyjhc3Nlc3NtZW50II0=

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



Date

Mar 18 2020



Upload Assessment

Completed - Mar 18 2020

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

MUSC Ensembles observational evaluation assessment and student-completed survey

Filename: MUSC_Ensembles_observational_evaluatio_9VnN3IY.pdf Size: 249.6 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: 0000001032

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001032

Status: Under Review

Last submitted: Feb 24 2020 12:52 PM (MST)



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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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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- 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	Michael B Ottinger
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Science, Math, and Engineering

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

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

Yes

Institutional Course Information

Prefix	GEOL
Number	1180
Title	Introduction to Petroleum Geology
Number of credits	3+1

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	GEOL
Number	1180L
Title (if applicable)	Introduction to Petroleum Geology Lab

New Mexico Common Course Information

Prefix	GEOL
Number	1180
Name	Introduction to Petroleum Geology

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. The formation and classification of sedimentary rocks linked to hydrocarbon formation and storage
2. The geologic history of the San Juan Basin that led to the formation of the local hydrocarbon and coal deposits
3. Formation, exploration, and extraction of hydrocarbon resources
4. Formation, classification, and extraction of coal
5. Geologic Cross-Section for well placement
6. Recognize and classify clastic sedimentary rocks.
7. Identify local sandstones that serve as reservoir rocks.
8. Describe the types and structures of various hydrocarbons.
9. Explain the viscosity and volatility of hydrocarbons.
10. Understand the hypotheses of the formation and evolution of hydrocarbons.
11. Describe the characteristics of reservoir rocks, including porosity and permeability.
12. Recognize the various types of hydrocarbon traps.
13. Recognize the tools used in oil and natural gas exploration and recovery.
14. Describe alternative reserves of hydrocarbons.
15. Explain the formation of coal.
16. Identify the grades of coal, including samples from local formations.
17. Understand the formation and extraction of coalbed methane.
18. Describe the world's capacity for production of oil, and the volume of remaining reserves.
19. Explain environmental issues regarding fossil fuel resources.
20. Understand geologic cross-sections and the legal description process.

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. The formation and classification of sedimentary rocks linked to hydrocarbon formation and storage
2. The geologic history of the San Juan Basin that led to the formation of the local hydrocarbon and coal deposits
3. Formation, exploration, and extraction of hydrocarbon resources
4. Formation, classification, and extraction of coal
5. Geologic Cross-Section for well placement
6. Recognize and classify clastic sedimentary rocks.
7. Identify local sandstones that serve as reservoir rocks.
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18. Describe the world's capacity for production of oil, and the volume of remaining reserves.
19. Explain environmental issues regarding fossil fuel resources.
20. Understand geologic cross-sections and the legal description 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. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential 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.

Critical Thinking (and the processes involved) is a fundamental skill developed by students throughout the Introduction to Petroleum Geology course at San Juan College. Students gain experience and proficiency in all of the component skills by the time they complete the course. Critical Thinking is addressed and assessed through multiple classroom exercises and discussions as well as in weekly laboratory assignments.

One example of an assignment that addresses Critical Thinking is the laboratory assignment involving a trip to outcrops of the Ojo Alamo Formation and Kirtland Formation at nearby Chokecherry Canyon. After learning about reservoir characteristic (including porosity and permeability) and sedimentary rocks, (including their compositions, textures, and structures in the classroom setting, and having learned to identify the rocks and their characteristics in a laboratory setting), students then apply their knowledge in a field setting. All component skills of critical thinking are address in this assignment. Students first delineate the question to be addressed by the field class, in this case, “what can these rocks tells us about the depositional environment of this region of New Mexico 66 million years ago.” Students then begin to acquire the information needed to address this question by exploring the sedimentary rock layers, fossils, and structures in the canyon. Students evaluate their observations by comparing their findings with those of other students in the class, and decide which observations are most relevant for addressing the question. Finally, students develop a conclusion on the depositional environment of the Ojo Alamo Formation and consider a hypothetical reservoir configuration based on their observations. The exercise is concluded with students discussing their observations and conclusions with the entire class for a final evaluation of their conclusions.

A virtual version using photographs of the field locations and Google Earth is available for students in online courses or who otherwise are unable to attend the field setting, providing an experience that is as similar as possible to those who attended the field class.

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 in Introduction to Petroleum Geology apply Quantitative Reasoning principles throughout the class, both in the classroom and laboratory settings. Students analyze graphs and apply their knowledge to answer exam, homework, and laboratory questions (for example, stratigraphic correlation, sea level curves, facies diagrams, numerical dating, seismic cross-sections, well-logs, and cratonic sequence diagrams). Students perform simple calculations on exams and laboratory assignments (for example, measuring strike and dip of an outcrop, using strike and dip to construct a geologic cross-section, using stratigraphic techniques in correlation, calculating topographic relief of a region, and determining absolute age of a rock using half-life of radioactive isotopes).

The laboratory provides an ideal setting for students to develop and practice their skills in Quantitative Reasoning. In one exercise, for example, students are provided with geologic maps that include the strike and dip of strata exposed at the surface. Students are presented with questions about observations made in the rock record, calculate answers for ages of the rocks. An assignment like this involves all three component skills of Quantitative Reasoning. Students are able to translate written language into a mathematical problem (communication of quantitative information), analyze a quantitative argument by developing their own conclusions based on evidence provided, and apply quantitative models to real-world problems as they generate their answers on the age of various geologic events.

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.

Introduction to Petroleum Geology is an ideal course to teach Personal and Social Responsibility to students. The component skills addressed and assessed in Historical Geology at San Juan College are 1. Sustainability and the natural and human worlds, and 2. Collaboration skills, teamwork and value systems.

Applying knowledge of our past world to help us understand our present (and future) is a semester-long theme of the class. Students participate in discussions on the formation (and finite nature) of earth resources, especially petroleum resources. Students also discuss sea-level variations, past climates of the earth, current global climate change, alternative energy resources, and environmental impacts of obtaining mineral and energy resources. As students gain knowledge of earth's past, they will be better informed and engaged citizens when faced with today's global issues.

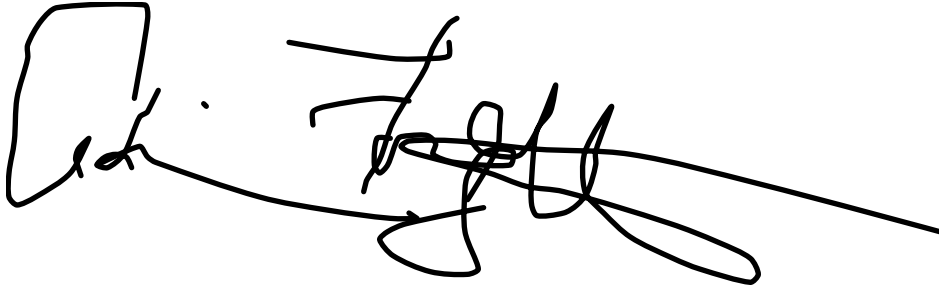
Students develop collaboration skills as they work in teams to complete weekly group laboratory exercises and participate in class discussions. One example of an assignment that addresses both sustainability and collaboration skills is the laboratory assignment on Energy Resources of New Mexico. Students work in groups to explore oil, natural, coal, and uranium production of New Mexico, including where each is distributed, how much of New Mexico's total land area is devoted to producing these resources. Students also explore the various power generating stations of New Mexico and their capacity, and location and distribution of natural gas processing plants. In addition to exploring fossil fuels and uranium, students are asked to explore geothermal well potentials and New Mexico's energy future.

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

Link to Institution's General Education Assessment Plan

<https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.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

Feb 20 2020



Upload Assessment

Completed - Feb 20 2020

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

GEOL1180-Assessment

Filename: GEOL1180-Assessment.pdf Size: 118.9 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.

Interpersonal Communications:

EMOTIONAL INTELLIGENCE WORKSHEET

In four paragraphs name and define the four component parts of Emotional Intelligence. Then give a detailed specific example from your life how each would apply to one of the following groups: romantic, family, friend or workplace relationship.

Clovis Community College
ENGL 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 paul.nagy@clovis.edu .

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:

This course will explore, within a broad survey of literature, the different ways that writers develop poetry, fiction, drama, and film, and the reception of that literature, including critical reading methods.

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 ts (.)
<u>One final exam</u>	<u>150 pts.</u>
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.

English 1410 – Schedule of Readings

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

EXAM 1(Midterm exam) to be taken Apr 14-18 *PROCTOR REQUIRED*

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

Final Exam –May 3-8

****PROCTOR REQUIRED****

Lab Exercise: Risk Taking

We have recently learned that males tend to engage in risk taking behavior more frequently than females. Males tend to be riskier in order to compete with other males to gain mating opportunities. Riskier males may also show a quality that is attractive to females. Lastly, given reproductive obligations, risk taking behavior has higher costs for females who often have young children. Risk taking behavior among males is less costly. Given these theories, we are going to conduct our own mini-study to see if males really do take more risks than females.

Research question: Do men take more risks than women?

Hypotheses: 1) Men will be more likely to cross streets without using crosswalks than women.

2) Women will be more likely to cross streets using the crosswalk than men.

First decide how you will define your variables for each of these hypotheses. For example, does the person have to cross the street completely in the crosswalk or just take a few steps inside it? Red vs. Green lights: the person starts walking on a red light?

- 1) Go out and collect data on **50 people**. Record sex and if the person crossed the street using a crosswalk or in the presence of a green or red light. Also, record whether or not children are present. How will you define “children”?
- 2) Does the data support the hypotheses? Think about why or why not?
- 3) Write up your results in lab format. Make sure to include:
 - a. Abstract
 - b. Introduction: introduce the topic and discuss previous research
 - c. Hypotheses
 - d. Methods: how you defined your variables and how you collected your data.
 - e. Results and Statistical Analysis (see attached sheet)
 - f. Discussion: do your results support your hypotheses? If not, why? What, if any, problems did you encounter?
 - g. Limitations and/or future research
 - h. Acknowledgments

RESULTS SECTION for RISK LAB

- 1) Include a table with your 50 data points. Make sure it is labeled and in proper table format. DO NOT include the table with all the classes' raw data.
- 2) Include a pie graph showing the percentage of women and men in the sample. Make sure it is labeled as a figure.
- 3) Include the summary table with all of the classes' data. Make sure it is labeled. See below:

Sex	Used Crosswalk	Did Not Use Crosswalk
Male	#	#
Female	#	#

- 4) Report the p-value. I will calculate this value and provide it to you. You do not have to do any statistical tests. I will conduct a chi-square statistical test. This test is used to detect a difference in proportions. In the case of this lab, we will be trying to see if there is a difference between the proportion of men and women who use and don't use the crosswalk.

The p-value is a statistical indication of the reliability of the results. A p-value of .05 means that there is 95% probability that the results are showing a true difference, and there is a 5% probability that the results are due to chance. Any p-value over .05 is not considered statistically significant. A p-value that is .05 or lower means a real difference has been detected.

Anthropology 2160

Ancient Peoples of the Southwest

What: Research papers; minimum of 6 pages; max of 9 pages (excluding title page and references/bibliography page; 12 pt font).

Worth 100 points.

When: Final papers due **Dec. 3.**

Choose a topic **NO LATER** than Oct. 20. Research takes time..

Possible Topics:

- Rise of Chacoan society
- Hohokam agriculture
- Mimbres Mogollon pottery and ritual
- Salmon, Aztec, and the Middle San Juan
- Development of Basketmaker II from Late Archaic
- Early use of pottery in Mogollon area
- Adoption of agriculture and transition from Archaic

Many, many topics are available. Ask me if you're having trouble finding a topic.

Your paper topic must relate directly to southwestern archaeology!!

Guidelines:

Papers need these basic parts:

- 1) Title page
- 2) Introduction (1-2 paragraphs)
- 3) Body (several pages)
- 4) Conclusion (1-2 paragraphs)
- 5) References cited (APA style) and/or bibliography of literature cited. You need to use and cite a **MINIMUM** of 10 sources; no maximum. No more than 5 of these sources can be Internet based. **So, use at least 5 books, articles, journal papers, magazine articles, etc.****

The list of references cited is for works cited in the paper. Example: Chaco Canyon was an amazing place (Plog 2008:120). A bibliography is for books that were consulted but not actually cited by name in the paper.

ANTH 1330: Navajo Culture

Name.....

Exam # 2

March 12, 2019

1. In the Fourth World, shortly after the "Emergence". there suddenly appeared evil creatures known as "Na'yee". These creatures begin preying (eating) people, particularly babies and young children. The people had no way to protect themselves from them. Where did these creatures come from? (10 pts)

2. In our text, author McPherson stated, "In order to be a Medicine Man you have to have some experience with evil. This is necessary if you are going to help someone." Explain what he meant by this statement. (20 pts)

3. In the Second Blue World the people met several Bird People who gave them small rituals that later evolved into major ceremonials that we have today. Probably the most important ones are the Cliff Swallow People. Who were these and what did they give the people? (10 pts)

4. When Changing Woman had her "Kinaalda" who was the Medicine Man who performed the ceremony for her? (10 pts)

5. In the Navajo Traditional Wedding, the bride's mother is not supposed to look upon her son-in-law. What is the reason for this and how did it started? (10 pts)

6. In the Na'yeeji, Evil is used as protection. Yet it can also be used for evil witchcraft. What is the difference? When does it become witchcraft? (20 pts)

7. In Chapter Seven, author McPherson talks about NAGRRA (Native American Graves Protection and Repatriation Act). What does the law say and is it benefical to Native People? (20 pts)

Creative Non-fiction Final Portfolio Assignment

Background: Now it's time to put into practice everything we've been learning this semester and write a one or a series of creative nonfiction essays that will represent the best of your talents as a writer and your skills with the techniques we've practiced and analyzed throughout the semester. You may build on previous work you wrote this semester and blend previous shorter pieces together or start with a new topic. You will submit this work in a digital e-Portfolio either by creating a website or using the ePortfolium app on CANVAS.

Assignment Guidelines:

- Choose one or more of the creative nonfiction genres we've studied: nature, travel, memoir, personal essay, profile of a person or place, history, science, social commentary, or history/biography.
- Develop pieces that reflect different viewpoints, cultures, and settings. Remember, this is one the primary reasons readers enjoy creative non-fiction: to gain insights about something new or to develop a new insight on something familiar.
- The essays must be organized according to the methods taught throughout the semester and include effective leads and enders.
- Use strong description and imagery to evoke place and people.
- Include stylistic approaches that we have studied throughout the semester, such as use of imagery, figurative language, specific word choice, active voice, and other techniques.
- 12-15 pages double-spaced pages altogether. This can be one lone essay or 2 or 3 shorter pieces, but all should be well-developed and deliver a complete idea.
- We will go through a collaborative process of idea generation and workshopping over the next couple of weeks that is designed to help each of you work on elements of your essay with your peers (points are associated with all workshops).
 - Step 1: Idea generation/brainstorming
 - Step 2: Sharing ideas and giving and receiving feedback on how your ideas meet the assignment guidelines.
 - Step 3: Development/organization of pieces.
 - Step 4: Workshop on these pieces.
 - Step 5: Revision of ideas/content.
 - Step 6: Collaborative workshop with a focus on proofreading and style.
 - Step 7: Final revision and submittal.
- Guidelines will be provided on how to create your ePortfolio.

Rubric

Grading Criterion	Description	Point Value
Genre Awareness	Essays are developed according to the specifics of the genres taught in class and exemplify the characteristics of these genres. If they deviate from these characteristics, it is evident that this is a stylistic choice.	25
Style/Organization	Essays include stylistic components, such as imagery, figurative language, sentence structure, voice, and conventions of writing: grammar, punctuation, usage, diction and syntax. Essays are organized with effective leads and ends and developed in a logical style that readers can follow.	25
Collaboration/Participation in peer workshops	You have actively participated in all steps of assignment outlined above, and collaborated with peers to receive and offer feedback as you developed your writing. This section of the grade is based solely on active participation, effort, and preparedness.	25
Critical Thinking	Essays show keen observation and contain insights on people, places, and concepts.	25

COMP 222 Sample Assignment

Write your own folktale, at least 2-3 pages typed, based on one of the traditions we have seen up to this point, taking into account the appropriate themes, vocabulary, styles, and other characteristics of that tradition. You are creating your own tale and it can be adapted to your own local and temporal setting, but it should reflect the source material's conventions, both structurally and substantively.

RUSS 2110 Culture Assignment 1: Gender Roles in Russia

Based on the two articles, conversations that you had about the topic with your Russian e-pal, and any additional research (if needed), collaborate with your group members and record a 5-7 minute podcast that examines gender roles in Russia. Your audience is the UNM students, faculty, and staff who might have limited knowledge about Russia. What are common gender expectations in Russia? Have they changed in the recent decades? How do they differ from the gender roles in the US? Offer a possible explanation about these differences (think about the history of Russia, demographics, cultural values, etc.). Are the majority of Russians satisfied with more traditional gender roles? Why or why not?

Essential skills	Component skills	Descriptors
Excellent: 100-90%	Good: 89-80%	Limited: 79-80% Poor: 69-0%
COMMUNICATION	Genre and Medium Awareness	Use formal and informal rules/registers appropriate for the assigned audience, community purpose, context, and kind of text and/or media at hand; use them to guide organization and stylistic choices in oral medium.
	Strategies for Understanding and Evaluating Messages	Apply strategies such as reading/analyzing for main points or themes: recognizing the variety of rhetorical situations and accompanying strategies that may contextualize messages; locating supportive documentation for arguments to understand and evaluate messages in terms of the rhetorical situation; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages.
	Evaluation and production of arguments	Recognize and evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions.
CRITICAL THINKING	Problem setting	Delineate a problem or question to be considered critically.
	Evidence Acquisition	Identify and gather the information/data necessary to coherently address the problem or question.
	Evidence Evaluation	Evaluate the information given by sources for credibility (e.g. bias, reliability, validity), probable truth.
	Reasoning/Conclusion	Develop conclusions and outcomes that reflect an informed, well-reasoned evaluation.
PERSONAL AND SOCIAL RESPONSIBILITY	Intercultural reasoning and intercultural competence	Recognize and evaluate personal or social issues as they intersect with culturally specific and students' own perspectives.
	Sustainability and the natural and human worlds	Recognize, examine, and explain the relationship among socio-cultural, political, and economic systems as they interact with issues concerning human activity and organization of human life.
	Collaboration skills, teamwork and value systems	Be accountable to and work with others in effective ways towards a shared goal.

	Civic discourse, civic knowledge and engagement	Recognize a variety of positions on different global and personal issues.
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Text 1:

Who’s to Blame for Gender Stereotypes in Russia?

Source: <https://www.themoscowtimes.com/2019/03/07/whos-to-blame-for-gender-stereotypes-in-russia-a64744>

By Alexei Livinson

Today a man takes a risk when he writes about women — he might write something that comes off as sexism or male chauvinism. And his risk doubles when he writes about women just before March 8, International Women’s Day, a holiday that has fallen out of favor with some people.

In the early 2000s, the Russian public said it was their third favorite holiday after New Year’s and Victory Day, but today it’s in fifth place after Easter and Christmas. In the old days it was considered a more important holiday than “men’s day” on Feb. 23 (27 percent called March 8 important compared with 12 percent who considered Feb. 23 to be important).

Today only 16 percent call it important, while Feb. 23 is only down one percentage point to 11.

So instead of talking about women, on the eve of Women’s Day, we’re going to talk about men. Or rather, we’re going to discuss how men describe their feelings about women.

To be more exact, we’re going to consider what attitudes toward women can be reconstructed from their responses to Levada Center polls.

We’ll begin with the question: “What do you value most in women?” This question was also asked about men, too, and in both cases the respondents could choose from 15 different traits and personality qualities.

Surveys show that all men, regardless of their marital or social status — young and old, highly educated and uneducated, married or unmarried — put being a good homemaker as the most important quality in a woman.

Gender-based roles and functions are very clearly supported in Russian society.

Men themselves place male domesticity down in eighth place while intelligence is in first place.

Gender inequality in Russia is not so much a function of men and women having different attitudes, but more because inequality has broader culture support.

When women are young, they value their appearance most of all, but by their thirties they give in to the dominant norms and admit that the most important quality in a woman is being a good homemaker.

But they agree that the most important quality in men is their intelligence. Women put a man’s ability to make money in second place.

So, the man uses his brain to make money while his excellent homemaker wife puts the money to good use.

What else does a man need from his homemaker? While he's young, he wants her to be attractive. If he's older than 45, the importance of a woman's appearance slips down to fourth place. On the other side, by age 45 women have relegated their appearance to sixth place.

So, the average Russian man's idea of the ideal woman is a good homemaker first of all, and then attractive (to him and others). But in third place they want her to be faithful.

Surveys show that women want men to be faithful just about as much — they put it in third or fourth place. But that's where they part ways. Men do not expect to be faithful to their women — they put it from seventh to ninth place. And even women consider their own faithfulness less important than qualities like intelligence or caring for others.

Those are the main qualities that men value in their ideal women. What don't they want in a woman? Research shows that they don't particularly want to see in women what they value most in themselves: they put intelligence in sixth or seventh place in women. Even men with higher educations want women to be more easygoing than smart.

Men mention women's sex appeal half as often as they mention her attractiveness, and women mention it two to four times less often. This may seem odd, since sex appeal and an attractive appearance are closely related, but researchers think this is a function of the taboo against publicly talking about sex.

But there are two other topics that are not taboo — career success and independence. Young men value very highly their own striving for success and speak less about their independence. But only two out of 100 young men value women who are career-minded, and only one out of a hundred values female independence.

Among older men this figure rises to two or three men out of 100. Level of education and marital status does not influence their basic concept of femininity: being a good homemaker is in first place and independence is in last place.

Young women place their own career success and independence fairly low on the scale (eighth or ninth place), but there are still more women who value those qualities in their female cohorts than there are among their male peers (10 and 2 percent, respectively).

Level of education and marital status does not influence their basic concept of femininity: being a good homemaker is in first place and independence is in last place.

But as they get older, the number of women who value them falls to about 6 percent, presumably because those qualities are not reinforced by society.

This research shows how strongly the attitudes of men — including young men — tend toward domination, asymmetrical men's and women's roles, and even outright inequality.

But it shows just as clearly that these same attitudes are shared by women, especially among the older generation — that is, the mothers and grandmothers who raised these young men.

So, in the end, gender inequality in Russia is not so much a function of men and women having different attitudes, but more because inequality has broader culture support.

Text 2:

Here's What Russians Really Think About Gender (In)equality

Source: <https://www.ridl.io/en/here-s-what-russians-really-think-about-gender-in-equality/>

By Margarita Zavadskaya, Ekaterina Borozdina

International Women's Day has come and gone. Like clockwork, every 8 March prompts familiar discussions about women's rights, equality, and feminism. Last year saw intense public discussion about gender equality; the #MeToo campaign and harassment scandals in Hollywood also resonated widely over here, prompting much soul-searching about the nature of feminism and its role in Russian society.

Whatever their stance back then, nobody in Russia today really doubts that gender relations are changing significantly. What is more difficult to establish with any certainty is the direction of these changes: is Russian society moving towards greater gender equality, or will the future bring a newly strengthened patriarchy instead?

It's a confusing picture. On the one hand, new forms of intimacy are emerging: sexual pleasure is now widely accepted as something meaningful for both men and women. We have also entered an era in which blatant gender discrimination is seen as unacceptable, if not indecent. On the other hand, there has been a palpable conservative backlash to these changes, accompanied by a turn towards neo-traditionalism. And while the principle of gender equality in Russia is not widely disputed, women's main contribution to the public good is still widely understood to be giving birth to children and being responsible for their upbringing. This trend has manifested itself in renewed proposals to remove abortion from the public healthcare system and introduce pro-natalist measures (such as extra financial support for pregnant mothers.)

The roots of the fraught and often contradictory state of gender relations in Russia today can be found in their no less contradictory past. Russia's great asset here is its legacy from the early Soviet years, during which radical policies were introduced in support of reproductive rights (for example, the legalisation of medical abortion in 1920), alongside the political mobilisation of women and their entry into the workplace alongside men for equal pay. Yet these gains were disrupted by the "great retreat" of the 1930s and 1950s, when women's economic mobilisation became increasingly tied to the promotion of their traditional maternal role. The figure of the working mother then came to dominate the late Soviet years; a woman who was still obliged to play her traditional role and perform domestic labour alongside the demands of her professional life. After the collapse of the Soviet Union, the state receded from the social sphere throughout the 1990s; by the mid-2000s, it had returned and declared the promotion of motherhood to be one of its key priorities.

By the late 2010s, the country's authorities started to revive traditional gender roles and aggressively fought off any attempts to revise them. In hindsight, statements by leading Russian politicians and legislative initiatives during these years strongly suggest that the latter triumphed in this clash between liberals and neo-traditionalists over gender. The results of the World Bank's Women, Business, and the Law survey for 2019 give the same picture: Russia falls below the middle in the overall ranking of countries, lagging behind all other post-Soviet states except for Uzbekistan.

With that in mind, perhaps it's time to ask how conservative we really are. To what extent does Russia's official stance towards gender and its international rankings when it comes to gender equality really reflect ordinary citizens' perceptions about the role of men and women in society?

Traditional Values in the Bedroom and the Workplace

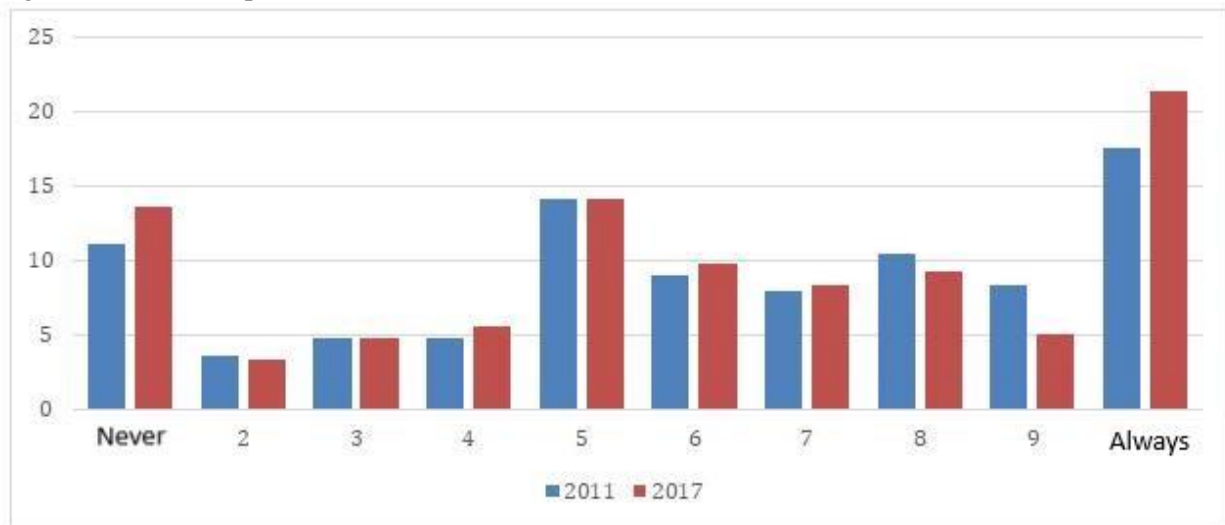
The gender order is not monolithic. It is more accurately described as a changeable mosaic of several different pictures, representing different dimensions of gender equality, such as labour relations (including unpaid domestic work), political power relations, and emotional relationships. While all these dimensions are interrelated, gender relations, practices, and attitudes can transform in one of these areas relatively independently from others. Being aware of these changes requires not zooming out and making generalisations, but instead assessing the potential for change in each of these field. How have Russians' views on gender equality and the family changed? What about their views of gender roles in the labour market? Has our perception of these areas become more or less "traditional?"

The data give a surprising picture. Contrary to expectations, over the past six years, Russians' views on gender issues have either not changed at all or have completely "retreated" in favour of traditionalism. We compared respondents' answers in the 2011 and 2017 World Values Survey and discovered some interesting dynamics. For instance, over those six years, the share of those who believe that it is problematic for a woman to earn more than a man increased from 23% to 34.5%. The share of those who believe that children's wellbeing will suffer if their mother is employed remains about the same (38.8% in 2011 as compared to 36.8% in 2017.) The share of those who consider a university education less important for girls than for boys increased from 22.6% to 26.7%.

Views appear to have liberalised when it comes to intimate relationships. Russians' attitudes to premarital sex have grown somewhat more tolerant. If in 2011, 13% of respondents considered premarital sex to be completely unacceptable, by 2017 the figure had fallen to 11%. Figure 1 shows this gradual shift towards liberal attitudes, which is partly a predictable consequence of a move towards modernity. Despite a small fall in their numbers, the overwhelming majority of respondents consider domestic violence against women to be unacceptable: 78% in 2011 and 72% in 2017.

However, this liberalisation of sexual mores has not necessarily led to more equality in intimate relationships. It is important to remember that freer sexual behaviour can easily coexist with the objectification of the female body, hierarchical relationships, and the moral requirements which are still closely linked to sex for many people. As research shows, the "sexual revolution" has not always played into the hands of women. For example, although the right to pleasure for both partners is now widely recognised, contraception and family planning are still primarily responsibilities for women.

Figure 1. Attitude to premarital sex: 2011 vs 2017



Question: Now I'm going to read out some different statements. Please tell me to what degree you believe each one to be justifiable, rating them on a scale of one to ten (where one means "can never be justified" and ten means "can always be justified." Statement one: Premarital sex.) Source: WVS.

Even if freer relationships and emancipation of women in the private sphere tend to go hand in hand, that situation usually only lasts until childbirth. Upon becoming mothers, modern Russian women become subject to the traditional, gendered division of roles and responsibilities, whether they like it or not. The problem of striking a balance between work and childcare is much more acute for them than for men. By providing direct financial support to parents, rather than developing institutions that equally support family and professional life (such as improved quality of and access to kindergartens or flexible forms of employment for parents), the government contributes to the reproduction of traditional gender relations, thereby distancing women from paid employment.

Meanwhile, some worrying changes can be observed in labour relations. By the end of 2017 there was a significant increase in the share of those who believe that men should be given priority access to employment when jobs are scarce. The figure rose from 28% in 2011 to 40% in 2017 (see Figure 2.) The 12% jump is likely to be the result not only of economic recession (such downturns are often accompanied by resurgent nationalism and conservative attitudes towards gender) but to a longer-term trend towards traditionalism by the Russian state and, most likely, from part of Russian society.

Given that this rise coincides with a growth in negative attitudes towards income equality between married couples, we can only assume that the answers reflect not only fear of job losses, but more fundamental concerns about social status. They could also testify to the success of state-promoted conservative ideology, with its traditional outlook on gender relations where the family breadwinner is always assumed to be male.

Figure 2. Changing attitudes to various aspects of gender equality: 2011 vs 2017.



At the same time, attitudes towards domestic work have changed significantly. If in 2011, household work was seen by 83% as just as worthy as any other form of work, then in 2017 this figure had decreased

to 53.3%. We might remember Vladimir Putin's words during the launch of the maternity capital programme in 2006, when he justified the introduction of new forms of social support by invoking the image of the housewife who, having given birth to two children, has fallen behind in her career path and is inevitably vulnerable as a result. Yet survey data reveal that the rhetoric behind many of these pro-natalist policies has not been too convincing; domestic work and caring for children are still widely perceived as female responsibilities (responsibilities whose status has not increased in the eyes of the population, but has in fact significantly decreased.)

Women and Power

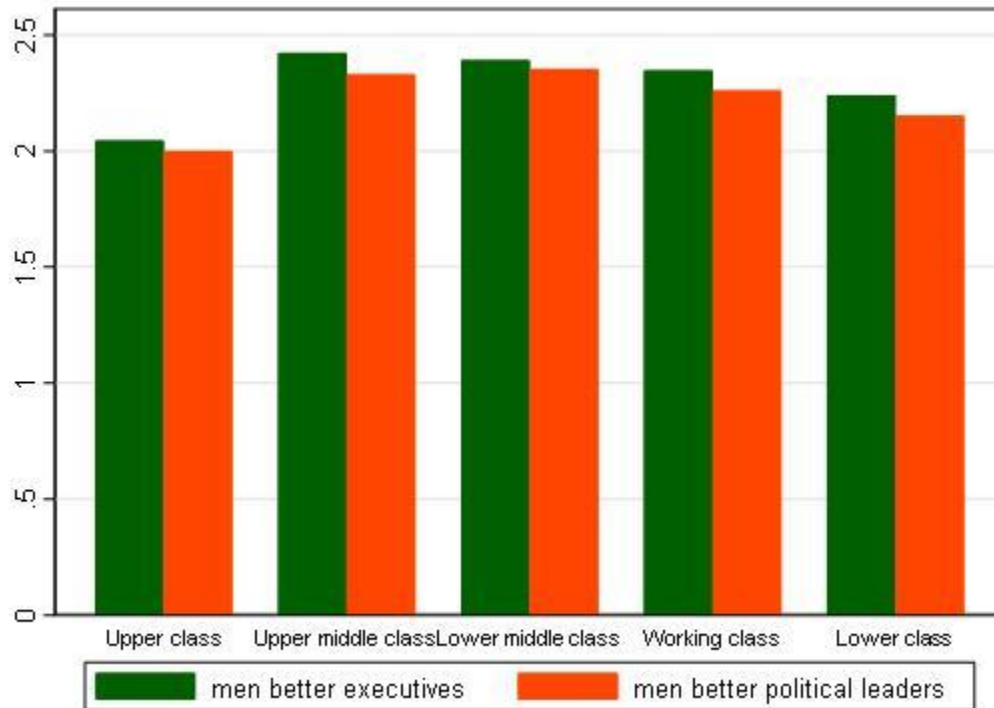
The public sphere can be a forbidding place for women even in fairly developed societies. Perhaps nowhere is this truer than in political life, riddled as it is with gender inequality. After all, power under the patriarchal order is associated with men, and women are consigned to a subordinate role. More than half (57%) of Russians believe that men make preferable political leaders; a figure which did not change between 2011 and 2017. Attitudes towards women occupying leadership positions in business have also deteriorated: in 2011, 48% felt that men made better business leaders, a figure which rose to 53% by 2017. At the same time, 67% of most Russians do not consider there to be any obstacles to women's political participation.

However, it is a known fact that the formal representation of women is just as good in authoritarian states like Cuba or Rwanda. This phenomenon is called "descriptive representation," meaning that while there may be formal representational diversity in some political bodies, women are unlikely to be found in those parts of government where the real decision-making powers are concentrated. An unusually high number of women in the parliaments of authoritarian states should not confuse anybody; legislatures are far from the most prestigious bodies in such countries, and places in them are usually not distributed according to meritocracy, but instead based on patronage and loyalty networks. Female lawmakers usually end up in parliaments like these thanks to the patronage of influential men of higher status, not as a result of their own merits.

Does Privilege Mean Progress?

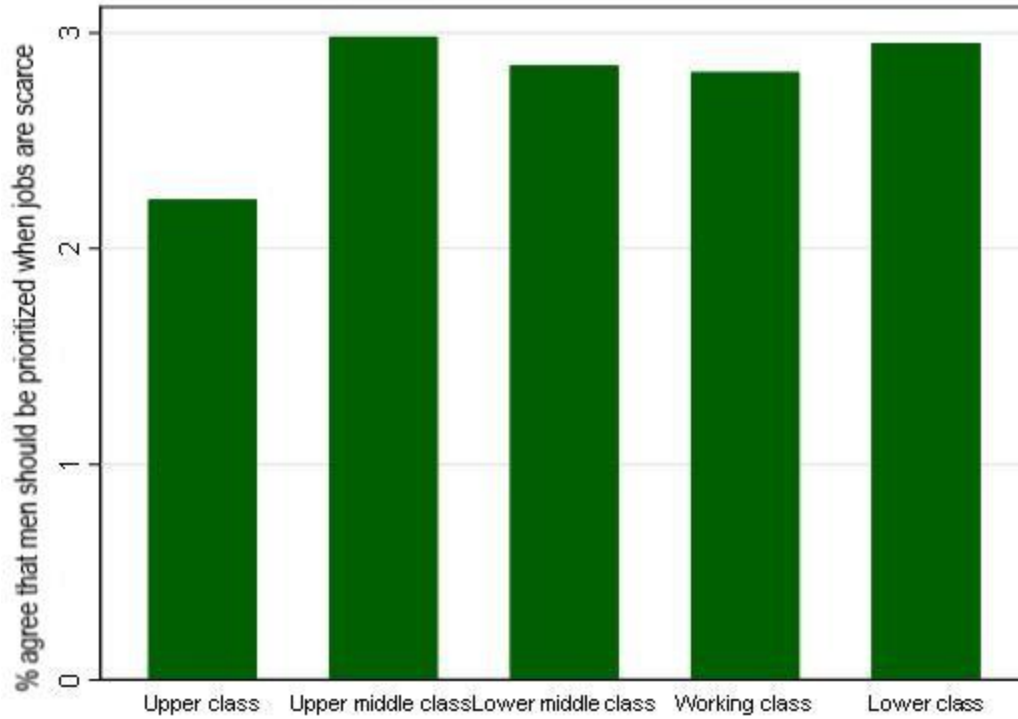
If the gender order varies, then so do we, people who experience gender relations in our daily lives and share certain attitudes towards them. As Figures 3 and 4 show, respondents with a higher income and social status are inclined towards more progressive views on gender equality. Generally speaking, this is in keeping with global trends. Those from privileged groups often act as trailblazers; they are the first to pick up on new trends and implement them in everyday life. Meanwhile, there is no obvious difference between middle and working class respondents, a dynamic which somewhat sets Russia apart from EU member states.

Figure 3. Averages of those who believe that men make better business leaders and political leaders (averages from 0 to 4 on Y axis, social status on X axis)



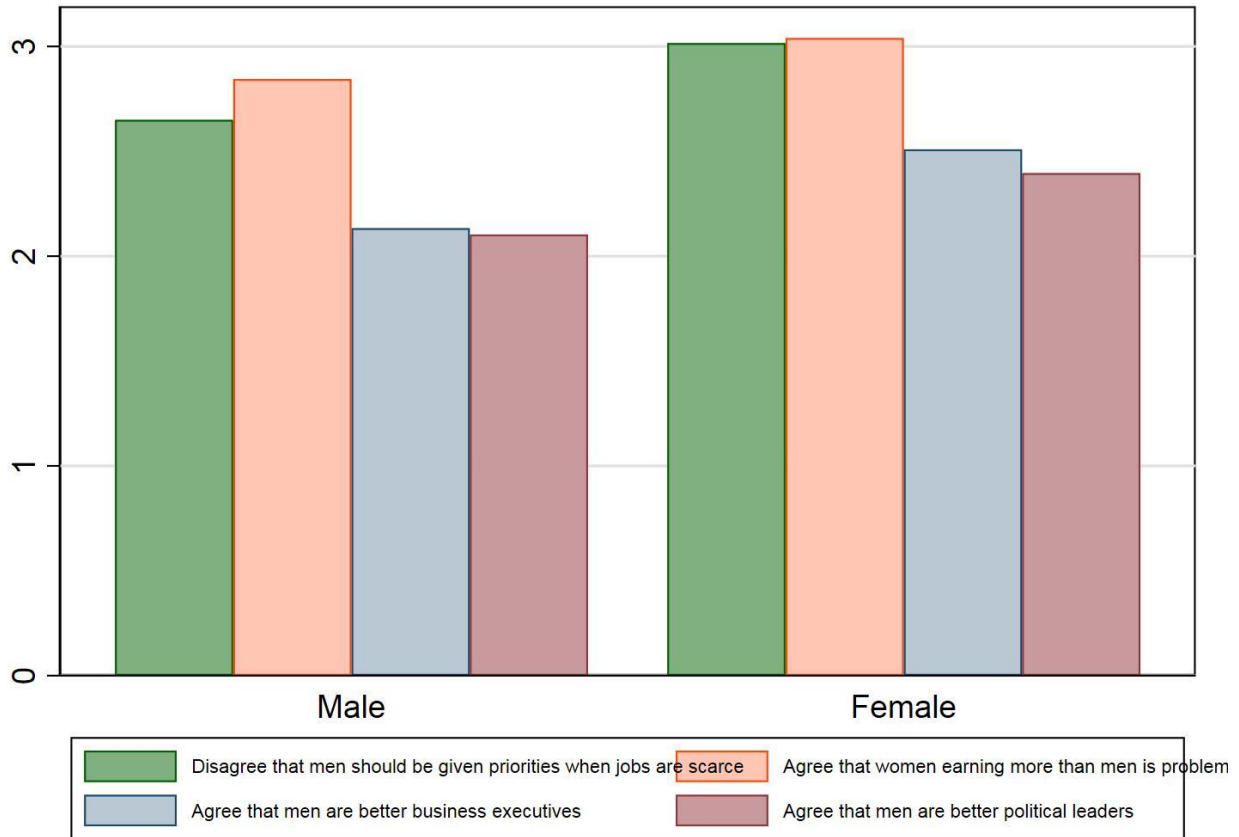
Source: World Values Survey 2017]

Figure 4: Averages of those who believe that men should be given priority access to employment when jobs are scarce, sorted by social status (on X axis)



Unsurprisingly, it seems that belonging to the privileged sex also colours citizens' views. To return to politics, we can safely say that some female respondents are even more conservative than male ones (see Figure 5.) The averages of those who consider men to be superior business and political leaders are about 0.3 points higher among women on a four point scale. However, women are less likely to agree that men should be prioritised when it comes to employment. Finally, the same proportion of both female and male respondents consider women receiving higher salaries than men to be problematic.

Figure 5. Averages for attitudes towards various aspects of gender relations, comparing men to women.



Source: World Values Survey 2017

Poor Prospects

In this article we have tried to consider the Russian gender order not from the perspective of the state, which usually takes centre stage in studies of this topic, but instead from the viewpoint of ordinary citizens. This has led us to pose a number of questions. If neo-traditionalism really is the order of the day in the state's gender policy, does this mean that the population also shares such values? How consistent and uniform are citizens' views really? Can it be said that Russians are more open to modernisation in some aspects of gender relations than others? Finally, can different social groups (for example, by class or gender) be distinguished by their more or less progressive attitudes towards gender?

In considering these questions (and taking into account the survey data), we are forced to draw some disappointing conclusions. Russian citizens' judgements on a whole range of scenarios, from the mode of production and roles in the family to broader power relations, show that they clearly and consistently express neo-traditional attitudes towards gender. Our comparison of the data from 2011 and 2017 demonstrates that these attitudes have only strengthened with time. Domestic labour is appreciated less than before, while a significant share of the population sees paid employment as a predominantly male domain and believes that in case of job scarcity, men should be given priority in hiring.

Nevertheless, views of intimate relationships appear to have liberalised, although the data available do not allow us to conclusively establish how or whether this trend is linked to advancements in gender equality in the same field. Moreover, it would be controversial to speak of liberalising attitudes to sexuality in

Russia today in the context of legislation which actively discriminates against non-heterosexuals. This is clearly an issue which merits much more comprehensive study.

Given the multi-faceted nature of gender relations, it is hard to formulate any general conclusions about their transformation. The categories with which we operate, and which are used in conducting surveys and building indices, are ambiguous. This leads us to assess gender equality, for the most part, by measuring levels of equality between men and women. Methods of measurement like these are simply unable to factor other gender inequalities which occur at the intersection of other categories, such as age, class, sex, or sexuality. As such, some more subtle distinctions still remain invisible to researchers. However, even taking into account all these obstacles, we can conclude that our outlook for gender relations is far removed from those of Clara Zetkin and Rosa Luxemburg. If things will change, it will be in a much more conservative manner.

RUSS 2120 Culture Assignment 2: Russian Dialects and Their Cultural Significance

In this culture assignment, you will examine Russian dialects and their cultural significance. After reading the articles, write a two-page analytical response considering the following questions:

Part 1: The Russian language is believed to be fairly homogenous. But how close to truth is this statement? Can Russians from different parts of the country easily understand each other? Read Article #1 and watch the videos in the article about different regional dialects. In a couple of paragraphs, identify the main Russian dialects and differences between them. Suggest your evaluation of the Russian language: Did you have difficulties understanding different dialects from the videos? Is the Russian language, indeed, homogenous?

Part 2: Read Mark Liberman's blog entry about watching Chekhov's play "Three Sisters" in Vortex Theater in Albuquerque. In a couple of paragraphs, identify Liberman's main argument about phonetic accuracy of the characters' speech in translation. Why is translating Russian provincial dialects problematic? Do you believe that Russian dialects carry cultural significance? Is replacing Russian regional dialects with American regional dialects an adequate choice? Why or why not?

Essential skills	Component skills	Descriptors
	Excellent: 100-90%	Good: 89-80%
	Limited: 79-80%	Poor: 69-0%
COMMUNICATION	Genre and Medium Awareness	Use formal and informal rules/registers appropriate for the assigned audience, community purpose, context, and kind of text and/or media at hand; use them to guide organization and stylistic choices in writing.
	Strategies for Understanding and Evaluating Messages	Apply strategies such as reading/analyzing for main points or themes: recognizing the variety of rhetorical situations and accompanying strategies that may contextualize messages; locating supportive documentation for arguments to understand and evaluate messages in terms of the rhetorical situation; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages.
	Evaluation and production of arguments	Recognize and evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions.
CRITICAL THINKING	Problem setting	Delineate a problem or question to be considered critically.
	Evidence Acquisition	Identify and gather the information/data necessary to coherently address the problem or question.
	Evidence Evaluation	Evaluate the information given by sources for credibility (e.g. bias, reliability, validity), probable truth.
	Reasoning/Conclusion	Develop conclusions and outcomes that reflect an informed, well-reasoned evaluation.

PERSONAL AND SOCIAL RESPONSIBILITY	Intercultural reasoning and intercultural competence	Recognize and evaluate linguistic or social issues as they intersect with culturally specific and students' own perspectives.
	Sustainability and the natural and human worlds	Recognize, examine, and explain the relationship among linguistic, socio-cultural, political, and economic systems as they interact with issues concerning human activity, identity, and organization of human life.
	Civic discourse, civic knowledge and engagement	Recognize a variety of positions on different global and linguistic issues concerning individual and collective cultural identity.

Article #1:

Can Russians from different parts of the country understand each other?

Source: <https://www.rbth.com/education/328851-dialects-russian-language>

By Alexandra Guzeva

You might be surprised to learn that the speech patterns in Moscow and Vladivostok, separated by 9,000 km, are more similar than in Moscow and Ryazan, only 200 km apart.

1. Modern Russian is just one dialect of Old Russian

The people who inhabited Ancient Russia, or Rus, were mostly illiterate, had no dictionaries to check word usage, and didn't bother too much with rules. Therefore, prior to the 14th century, the preliterate Old Russian language was, by definition, based on oral traditions: it was spontaneous and didn't rely on fussy academicians laying down the law.

By the 14th century, Rus was a patchwork of feudal principalities. Despite some of them languishing under the Tatar-Mongol yoke, the Old Russian language continued to develop. In geographically proximate regions, speech began to develop in different ways, and three dialects gradually emerged: Ukrainian, Belarusian, and Russian. Each of them eventually evolved into a separate language, and the three of them now make up the closely related Eastern Slavic languages, a branch of Indo-European.

2. The Russian language has three main dialects

Although Russia is vast, linguists distinguish only three groups of Russian dialects: northern, southern, and central, with the latter heavily influenced by the other two.

Igor Isayev, director of the Institute for Linguistics of the Russian State University for Humanities, says that the old dialects in the east of Russia can be tentatively divided by drawing a line across the central European part of the country from Vyatka (Kirov), through Nizhny Novgorod, to Saratov in the south.

All dialects east of this border—which means the whole of the Urals, Siberia, and the Far East—were formed on the basis of the dialects of the earliest settlement of Slavs. This is the language of settlers from central Russia, which has changed little over the ages.

Therefore, you won't feel a huge difference between the speech patterns in Vladivostok and Moscow, whereas travelers between northern Arkhangelsk and southern Krasnodar will have to retune their ears.

3. The literary language was shaped around the political center

The so-called literary language is spoken in all major cities of Russia, which is contributing to the gradual erosion of the archaic dialects of the late 19th century. And yet no one could say that all Russians speak the same way.

Colloquialisms and vernacular expressions are easy giveaways, especially in villages and small towns and among older people. But these distinctions will never be as strong as in different regions of, say, Italy or even more so China. Except for a few odd words, all Russians understand each other.

The literary norm is the Central Russian dialect, the way they speak in Moscow. That's because Moscow was the capital of Ancient Rus. "If power had remained concentrated in Vladimir and Suzdal, where the northern dialect was spoken, as things stood at the end of the 13th century, we would all be speaking this dialect today," asserts Igor Isayev.

4. How the northern and southern dialects differ from the literary norm

"If you take a train, say, from Petrozavodsk to Sochi, i.e. north to south, you will hear several variations of Russian dialects: some will say 'o' instead of 'a,' or 'ts' instead of 'ch,' or 'kh' instead of 'g,'" says Nelly Krasovskaya, a professor at Tula University.

Differences exist at all levels of the language: in phonetics (pronunciation of sounds), morphology (changes to word endings based on case and number), and vocabulary (no explanation required). Here are just a few of the distinguishing features:

"Gekanie"

One of the most striking characteristics of the southern dialect (Ryazan, Kursk, Voronezh, Belgorod) is the so-called "gekanie" phenomenon, or in academic parlance: "fricative g." It is designated by the Greek gamma sign γ , but pronounced as a soft "kh." More often than not, it is a devoiced "g" at the end of a word in front of a vowel. For example, instead of "snega" (literally "of snow") people say "snekha." The further south you venture, the deeper and more guttural the "g" becomes, and it even starts appearing at the beginning of words. In Krasnodar, for instance, you might hear "khorod" instead of "gorod" ("town/city"). Incidentally, even further south, in Ukraine, "gekanie" is the literary norm.

"Okanie" and "akanie"

Whereas Central Russian inhabitants often pronounce unstressed "o" as "a" ("Maskva" not "Moskva"—the word for "Moscow"), northerners are identifiable by their clear-sounding "o." Incidentally, "akanie" can be heard when some Russians speak English. For example, instead of "Obama" you might hear "Abama."

Substitution of "f" and "kh"

This feature is typical for the north and south of Russia. For example, peasants on Leo Tolstoy's estate at Yasnaya Polyana called their master "grakh" instead of "graf" ("count").

Palatalization of consonant sounds

In the north, people like to say "ts" instead of "ch." "Pechka" ("stove") becomes "petska," and "vnuchok" ("grandson") turns into "vnutsok."

That doesn't happen in the south, but instead they soften the letter "t" at the end of third-person verbs (similar to the infinitive form): "on khodit" ("he walks") starts to sound "khodit'."

Blog Entry:

Two notes on Three Sisters

Source: <https://languagelog.ldc.upenn.edu/nll/?p=2358>

By Mark Liberman

Last night, I saw an excellent performance of Chekhov's *Three Sisters* at the Vortex Theater in Albuquerque. I had never seen this play before, and based on descriptions of the plot, I didn't really expect to like it very much, but in fact I thought it was brilliant, in ways that are not captured by a plot summary. It's surprising that this surprised me, since I like Chekhov's short stories very much, and for the same reasons.

Two small linguistic footnotes follow, one intrinsic to the text, and the other related to last night's performance.

Ut consecutivum. The character Fyodor Ilyich Kulygin is described by the Wikipedia article as follows:

Masha's much older husband and a teacher at the high school. Kulygin is a jovial, kindly man, who truly loves his wife, although he is aware of her infidelity. His hobby is to go for rambles (long cross country walks) with the headmaster- Kulygin is the honorary secretary for the rambling society in the local town. At the end of the play, though knowing what his wife has been up to, he takes her back and accepts her failings.

Kulygin mainly provides comic relief, wandering in from time to time to look for his straying wife. But he has some important lines, for example this (from the translation by Julius West at Project Gutenberg — last night's production used a more recent translation by Paul Schmidt):

To-day the soldiers will be gone, and everything will go on as in the old days. Say what you will, Masha is a good, honest woman. I love her very much, and thank my fate for her. People have such different fates. There's a Kosirev who works in the excise department here. He was at school with me; he was expelled from the fifth class of the High School for being entirely unable to understand ut consecutivum. He's awfully hard up now and in very poor health, and when I meet him I say to him, "How do you do, ut consecutivum." "Yes," he says, "precisely consecutivum ..." and coughs. But I've been successful all my life, I'm happy, and I even have a Stanislaus Cross, of the second class, and now I myself teach others that ut consecutivum. Of course, I'm a clever man, much cleverer than many, but happiness doesn't only lie in that.

I believe that the ut consecutivum is probably this part of Lewis & Short's entry for ut:

II.B. Introducing a temporal clause, the principal predicate being an immediate sequence.

L&S give examples of this temporal ut where "ut A, B" means "as soon as A, B", or "since A, B", or "whenever A, B". [Update: actually this guess was wrong — this term is in fact traditionally associated with *<i>ut</i>* introducing a subjunctive clause of result — see the comments below for details.] But ut is protean — ut often has to be translated as "how", or "in what way or manner", or "as much as", or "howsoever", or "considering that", or "although", or just plain "that" ... So it's hardly surprising that a

student would find it hard to sort it out, though it seems harsh to drop someone from school for failing to recall one piece of the puzzle.

These days, we use obscure features of the integral calculus or of organic chemistry as intellectual gatekeepers, in place of obscure features of Latin grammar. And we don't kick kids out of school for failing to make it through the gate, we just drop them to a lower track, or suggest that they try a different major. Anyhow, the obscure features of Latin grammar did at least have some metaphorical value that methods of integration generally lack. (For more discussion of the curricular role of calculus, see the end of this post.)

Provincial accents. The three sisters of the play's title are unhappy about being stranded in a provincial town, where their father, who died a year before the play begins, was commander of a local army detachment. They yearn to return to Moscow, where they grew up, and which has become a sort of mythic land of happiness for them, especially for Irina, who was only nine when they left, eleven years before the play begins.

As far as I can tell, Chekhov's describes the play's setting just as "a provincial town". And a provincial town in the Russia of 1900 — especially one far enough away from the capital that the three sisters would not have gone back for a visit in eleven years — would have had a distinctive regional accent, I think, one that everyone involved would have been quite aware of.

Although I don't know very much about Russian dialect history, I do have one piece of personal evidence that this is likely to have been true. My maternal grandfather was born and raised in Moscow, and his wife was not. To the end of her life, he teased her about her (certain features of her) accent, although (or perhaps because) she was better educated than he was, and later became the headmistress of a school at which he taught. (She came from somewhere to the south, but the school was in pre-revolutionary Latvia — they emigrated to the U.S. in 1921, after the newly-independent Latvian government closed Russian-language schools.)

I don't see anything in the English translations of the plays to indicate that Chekhov wrote his characters' parts in ways that indicated which variety of Russian they spoke, and my Russian is not nearly good enough to figure this out from reading the original. Perhaps someone with a better command of the language can tell us?

Last night's production didn't take up this potential opposition of accents in a systematic way. But one character — the woman who played Natalia Ivanovna (Natasha) — did present an identifiable provincial persona. Appropriately for Albuquerque, she came across as southwestern. She used -in' for -ing a fair fraction of the time — it was especially striking in the word "darlin'" — and a bit of monophthongization of rising diphthongs. And this impression was reinforced by aspects of her hair style, dress, and so on.

Wikipedia describes Natasha this way:

Andrei's love interest at the start of the play, later his wife. She begins the play as an insecure, awkward young woman who dresses poorly. Much fun is made of her ill-becoming green sash by the sisters, and she bursts into tears. She apparently has no family of her own and the reader never learns her maiden name. Act II finds a very different Natasha. She has grown bossy and uses her relationship with Andrei as a way of manipulating the sisters into doing what she wants. She has begun an affair with Protopopov, the head of the local council (who is never seen), and cuckolds Andrei almost flagrantly. In Act III, she has become even more controlling, confronting Olga head on about keeping on Anfisa, the elderly, loyal retainer, whom she orders to stand in her presence, and throwing temper tantrums when she doesn't get her way. Act IV finds that she has inherited control of the house from her weak, vacillating husband,

leaving the sisters dependent on her, and planning to radically change the grounds to her liking. It is arguably Natasha, vicious and insensitive of anyone besides her children, on whom she dotes fatuously, who ends the play the happiest, having achieved everything she wants. Natasha's meanness could be traced, psychologically, to the way she is made fun of in Act One, but she may just be a bad lot. Her triumph can be taken to represent that of an intrinsically insensitive lower class over the refinement of aristocratic ideals (like Lopakin's triumph in Chekhov's *The Cherry Orchard*) and so be interpreted politically.

Thus for Natasha to have local characteristics of accent and dress is a nice touch, although perhaps it's slightly disconcerting in a production that doesn't otherwise adapt the Russian setting. Perhaps her regionalisms would have worked even better if the other locals in the play had shared them to some extent, or if the the Muscovites had occasionally mocked them by imitation.

Alas, the actress who played Natasha was criticized for regionalism in a review by Erin Adair-Hodges in the *Albuquerque Alibi*:

One character ... seemed to have wandered over from *The Best Little Whorehouse in Texas*, played in a broad slapstick.

But Adair-Hodges didn't like the other characters' accents much either:

To be fair, actors in a Chekhov play are tasked with incredible challenges, such as using realism to approach dialogue translated from the Russian written a century ago. In this version, that task resulted in many of the actors speaking in their normal, modern American voices, which clashed harshly with the content. The default flat nasality of American speech, especially that of anyone who grew up after *Valley Girl*, is simply unable to treat the dialogue—and the Russian names—with the proper weight and pathos. No one's asking for a Russian accent, but an attempt to open vowels could have made a huge difference.

Surely Russian accents would have been beyond weird, suggesting a production to be featured on *The Onion TV*. And I'm not exactly sure what "an attempt to open vowels" means, so I can't judge whether it would indeed have made a "huge difference", and if so, in which direction.

But this raises the whole question of how to use varieties of English in plays translated from other languages, or adapted from other places and times. This is especially important for plays in which regional or class differences in speech are featured, whether explicitly or implicitly. I know nothing about this, except that there are people like Amy Stoller (an occasional LL commenter) who do — this would fall under the heading of what her web site calls "creating a consistent vocal world", I guess.

Introduction to Creative Writing: Final Portfolio

For the final portfolio, you will revise and edit a piece from each genre that we explored. Each individual piece should be titled. Guidelines to designing your ePortfolio will be given in class.

- Please revise an **ORIGINAL WORK OF SHORT FICTION**. This must include all major elements of creative writing, including character, setting, conflict, complications, climax, beginning, middle, end, etc. It must also total at least 4 to 5 FULL PAGES (5 to 6 FULL PAGES for honors students) and be a complete narrative.
- Please revise an **ORIGINAL WORK OF CREATIVE NON-FICTION**. This must include all major elements of creative writing, including character, setting, conflict, complications, climax, beginning, middle, end, etc. It must also total at least 4 to 5 FULL PAGES (5 to 6 FULL PAGES for honors students) and be a complete narrative.
- Please revise an **ORIGINAL WORK OF DRAMA**. This must include all major elements of creative writing, including dialogue, character, conflict, complications, climax, beginning, middle, end, etc. It must also total at least 5 to 6 FULL PAGES (6 to 7 FULL PAGES for honors students) and be a complete narrative.
- Please revise an **ORIGINAL WORK OF POETRY**. This must include all major elements of poetry writing, including form, line breaks, figurative language, tone, rhythm, etc. It must also total at least 4 to 5 FULL PAGES (6 to 7 FULL PAGES for honors students) and be a complete narrative.

Remember, these pieces should also be considered for submission to *Perspective(s)*, San Juan College's Literary and Art Magazine, and for the reading event at the end of the semester.

Introduction to Fiction Writing Assignment

For this assignment, you will apply all the major elements of fiction writing, based on the examples we've read so far, and as outlined in the first six chapters of *Imaginative Writing*:

- Image
- Voice
- Character
- Setting
- Story

Write a short story of no longer than two, double-spaced pages, incorporating the elements listed above. This story needs to be an original composition (rather than a revision of an earlier prompt) and must attempt to follow the "story shape" diagram on page 173 in *Imaginative Writing*. It should have a beginning, middle, and end, as well as employing description, dialogue, scene, conflict, and resolution.

Introduction to Poetry Writing Assignment

Consider the structure of the poems you've read, the emotions swirling about as you read, and the images by which the writer conveys the more ambiguous underscoring of the poem. Answer the following questions:

1. Read the poem aloud at least twice. Reading aloud lets you hear the rhythm and tone of the poem. How does it sound? Do the words, phrases, passages roll off your tongue? Were there any places that stopped your reading or sounded a bit "clunky?"
2. Look at style. Remember, poems do not necessarily need to meet the rigor of specific rhyme schemes or meters. No rules need apply here. In fact, consider whether or not the poet attempts to manipulate rhyme, structure, or rhythm rather than respecting the authenticity of the creation. Describe the style in your own words. Additionally, take note of sections that are effective in using a type of structure or style to communicate meaning. Resonant with natural sounds like a river, or a busy city, for example. and do these choices work in relation to the imagery, as well?
3. Think about the content, avoiding analysis if you can (for now). Are there cliches? Are there enough original imagery or moments of unique voice? Does the writer use effective repetition rather than redundancy?
4. Pay close attention to the images and the imagery. These are the heart and soul of poetry. Can you "see" what the writer is talking about, or feel it, or sense it? Does the imagery seem authentic? Are the metaphors and similes clear, natural?
5. Do all the elements above work together?

Now, think how identity and culture have created the person you've become. Write a poem where you explore these concepts and what they mean in the greater sense of your existence and harmony.

Final Application Assignment

An important objective of this class was to apply theoretical and conceptual knowledge to events we encounter in our lives. This final reflection is designed to offer you an opportunity to reflect on **TWO** more specific topics and relate these psychological principles to the real world.

Please identify and define/describe **TWO** specific concepts that you learned in Introduction to Psychology (but they have to be different than the ones you used for your first reflection). Next, discuss how each of these concepts applies to the real world, your life, your future, or other "real life" applications relevant to you. For example, you could define intrinsic vs extrinsic motivation from Ch 9 and give examples of these kinds of motivation and how they work in your life. Then you could define one of the theories of change in Ch 14 and reflect on how these theories relate to your quest to change your sleep habits (or any other behavior) this semester. These are just examples - you can choose any topics from this semester, and apply them to your life and any other context outside the classroom (e.g., maybe you saw an example on a TV show or movie, or can apply them to a character in a book)!

Please be *specific* and *thorough* in your response. Responses should be **typed** and approximately **two double-spaced pages** to address the topics you selected. *Just as with the rest of your reflections, make sure to cite the information you use from the textbook or other sources, including the author of the text and the page number (e.g., Operant conditioning is defined as "a form of associative learning in which the consequences of a behavior change the probability of the behavior's [future] occurrence" (Nevid, p. 178, or Nevid, 5.2).)

When you have completed your assignment, please upload it here. Files must be Word documents or PDFs.

Application Assignment Rubric

Criteria	Ratings					Pts
<p>Demonstrates a clear understanding of related course material (includes appropriate use of psychological theories, principles, and terminology). Clearly addresses questions presented in the assignment description.</p>	<p>10.0 pts Exemplary Excellent evidence of an understanding of related psychological concepts; accurately and thoroughly defined/described</p>	<p>9.0 pts Proficient Consistently demonstrates understanding of related psychological concepts; accurate definitions/descriptions of at least two concepts</p>	<p>7.0 pts Competent Sufficiently demonstrates an understanding of related psychological concepts; might be lacking thoroughness in definition/description and/or incomplete in addressing prompt</p>	<p>5.0 pts Developing Occasionally demonstrates understanding of related psychological concepts, but some misconceptions in understanding, or not complete in addressing prompt (e.g., touches on one concept, but not two)</p>	<p>3.0 pts Unsatisfactory Inconsistently or seldom demonstrates understanding or related psychological concepts; misconceptions and inaccuracies in understanding and/or does not address prompt (e.g., relates personal experience without identifying related course material)</p>	<p>10.0 pts</p>
<p>Includes a detailed description of the personal experience or example. Integrates information learned in an everyday environment with related psychological concepts; demonstrates clear links between research and personal observation.</p>	<p>10.0 pts Exemplary Excellent evidence of ability to apply and integrate chosen psychological concepts with personal experience / real-life examples accurately and thoroughly</p>	<p>9.0 pts Proficient Consistent evidence of ability to apply chosen psychological concepts to personal experience / real-life examples accurately</p>	<p>7.0 pts Competent Sufficient evidence of ability to apply chosen psychological concepts to personal experience accurately</p>	<p>5.0 pts Developing Attempt to apply chosen psychological concepts to personal experience / real-life examples; lacking thoroughness and/or accuracy</p>	<p>3.0 pts Unsatisfactory Fails to apply chosen psychological concepts to personal experience / real-life examples in at least one of the two chosen examples; applies psychological concepts but inaccurately and/or at a cursory level</p>	<p>10.0 pts</p>

Application Assignment Rubric

Criteria	Ratings			Pts
<p>Communication: Well organized; clear transitions throughout assignment; technically correct (e.g. grammar); referenced information is completely and consistently cited.</p>	<p>5.0 pts Excellent Organized, clear, free of errors (or only minor errors that do not detract from ideas); referenced information is cited</p>	<p>3.0 pts Competent Some organizational issues and/or technical errors interfere with ability to communicate ideas clearly; fails to cite referenced information consistently</p>	<p>1.0 pts Unsatisfactory Major/frequent organizational and/or technical errors interfere with ability to communicate ideas clearly; fails to cite referenced information at all</p>	<p>5.0 pts</p>
<p>Total Points: 25.0</p>				

Sample Spanish 1110 Assignment

1. Students are introduced to new vocabulary for a lesson
2. Instructor has the students take turns pronouncing the words
3. Students choose 10 words and use them in Spanish sentences. Students read the sentences orally for class.
4. Students use critical thinking to create categories for the vocabulary list and divide the words into the categories.
5. Students use technology (internet) to find the etymology of 10 words so they can learn Latin roots that give keys to the meanings of the words.
6. Students create simple similes with the words. Example: Un muchacho is like a small dog.
7. Students do vocabulary exercises from the text in groups. They must demonstrate social responsibility by not making fun of others who may miss a question and by assisting others who may have difficulty with the questions. Also, equal time must be given to each member of the group by not allowing one student to answer all of the questions.

ARTIFACT D for NAVA 1120 COMMUNICATION

Sharing your knowledge of numbers: Please answers the questions listed below on the worksheet, in Part 1. Then, review your answers and share your information with the person sitting next to you. Next, you will share the same information with the class.

Part 1

QUESTIONS

- Q1: Dííjįsh dikwíígóó yookááł.
Q2: Adaądaą́ dikwíígóósh yookááł nít'ée'
Q3: Yiskaągósh dikwíígóó yookááł dooleeł.
Q4: Ha'át'íi yizit bii' ni'dizhchį.
Q5: Díkwíígóósh yookááłgo ni'dizhchį.
Q6: Díkwíish yihah yeędaą́ ni'dizhchį.
Q7: Nibéesh bee hane'í ha'át'íi bináamboo.
Q8: Nibéesh doot'izh ha'át'íi bináamboo.
Q9: Nibéesh t'ahí ha'át'íi bináamboo.
Q10: Háájį'sh naaltsos nich'į' ál'į.

Student A

- A1: Dííjį (day of the week, month, date, year)-góó yookááł.
A2: Adaądaą́ (day of the week, month, date, year)-góó yookááł nít'ée'
A3: Yiskaągo (day of the week, month, date, year)-góó yookááł dooleeł.
A4: (month) yizit bii' shi'dizhchį.
A5: (date)-góó yookááłgo shi'dizhchį.
A6: (year) yihah yeędaą́ shi'dizhchį.
A7: Shibéesh bee hane'í (# # # - # # # - # # # #) bináamboo.
A8: Shibéesh doot'izh (# # # - # # - # # # #) bináamboo.
A9: Shibéesh t'ahí (# # # - # # #) bináamboo.
A10: (address)-jį' naaltsos shich'į' ál'į.

Student A will answer Q1 through Q10 in written format by filling in the blank in A1 through A10. Then, Student A will practice their introduction before introducing themselves to a person sitting next to them. Finally, they will introduce themselves to the class.

Sample of Navajo Information Sharing by Student A: Dííjį Damóo, Yas Nilt'ees t'áálá'í naakidi dimíilyázhí dóó bi'aan naadiingóó yookááł. Adaądaą́ Damóo yázhí, Nįch'ihsoh tádiin t'áálá'í naakidi dimíilyázhí dóó bi'aan náhas t'éigóó yookááł nít'ée'. Yiskaągo

Damóo biiskání, Yas Niłt'ees naaki naakidi dimíílyázhí dóo bi'aan naadiingóo yookáát dooleeł. Bini'ánít'ąąts'oh yiził bii' shi'dizhchį. Neeznáágóo yookáátgo shi'dizhchį. Náhát'éits'áadah dóo bi'aan tsosts'idiin dóo bi'aan t'ááł'í yihah yeędaą' shi'dizhchį. Shibéesh bee hane'í ashdla'-nábąs-ashdla'-ashdla'-t'ááł'í-naaki-nábąs-naaki-táá'-táá' bináamboo. Shibéesh dootł'izh naaki-tsosts'id-tsosts'id-ashdla'-ashdla'-táá'-dį' -tseebíi-hastaą' bináamboo. Shibéesh t'ąhí naaki-nábąs-táá'-náhást'éi-tseebíi-hastaą' bináamboo. T'ááł'í nábąs nábąs tsosts'id Paris Avenuejį' naalts'ooos shich'į' ál'į.

Part 2

Sharing a classmate's information: Please ask a classmate the questions Q1 through Q10. Write down the answers, conjugate the appropriate pronouns and verbs, and share your classmate's information with the class.

Student A

- Q1: Díjįsh dikwíígóo yookáát.
Q2: Adaądaą' díkwíígóosh yookáát nít'ée'
Q3: Yiskaągosh dikwíígóo yookáát dooleeł.
Q4: Ha'át'í yiził bii' ni'dizhchį.
Q5: Díkwíígóosh yookáátgo ni'dizhchį.
Q6: Díkwíish yihah yeędaą' ni'dizhchį.
Q7: Nibéesh bee hane'í ha'át'í bináamboo.
Q8: Nibéesh dootł'izh ha'át'í bináamboo.
Q9: Nibéesh t'ąhí ha'át'í bináamboo.
Q10: Hájįsh naalts'ooos nich'į' ál'į.

Student B

- A1: Díjį (day of the week, month, date, year)-góo yookáát.
A2: Adaądaą' (day of the week, month, date, year)-góo yookáát nít'ée'
A3: Yiskaągo (day of the week, month, date, year)-góo yookáát dooleeł.
A4: (month) yiził bii' shi'dizhchį.
A5: (date)-góo yookáátgo shi'dizhchį.
A6: (year) yihah yeędaą' shi'dizhchį.
A7: Shibéesh bee hane'í (# # # - # # # - # # # #) bináamboo.
A8: Shibéesh dootł'izh (# # # - # # - # # # #) bináamboo.
A9: Shibéesh t'ąhí (# # # - # # #) bináamboo.
A10: (address)-jį' naalts'ooos shich'į' ál'į.

Student A

- I1: Dííjǫ́ (day of the week, month, date, year)-góó yoołkááł.
I2: Adaǵádaǵǻ́ (day of the week, month, date, year)-góó yoołkááł nít'éeǵ'
I3: Yiskaǵago (day of the week, month, date, year)-góó yoołkááł dooleeł.
I4: (month) yiził bii' bi'dizhchǫ́.
I5: (date)-góó yookááłgo bi'dizhchǫ́.
I6: (year) yihah yeǵedaǵǻ́ bi'dizhchǫ́.
I7: Bibéesh bee hane'í (# # # - # # # - # # # #) bináamboo.
I8: Bibéesh dootł'izh (# # # - # # - # # # #) bináamboo.
I9: Bibéesh t'ahí (# # # - # # #) bináamboo.
I10: (address)-jj' naaltsoos bich'j' ál'ǫ́.

Student A will interview Student B using Q1 through Q10. Student B will answer Student A's questions by filling in the blank in A1 through A10. Student A will take the information in A1 through A10 and conjugate the verbs and pronouns. Finally, Student A will share Student B's information with another classmate before they share Student B's information with the class. In this exercise, students will learn to conjugate verbs in the first, second, and third person singular forms and practice how numbers are used in Navajo to communicate some of their personal information.

Sample Navajo Information Sharing by Student A: Dííjǫ́ Damóo, Yas Niłt'ees t'áálá'í naakidi dimíilyázhí dóó bi'aan naadiingóó yoołkááł. Adaǵádaǵǻ́ Damóo yázhí, Niłch'ihtsoh tádiin t'áálá'í naakidi dimíilyázhí dóó bi'aan náhast'éígóó yoołkááł nít'éeǵ'. Yiskaǵago Damóo biiskání, Yas Niłt'ees naaki naakidi dimíilyázhí dóó bi'aan naadiingóó yoołkááł dooleeł. (Name of interviewee) Bini'ánít'ąǵtsoh yiził bii' bi'dizhchǫ́. Neeznáágóó yookááłgo bi'dizhchǫ́. Náhat'éíts'áadah dóó bi'aan tsosts'idiin dóó bi'aan t'áálá'í yihah yeǵedaǵǻ́ bi'dizhchǫ́. (Name of interviewee) bibéesh bee hane'í ashdla'-nábąą-ashdla'-ashdla'-t'áálá'í-naaki-nábąą-naaki-táá'-táá' bináamboo. Bibéesh dootł'izh naaki-tsosts'id-tsosts'id-ashdla'-ashdla'-táá'-diłł'-tseebíi-hastaǵǻ́ bináamboo. Bibéesh t'ahí naaki-nábąą-táá'-náhast'éi-tseebíi-hastaǵǻ́ bináamboo. T'áálá'í nábąą nábąą tsosts'id Paris Avenuejj' naaltsoos bich'j' ál'ǫ́.

Artifact G for NAVA 2110 Communication

Sharing your knowledge of first-person, singular, motion verbs: Please answer the questions listed below on the worksheet, in Part 1. Then, review your answers and share your information with the person sitting next to you. Next, you will share the same information with the class.

Part 1

QUESTIONS

- Q1: Yiskaꞗgo háágóósh dinílwod.
- Q2: Yiskaꞗgo ha'át'íí baa nídinídzá.
- Q3: Yiskaꞗgo háágóósh nił ádeeswod.
- Q4: Yiskaꞗgo háágóósh nik'is bił diní'áázh.
- Q5: Yiskaꞗgo háish bich'j' díníyá.
- Q6: Adaꞗdaꞗ' háágóósh nisíníyá.
- Q7: Adaꞗdaꞗ' ha'át'íí baa nísíníyá.
- Q8: Adaꞗdaꞗ' háágóósh nił na'áswod.
- Q9: Adaꞗdaꞗ' háágóósh nik'is bił nishiní'áázh.
- Q10: Adaꞗdaꞗ' háish bich'j' nisíníyá.

Student A

- A1: Yiskaꞗgo ____góó déshwod.
- A2: Yiskaꞗgo ____ baa nídiisdzá.
- A3: Yiskaꞗgo ____góó shił ádeeswod.
- A4: Yiskaꞗgo ____góó shik'is bił dé'áázh.
- A5: Yiskaꞗgo ____ bich'j' déyá.
- A6: Adaꞗdaꞗ' ____góó niséyá.
- A7: Adaꞗdaꞗ' ____ baa niséyá.
- A8: Adaꞗdaꞗ' ____góó shił na'áswod.
- A9: Adaꞗdaꞗ' ____góó shik'is bił nishé'áázh.
- A10: Adaꞗdaꞗ' ____ bich'j' niséyá.

Student A will answer Q1 through Q10 in written format by filling in the blank in A1 through A10. Then, Student A will practice their introduction before introducing themselves to a person sitting next to them. Finally, they will introduce themselves to the class.

Sample of retelling one's day and plans in the first person singular form:

Yiskaꞗgo shimásání bighangóó déshwod. Yiskaꞗgo doo baa nídiisdzáhí da. Yiskaꞗgo shinaanishgóó shił ádeeswod. Yiskaꞗgo Tségháhoodzánígóó shik'is bił dé'áázh. Yiskaꞗgo

shimá bich'j' déyá. Adaǰǰǰǰǰǰ Na'nízhoozhígóó niséyá. Adaǰǰǰǰǰǰ álah na'ádleehídi álah siidliǰǰǰǰ góó niséyá. Adaǰǰǰǰǰǰ Bee'éldíildahsinilgóó shiǰ na'áswod. Adaǰǰǰǰǰǰ Naat'ánii Néézhgóó shik'is biǰ nishé'áázh. Adaǰǰǰǰǰǰ shideezhí bich'j' niséyá.

Part 2

Sharing your knowledge of first-person, dual-plural, motion verbs: Please ask a classmate questions Q1 through Q10. Write down the answers, conjugate the appropriate pronouns and verbs, and share your classmate's information with the class.

Student A

- Q1: Yiskaǰǰǰǰǰǰ háágóósh doo'áázh.
Q2: Yiskaǰǰǰǰǰǰ ha'át'íi baa nídoo'áázh.
Q3: Yiskaǰǰǰǰǰǰ háágóósh nihiǰ ádeeswod.
Q4: Yiskaǰǰǰǰǰǰ háágóósh nihik'is biǰ dookai.
Q5: Yiskaǰǰǰǰǰǰ háish bich'j' doo'áázh.
Q6: Adaǰǰǰǰǰǰ háágóósh níshoo'áázh.
Q7: Adaǰǰǰǰǰǰ ha'át'íi baa níshoo'áázh.
Q8: Adaǰǰǰǰǰǰ háágóósh nihiǰ na'áswod.
Q9: Adaǰǰǰǰǰǰ háágóósh nihik'is biǰ nísookai.
Q10: Adaǰǰǰǰǰǰ háish bich'j' níshoo'áázh.

Student B

- A1: Yiskaǰǰǰǰǰǰ ____góó deet'áázh.
A2: Yiskaǰǰǰǰǰǰ ____ baa nídiit'áázh.
A3: Yiskaǰǰǰǰǰǰ ____góó nihiǰ ádeeswod.
A4: Yiskaǰǰǰǰǰǰ ____góó nihik'is biǰ deekai.
A5: Yiskaǰǰǰǰǰǰ ____ bich'j' deet'áázh.
A6: Adaǰǰǰǰǰǰ ____góó nishiit'áázh.
A7: Adaǰǰǰǰǰǰ ____ baa nishiit'áázh.
A8: Adaǰǰǰǰǰǰ ____góó nihiǰ na'áswod.
A9: Adaǰǰǰǰǰǰ ____góó nihik'is biǰ nisiikai.
A10: Adaǰǰǰǰǰǰ ____ bich'j' nishiit'áázh.

Student A

- I1: Yiskaǰǰǰǰǰǰ ____góó deezh'áázh.
I2: Yiskaǰǰǰǰǰǰ ____ yaa nídiit'áázh.
I3: Yiskaǰǰǰǰǰǰ ____góó biǰ ádeeswod.
I4: Yiskaǰǰǰǰǰǰ ____góó bik'is yiǰ deeskai.
I5: Yiskaǰǰǰǰǰǰ ____ yich'j' deezh'áázh.
I6: Adaǰǰǰǰǰǰ ____góó naazh'áázh.
I7: Adaǰǰǰǰǰǰ ____ yaa naazh'áázh.

I8: Adaǰǰǰǰǰǰ _____góó bił na'áswod.

I9: Adaǰǰǰǰǰǰ _____góó bik'is yił naaskai.

I10: Adaǰǰǰǰǰǰ _____ yich'j' naazh'áázh.

Student A will interview Student B using Q1 through Q10. Student B will answer Student A's questions by filling in the blank in A1 through A10. Student A will take the information in A1 through A10 and conjugate the verbs and pronouns (using I1 through I10 as a guide). Finally, Student A will share Student B's information with another classmate before they share Student B's information with the class. In this exercise, students will learn to conjugate verbs in the first, second, and third person dual-plural forms of motion verbs.

Sample of retelling Students B's day and plans:

Yiskaǰǰo kintahgóó deezh'áázh. Yiskaǰǰo doo yaa nídií'ázhí da. Yiskaǰǰo Bee'éldííldahsinilgóó bił ádeeswod. Yiskaǰǰo Tóta'góó bik'is yił deeskai. Yiskaǰǰo bicheii yich'j' deezh'áázh. Adaǰǰǰǰǰǰ Yootóógóó naazh'áázh. Adaǰǰǰǰǰǰ hooghan hasht'éhalyęęh yaa naazh'áázh. Adaǰǰǰǰǰǰ Na'nízhoozhígóó bił na'áswod. Adaǰǰǰǰǰǰ hooghangóó bik'is yił naaskai.

Adaǰǰǰǰǰǰ bik'úi yich'j' naazh'áázh.

Artifact L for Personal and Social Responsibility

Assignment: Answer the following questions in detail. Students will work individually on a two-part assignment.

1. Háásh yit'éego Naakaii Bich'ahdi jíghááh.
 - a. Bee shił hólne' áádóó naaltsoos ałdó' shá bikáá' áníleeh.

2. Ha'át'íish áníł'jigo nił yá'át'ééh.
 - a. Ha'át'íish biniinaa.
 - b. Háásh yit'éego ájiił'jįh.

Part 1

First, students will write out directions on 'how to get somewhere (e.g. Mexican hat)'. They will write out the directions in detail.

Part 2

In the second half of the assignment, students will give instructions on 'how to make something'. They will write out the instructions in detail.

For each assignment, students will list the directions/instructions step-by-step and turn in to the instructor for feedback. Once they receive feedback, they will make any suggested changes or corrections and re-submit. Then they will practice their instructions before they audio record themselves. They will produce an eBook using their written step-by-step directions/instructions as well as an audio recording. For each sentence, they will provide an illustration. They will use the audio, typed written directions/instructions, and illustration to make an eBook using free software (e.g., Bloom book reader). They will have produced two eBooks about 'how to get somewhere' and 'how to make something'. Then they will share their work with the class.

Spanish II Assignment

This activity consists of the instructor telling a personal story in Spanish to the students. The students remember details about the story and demonstrate comprehension through group work and creating a power point presentation that illustrates the main points of the narrative.

1. Students listen to the story (Instructor can repeat the story if necessary)
2. Students then demonstrate understanding of the story:
 - *They must have knowledge of vocabulary, verb tenses, and grammar structures
 - *They must be able to, in a group setting, retell the story with others.
 - *They will create a power point that illustrates the main points of the story.
3. Students can use the following questions as guidelines for the recapping of the narrative:

¿Qué pasó?

¿A quién le pasó?

¿Por qué?

¿Quién estaba ahí?

¿En dónde pasó?

¿Cómo terminó?

4. Enrichment activity: Instruct the students to retell the story from a different point of view (i.e. third person)

Name: _____

GEOL 1180 Laboratory 7: Chokecherry Canyon

Congratulations! You now know enough geology to be able to interpret some rocks on your own!

Today you will have the opportunity to examine and interpret some sedimentary rocks and unconsolidated sediments “in the field” – where geologists like to work (and play!). Break up into groups and examine the rocks and sediments. Think about the questions below and answer them to the best of your ability. When you are done we will all gather together to present what you’ve observed.

The sandstones that make the steep wall are from the early Paleocene (about 66 million years ago) Ojo Alamo Sandstone. Geologists have made a few different interpretations about this unit...let’s see what you come up with! After you have completed the lab, we will gather for a discussion where we will evaluate your conclusions.

Ojo Alamo Observations:

1. What are some of the distinguishing features of the rock? What are your initial observations?
2. Colors: Are they uniform or do they vary? What are some common colors?
3. Are the rocks clastic, chemical, or biochemical? Why?
4. What particle sizes do you see here (list all)?
5. What is the sorting of the sediments? Rounding of the sediments?

6. Name the rock types present. (Be as specific as possible!)
7. What sedimentary structures are present? (Such as thin lamination, cross bedding, etc.)
8. Any fossils present? (Fossils are evidence of ancient life.)

Ojo Alamo Interpretations:

9. What causes the colors you see in the rock?
10. Consider the grain size, texture (e.g. sorting, rounding), sedimentary structures, etc. Would the energy of the depositional environment be high or low? Why?
11. Would the depositional environment be marine, transitional, or continental? What's your evidence?
12. Can you be more specific on your interpretations of the depositional environment? What other data might be useful?
13. Any other observations on the Ojo Alamo?

18. Does the Porosity and Permeability you have interpreted above have any implications for local groundwater resources?

19. Describe your interpretation of the **Geologic History** that resulted in these two formations being deposited and then exposed in this outcrop for us to study today. Please use the back of this sheet if you need more space.

“Think Like A Historian” #1: Click on the link and view the video. Locate an online academic article about the assignment topic.

A. Submit to the instructor an assessment of your article’s validity by explaining how well its author does the following:

1. Do the citations include primary sources (i.e. sources produced by participants in the events being studied)?
2. Do the citations include other secondary sources (i.e. publications produced by other historians)?
3. Is the author’s interpretation convincing in relation to use of primary and secondary sources?

B. Write an essay which incorporates and cites the arguments presented in the videos and your chosen online article in which you answer these questions:

1. Who were the Anasazi people and what were the main characteristics of their culture?
2. What evidence exists to explain how the Anasazi interacted with other societies?
3. What evidence and theories exist to explain the disappearance of the Anasazi people?
4. How do historians assess the significance and legacy of the Anasazi people?

- **Digging for the Truth (Anasazi):** <https://www.youtube.com/watch?v=vERCLbrmTv8>

Objective: Through this exercise you demonstrate the ability to synthesize and assess multiple sources of information, and express that understanding in a single coherent statement in an attempt to convince to a single reader (i.e. the instructor) about the strength of your position. Your goal is to convince that reader about the relative significance of a particular social, political, military, or economic subject under discussion (in other words, to “think like a historian”).

How to Submit: Submit your completed answer in the box that appears when you click on the “type submission” link under the “assignment submission” portion of the assignment description. DO NOT submit a saved document, as this creates too many potential “compatibility” problems between your preferred document format and the Blackboard system (which can only open documents saved in particular formats).

Assignment Criteria: The following criteria apply to your assignment answers.

- All assignment answers **MUST** be expressed in **CIVIL** and **PROFESSIONAL** language. Any abusive or other inappropriate expressions will **NOT** be tolerated and will result in actions to be determined by the instructor (including potential administrative withdrawal from the course).
- Each student will write **THEIR OWN** response to the question listed above.
- All answers **MUST** be submitted on time and in 12-point “Times New Roman” font, with **STANDARD** margins, punctuation, and spelling.
- Assessment of Online Source must total 50 to 150 words (**NO MORE, NO LESS**).

- All essays must total between 300 to 400 words (NO MORE, NO LESS). This word count is for the entire essay answer, not each individual question.
- The use of ANY non-academic, non-peer-reviewed website is PROHIBITED (FORBIDDEN). This applies especially to Wikipedia and similar sites which do not incorporate professional expert peer-review in their process (without such a process, you the reader CANNOT and SHOULD NOT trust or use anything you read on such websites).
- To avoid any suggestion of PLAGIARISM, be sure to properly cite page numbers from text (or any other source used to support your position) when using direct quotations or paraphrasing.
- DO NOT simply list the idea, event or development. Submit a fully developed thought in traditional essay structure (introduction, support, and conclusion) that explains WHY that idea, event or development is “more significant.”
- You must develop the ability to SUPPORT your position with FACTUAL material (NOT just unsupported PERSONAL OPINION or “BELIEFS”). You will accomplish this through a detailed discussion of the specific characteristics that make your chosen subject “more significant” than the many other important subjects discussed in these chapters. The use of “compare and contrast” is a good method to begin such an assignment.
- Assignment links WILL NOT be reopened or reset for ANY reason. It is YOUR responsibility to have access to RELIABLE internet service in order to complete this assignment. It is also YOUR responsibility to fit the workload of this course into your personal and occupational schedule. NO EXCEPTIONS.

ECON 2120: Sustainability Research Paper

Sustainability: The ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs.

From a microeconomic perspective (more personal, small-scale) evaluate a Benefit Corporation (a type of for-profit corporate entity that includes positive impact on society, workers, the community and the environment in addition to profit as its legally defined goals.) (B-Corp.) Choose a B-Corp from the four corners region (AZ, UT, CO & NM)

Follow the outline format in this document and in the Sustainability Research Paper Grading Rubric. Be sure to label each section of your paper with letters A, B, C, D, & E. I will not read a paper without these A-F labels. I will return it for editing! Submit your Evidence Log as part of the paper or a separate document.

A. Introduction or Synopsis:

Briefly explain in summary form what your paper is about. Start with a thesis in which you set the problem.

B. Apply two key economic concepts to the evaluation of relationships among individuals, businesses (your entity) and government entities. (Program Learning Outcome) and (ESO: Critical Thinking)

(Choose two: People Are Rational, People Respond to Economic Incentives, and Optimal Decisions Are Made at the Margin. How do two of these principles affect your B-Corp. in the context of the triple bottom line?)

C. Apply Two of the Strategies of Natural Capitalism (Triple Bottom Line: Environmental Sustainability) ESO: Personal and Social Responsibility: Sustainability and the natural and human worlds

All four of the Strategies of Natural Capitalism listed below focus on Sustainability and the natural world.

These strategies provide a broad context for evaluating a Benefit Corp. on the path to environmental sustainability. Focus on two (2) of these principles. Do not apply a principle if it does not work!

Analyze the effectiveness of the entity in light of these two principles. Cite actions that the entity has taken that have altered its environmental impact, carbon footprint or some other measure. Make recommendations that you believe could make a further difference in their overall sustainability.

Strategies of Natural Capitalism:

1. Radical resource productivity
2. Biomimicry (Watch Ted.com Janine Benyus video for context)
3. Service and flow
4. Investing in natural capital

(These four principles are introduced on pp. 10-20 of Hawken and Lovins. [Natural Capitalism.](#))

D. Triple bottom line: Social, Economic and Personal Responsibility: ESO: Personal and Social Responsibility

Social and Economic Responsibility:

Articulate practical solutions to social and economic issues. (How is your entity accomplishing this? This has also been expressed as the 3P's: people, planet, profit and the triple bottom line: social responsibility, environmental sustainability, economic sustainability (traditional financial bottom Line) Address social responsibility (people) and the financial bottom line (profit) in particular since you already addressed environmental sustainability above in C.

Personal Responsibility:

Demonstrate increased personal accountability and heightened global awareness. (Briefly state how the study of sustainability has affected you. What have you learned from your research for this paper and/or from the six online Canvas sustainability discussions?) How do you connect with the various local cultures in New Mexico and global cultures?

E. Conclusion/recommendations:

ESO: Critical thinking

Evaluate your organization's performance overall in relation to the triple bottom line. How are they performing in relation to B, C, and D above? What is the reliability of the evidence you found? Evaluate the ethics of your B-Corp. Support your evaluation with evidence. Where do they need to focus attention and resources? What should they be doing that they are not currently?

Pay attention to the document: ECON 2120 Sustainability Research Paper Grading Rubric.

Writing Requirements: ESO Critical Thinking:

In researching and writing your paper you must address the following aspects:

- a. Problem Setting and Evidence Acquisition
 - 1) Delineate a problem or question. Select a Benefit Corporation to be evaluated in the context of the triple bottom line: People, planet, and profit. Research their website and other sources and address topics B, C, and D above. Include this in your introduction.
 - 2) Identify and gather the information/data necessary to address topics below in relation to your Benefit Corporation.
- b. Evidence Evaluation and Reasoning/Conclusion
 - 1) Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.
 - 2) Reasoning/ Conclusion
Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation. For example, what should your organization be doing that they currently are not?

Additional Requirements:

4-6 pages typed double-spaced, 12-point type font.

Organize your paper in outline form with sections conforming to the lettering in the grading rubric: letters A-E.

Use MLA or APA format.

Cite from at least one of **each** of these media:

- 1) Book in addition to "Natural Capitalism"
- 2) Magazine or newspaper
- 3) Internet

Use the **Evidence Log** (Document in the Assignment tab) as part of your research. Make a note of every, book, magazine, newspaper, internet article you consult and then what connections you made in your mind. This can support you in creating your bibliography/works cited. Include: bibliography/works cited page (s)

Note: Do not use corporate website information exclusively. The Corporation will put their positive spin on their information and will not be totally objective. Be sure to find information from other sources to get some balance. Suggestion: Google the name of your organization and "lawsuits."

Art and Identity Essay Assignment

Learning Objectives:

For students to gain insight in to how media, techniques, elements, principles and symbols in artworks come together to create the content or meaning in the work and to explore how identity is expressed and critiqued within the art world.

Your research should explore the approved artwork found in LMS. This artwork should be examine through the use of media and techniques, the elements and principles of design used, and socio-culture symbols. Address specifically how the things mentioned above express identity in the work selected.

Pre-Paper Research

1. Choose two of the approved artworks in LMS to compare
2. Use Venn diagrams or chart found in LMS to outline the similarities and differences in the works
3. Formulate your Thesis Statement

Research Paper

- 2-3 pages (not including header information)
- 12 point font
- Double spaced
- 1 inch margins
- Formatting in Chicago Manual Style

Group Comparative Paper

Learning Objectives: For students to work and communicated successfully in a group setting to quantify similarities between artworks including their media, and content or use of identity.

The group comparative paper should address the media of your works, the formal elements of the work and content of your artworks. This paper should also address the different ways in which the artworks content functions socially and/or culturally. The paper should be written in scholarly tone using Chicago Manual Style for citations. Each group member must turn in a copy of the group comparative paper with an additional paragraph stating your personal reflection.

Group Discussions

1. Read all of the group member's papers by accessing them in LMS.
2. As a group come together to discuss and make notes about your papers and art objects
3. Specifically discuss the following:
 - a. Compare the cultures and artists who from which the works come
 - b. Compare the time periods the pieces were made in and how that relates to their depiction of identity
 - c. Compare how the mediums are used to best express the contexts (identity) of the works of art, does one medium seem to work better than another, do two media equally express the same message, ect.
 - d. Explore how elements and principles of design are used within the artworks to further communicate the specific identities being portrayed in the works and if any works uses similar strategies
4. Through your discussion and notes, write a group paper addressing these issues

Personal Reflection Paragraph

You should address the following questions in your personal reflection:

- Why is identity important to a culture or society?
- Considering the cultures researched by your group, how does the use of Identity vary in the work? Do any of the artists looked at in the group discuss identity in the same way?
- How has the way the artists explored identity shaped or reshaped your worldview compared to your group's cultural research?
- Do you feel the artists the group has looked at have a civic responsibility within the community?

Group Comparative Paper and Personal Reflection

- 1 – 2 pages
- 12 point font
- Double spaced
- 1 inch margins
- Formatting in Chicago Manual Style

The day the assignment is due, you will fill out a Team Assessment

Sample Rubric				
	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context				
Group communication is appropriate for interpersonal communication, intent and context				
Critical Thinking				
Formulation of a Thesis statement				
Relevant information is identified to address the Thesis statement				
Acquisition of evidence and evaluation of evidence				
Response develops to a conclusion that reflects an informed argument				
Personal and Social Responsibility				
Small groups complete group essay to include a variety of social and cultural relationships				
Evaluation of personal and social justice issues are relative to the context in which they are being used				
Evidence is based on organizational, cultural, economic, biographical or political factors of local or global problems				
Compares multiple ways in which artists have addressed a problem				

“Think Like A Historian” #4: Click on the link and view the video. Locate an online academic article about the assignment topic.

A. Submit to the instructor an assessment of your article’s validity by explaining how well its author does the following:

1. Do the citations include primary sources (i.e. sources produced by participants in the events being studied)?
2. Do the citations include other secondary sources (i.e. publications produced by other historians)?
3. Is the author’s interpretation convincing in relation to use of primary and secondary sources?

B. Write an essay which incorporates and cites the arguments presented in the videos and your chosen online article in which you answer this question:

1. What questions about trench warfare are answered through an archaeological excavation of a World War I trench system?

- **Time Team (“The Lost World War I Dug Out”):**
<http://www.youtube.com/watch?v=usncav3TcPo>

Objective: Through this exercise you demonstrate the ability to synthesize and assess multiple sources of information, and express that understanding in a single coherent statement in an attempt to convince to a single reader (i.e. the instructor) about the strength of your position. Your goal is to convince that reader about the relative significance of a particular social, political, military, or economic subject under discussion (in other words, to “think like a historian”).

How to Submit: Submit your completed answer in the box that appears when you click on the “type submission” link under the “assignment submission” portion of the assignment description. DO NOT submit a saved document, as this creates too many potential “compatibility” problems between your preferred document format and the Blackboard system (which can only open documents saved in particular formats).

Assignment Criteria: The following criteria apply to your assignment answers.

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Each student will write **THEIR OWN** response to the question listed above.

All answers **MUST** be submitted on time and in 12-point “Times New Roman” font, with **STANDARD** margins, punctuation, and spelling.

Assessment of Online Source must total between 50 to 150 words (**NO MORE, NO LESS**).

All essays must total between 300 to 400 words (NO MORE, NO LESS).

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You must develop the ability to SUPPORT your position with FACTUAL material (NOT just unsupported PERSONAL OPINION or “BELIEFS”). You will accomplish this through a detailed discussion of the specific characteristics that make your chosen subject “more significant” than the many other important subjects discussed in these chapters. The use of “compare and contrast” is a good method to begin such an assignment.

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“Think Like A Historian” #1: Click on the links and view both videos. Locate an online academic article about the assignment topic.

A. Submit to the instructor an assessment of your article’s validity by explaining how well its author does the following:

1. Do the citations include primary sources (i.e. sources produced by participants in the events being studied)?
2. Do the citations include other secondary sources (i.e. publications produced by other historians)?
3. Is the author’s interpretation convincing in relation to use of primary and secondary sources?

B. Write an essay which incorporates and cites the arguments presented in the videos and your chosen online article in which you answer these questions:

1. What evidence exists to support theories to explain the relationship between the ancient structures known as Stonehenge and Woodhenge?
2. How did the discovery and interpretation of Woodhenge alter our understanding of Stonehenge?

- **Stonehenge:** <http://www.youtube.com/watch?v=S2GVfGUk48I>
- **Stonehenge and Woodhenge:** <http://www.youtube.com/watch?v=zEX1u3W2oeA>

Objective: Through this exercise you demonstrate the ability to synthesize and assess multiple sources of information, and express that understanding in a single coherent statement in an attempt to convince to a single reader (i.e. the instructor) about the strength of your position. Your goal is to convince that reader about the relative significance of a particular social, political, military, or economic subject under discussion (in other words, to “think like a historian”).

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1. Do the citations include primary sources (i.e. sources produced by participants in the events being studied)?
2. Do the citations include other secondary sources (i.e. publications produced by other historians)?
3. Is the author’s interpretation convincing in relation to use of primary and secondary sources?

B. Write an essay which incorporates and cites the arguments presented in the videos and your chosen online article in which you answer these questions:

1. How and why did Native American societies interact with the French and English colonies?
2. During the French-Indian War, why did some Native Americans ally with France while others allied with the American colonists and England?
3. In what specific ways did the French-Indian War (also known as the Seven Years War) influence the eventual outbreak of the American Revolution?

- **“The War that made America”:** <https://www.youtube.com/watch?v=VgAS-xIdS78>

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Research Paper Assignment

Learning Objectives:

For students to understand the content or meaning of a work of art through a sociocultural lens, effectively gather evidence and use Chicago Manual Style correctly.

Your research should focus on the artworks historical and biographical context, including its stylistic period or culture, iconography, biography of artist (if relevant), and media. To present this information, use scholarly tone, appropriate vocabulary, Chicago Manual Style for citations and your annotated bibliography.

Pre-Paper Research

1. Choose from one of the approved artworks (pre-history through 14th century European art) in LMS
2. Search for resources
3. Formulate your Thesis Statement
4. Read your resources
5. Create an annotated bibliography of your resources

Writing Annotated Bibliography

- An annotated bibliography is a list of citations including, books, articles and document. Each of the citations is followed by a brief description and evaluative paragraph of about 150 words, this is the annotation
- The point of creating an annotated bibliography is to inform the reader of the relevance, accuracy, and quality of your sources

Research Paper

- 3-4 pages (not including header information)
- 12 point font
- Double spaced
- 1 inch margins
- Formatting in Chicago Manual Style

Group Comparative Paper

Learning Objectives: For students to work and communicated successfully in a group setting to quantify similarities between artworks including their media, and content or meaning.

The group comparative paper should address the media of your works, the formal elements of the work and content of your artworks. This paper should also address the different ways in which the artworks content functions socially and/or culturally. The paper should be written in scholarly tone using Chicago Manual Style for citations. Each group member must turn in a copy of the group comparative paper with an additional paragraph stating your personal reflection.

Group Discussions

1. Read all of the group member's papers by accessing them in LMS.
2. As a group come together to discuss and make notes about your papers and art objects
3. Specifically discuss the following:
 - a. Compare the cultures and artists who created the works
 - b. Compare the time periods the pieces were made in and how that relates to their meaning
 - c. Compare how the mediums are used to best express the contexts of the works of art, does one medium seem to work better than another, do two media equally express the same message, ect.
4. Through your discussion and notes, write a group paper addressing these issues

Personal Reflection Paragraph

You should address the following questions in your personal reflection:

- Considering the cultures researched by your group, how does your experience of art and content (meanings) of the works compare?
- How did the content (meaning) address pertinent issues with in the society or culture?
- How has the art's content (meaning) shaped your worldview compared to your group's cultural research?
- Do you feel the content of your work has a civic responsibility within the community?

Group Comparative Paper

- 1 – 2 pages
- 12 point font
- Double spaced
- 1 inch margins
- Formatting in Chicago Manual Style

The day the assignment is due, you will fill out a Team Assessment

Sample Rubric				
	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context				
Group communication is appropriate for interpersonal communication, intent and context				
Critical Thinking				
Formulation of a Thesis statement				
Relevant information is identified to address the Thesis statement				
Acquisition of evidence and evaluation of evidence				
Response develops to a conclusion that reflects an informed argument				
Personal and Social Responsibility				
Small groups complete group essay to include a variety of social and cultural relationships				
Evaluation of personal and social justice issues are relative to the context in which they are being used				
Evidence is based on organizational, cultural, economic, biographical or political factors of local or global problems				
Compares multiple ways in which artists have addressed a problem				

Research Paper Assignment

Learning Objectives:

For students to understand the content or meaning of a work of art through a sociocultural lens, effectively gather evidence and use Chicago Manual Style correctly.

Your research should focus on the artworks historical and biographical context, including its stylistic period or culture, iconography, biography of artist (if relevant), and media. To present this information, use scholarly tone, appropriate vocabulary, Chicago Manual Style for citations and your annotated bibliography.

Pre-Paper Research

1. Choose from one of the approved artworks (15th century European art through Contemporary art) in LMS
2. Search for resources
3. Formulate your Thesis Statement
4. Read your resources
5. Create an annotated bibliography of your resources

Writing Annotated Bibliography

- An annotated bibliography is a list of citations including, books, articles and document. Each of the citations is followed by a brief description and evaluative paragraph of about 150 words, this is the annotation
- The point of creating an annotated bibliography is to inform the reader of the relevance, accuracy, and quality of your sources

Research Paper

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- How has the art's content (meaning) shaped your worldview compared to your group's cultural research?
- Do you feel the content of your work has a civic responsibility within the community?

Group Comparative Paper

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- Double spaced
- 1 inch margins
- Formatting in Chicago Manual Style

The day the assignment is due, you will fill out a Team Assessment

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Formulation of a Thesis statement				
Relevant information is identified to address the Thesis statement				
Acquisition of evidence and evaluation of evidence				
Response develops to a conclusion that reflects an informed argument				
Personal and Social Responsibility				
Small groups complete group essay to include a variety of social and cultural relationships				
Evaluation of personal and social justice issues are relative to the context in which they are being used				
Evidence is based on organizational, cultural, economic, biographical or political factors of local or global problems				
Compares multiple ways in which artists have addressed a problem				

ARTS 1240 Design I 1/ 17/19

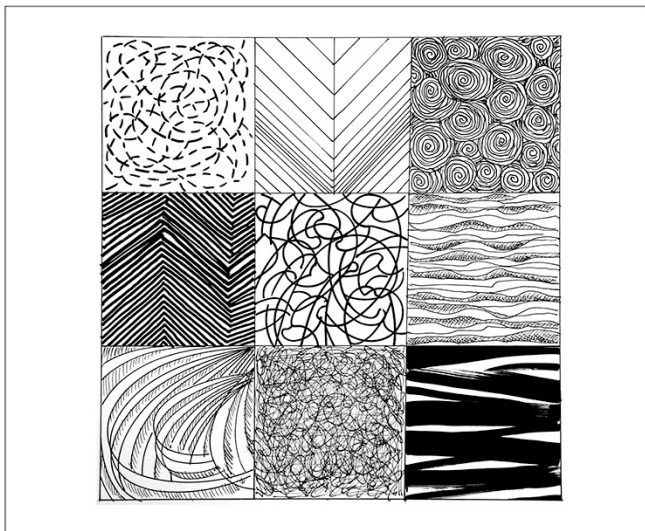
LINE ART PROJECT

We reviewed the Golden Ratio and looked over the homework which was to trace the golden ratio on tracing paper and find examples of a photo, poster and painting that makes use the golden ration and use the tracing paper as an overlay.

The in-class assignment & homework is to create a 12" x 12" grid on a sheet of 14' x 17" Bristol board. The grid is made up of nine four-inch squares. The project is fill each of the squares with a variety of expressive line types (to do this, the lines can be bold, thin, curves, straight, broken, rough, etc.). This a black and white project. Use the markers passed out in class or India ink and brush, popsicle stick, Q-tip, etc.

I would like to a see variety of tone created by the proximity of the lines to each other, thickness and other techniques. Example: the square in the upper left translates to a 10% grey, the one in the upper right corner is 40% grey, the one in the lower right is 85% grey. 100% equals black. See the example below.

This is due at the start of class on 1/22/19.



Contact me if you have questions.

Regards,
Scott Golem

Socio/Cultural Assignment

Learning Objectives:

Students will explore socio-cultural issues through photographer both through research, writing and photographic production. This will allow the student to understand how to use photography to communicate social and cultural issues both locally and globally.

This assignment will be done in three parts:

- The first part is to choose a photographer and research their work and discover their intended social or cultural content (meaning) within their work. Examine how the artist uses a specific photographic media and specific techniques to express the message in their work.
- For the second part, you will make a series of ten (10) photographs exploring the same social or cultural issue the artist you choose focuses on. You will make these photographs here or in your hometown to explore how the social/culture issues manifests itself in your community.
- The third part will be the critique. During your critique you will show a few examples of your chosen artist's photographs and explain what social/cultural issue they deal with and what their viewpoint is. Then, you will tell the class how you explored the issue in your community. Lastly, your classmates will discuss whether they feel you were successful at communicating through your photographs and address the similarities and differences between the local viewpoints of your work and the global viewpoint of your photographers work.

Where to Start:

1. Look at list of photographers and choose one
2. Research artists, find articles on their work and explore their website
3. Determine what social or culture issue they deal with in their work
4. Outline how the photographic media and techniques the photographer uses are effective or ineffective in communicating their intended message
5. Write a Thesis

Organization of Essay:

- Introduction paragraph
 - Lead into what you are going to talk about
 - Include a THESIS SENTENCE
- Body paragraphs
 - Paragraph 2: give some biography of your photographer
 - Paragraph 3: discuss the specific photographic media and techniques your photographer uses (i.e. wet-plate collodion, large format, digital compositions, ect.)
 - Paragraph 4: examine the content of the photographers work, this will be a social or cultural issue, determine what the issue is and whether it has been effectively communicated through the work.
- Conclusion paragraph
 - Bring the information together, tell how the artists biography and the specific media and techniques they use expresses their intended meaning and whether you think they were affective or not

Writing Essay:

- 2 pages in length (excluding your name and other non-essay information)
- 12 point font
- Times New Roman font
- Double spaced
- One inch margins

Creating your photographs:

1. You must turn in ten (10) photographs
2. These photographs must address the same social/cultural issue as the photographer you chose
3. When out shooting, consider how your community addresses the social/cultural issue
4. Consider your compositions, do they express what you are trying to say?
5. Show your photographs to the professor, so you can get in progress feedback and address any potential issues
6. Appropriately edit your photographs
7. Print your photographs (8" x 12")

Critique:

- Presenter:
 - Discuss the photographs of the photographer you chose, their media and technique, and their content (meaning)
 - Explain how you addressed the social/cultural topic in your work
- Critiquers:
 - Discuss the technical issues in the work
 - Discuss the similarities and differences in the work of your fellow classmate and the photographer they chose

Sample Rubric				
	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context				
Photographs clearly communicate the social/cultural issue they address				
Critique discussion produces multiple viewpoints on social/cultural issue				
Critical Thinking				
Formulation of a Thesis statement				
Relevant information is identified and stated in paper				
Acquisition of evidence through photographic production				
Response develops to a conclusion that reflects an informed argument				
Personal and Social Responsibility				
Critiques produce a variety of social and cultural relationships				
Evaluation of personal and social justice issues are relative to the context in which they are being used				
Evidence is based on organizational, cultural, economic, biographical or political factors of local or global problems				
Compares multiple ways in which artists have addressed a problem				

Art Rubrics

Technically speaking, art is not actually definable. Any grading rubric for use on art projects is going to have a chunk of subjective evaluation as verses the objective nature of math and science. Very often students are encouraged NOT to accept the first right answer when problem solving for visual solutions – the second, third or fourth right answer explored may be visually stronger and more easily accessible to the viewer. This is the nature of art. This being true, rubrics for use in art classes are by nature less defined than those used in the traditional educational system which teaches one correct answer for testing (evaluation) purposes. The following rubric was designed as a generic guide which would be added to and tweaked for specific classes but is presented in terms of small metals.

Craftsmanship

Excellent craftsmanship means that all details have been solved, there are no miscellaneous marks, scratches, rough areas, and the like which are unintentional. Surface finish is uniform and looks intentional. This work would be gallery/show ready. 4 pts

Good craftsmanship would be indicated if surfaces were generally clean, with minimal extraneous marks and surface blemishes. The student has attempted to make the work gallery ready/show ready. 3 pts

Fair craftsmanship would be indicated by the less successful attempts to clean up the fabrication marks, sanding and scraping marks and scratches and the like. The work appears to be of student quality and not ready for showing in a gallery or display. 3 pts

Poor craftsmanship would be seen by failure to attempt to make the work presentable in any fashion – it is rough surfaced, has sharp edges, it has not been cleaned up, very little attention to finish has been given. 1 pts

Design comprehension

Excellent would be indicated by consistent use of the elements and principles of design in both written and oral critiques, and the ability to see where the artist used them for specific reasons. An ability to relate the form to the function. 4 pts

Good would be indicated by use of the terms when critiquing but not being able to clearly explain where and why they were used. May be able to relate aspects of the form to the function without being able to explain details. 3 pts

Fair would be indicated by the ability to list the terms and loosely define them without being able to give examples. Understands that there is a basic relationship of form to function in some fashion. 2 pts

Poor design comprehension would be demonstrated by lack of design term usage and being unable to explain the relationship of form and function on any level. 1 pt

Critical thinking/critiquing

Excellent would be indicated by the accurate description of several dominant elements or principles used by the artist and relating how they are used by the artist to the intent and content of the work. Also recognition of “significance” of historical and cultural content. 4 pts

Good would be indicated by the accurate description of a couple of elements and principles used, and relating how these are used to reinforce the intent and content of the work. Understanding that the maker thought about the idea as well as fabrication. 3 pts

Fair would be the ability to describe elements and principles used, but being unsure how these relate to the intent or content of the work. 2 pts

Poor would be indicated by the inability to pick out the predominant concepts and ideas making up the work. 1 pts

CERAMICS

Art 1310 (formerly ART 231)

INSTRUCTOR:

OFFICE: PAAX 108

PHONE: There is not an office phone so please contact me through email or the Art Dept. Secretary at 562-2778

EMAIL:

COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to basic clay forming techniques including pinch, coil, slab, wheel throwing, decorating and glaze applications.

The goals we will work to achieve are:

1. To develop craftsmanship in making things from clay
2. Learning the basics of the entire clay process
3. Hand building techniques – pinch, coil and slab
4. Basics of wheel throwing
5. Surface decorating and techniques
6. Working knowledge of glazes and their application
7. To acquire and demonstrate a working knowledge of the basic processes, tools and terminology of ceramics

SUGGESTED TEXT

The Complete Potter by Steve Mattison – this is a GREAT how-to book, available used on Amazon.

PRACTICAL REQUIREMENTS IN THE CERAMICS STUDIO

Being prepared is critical. Students will be expected to be in the class on time and ready to work. Arriving late and being unprepared is disruptive and disrespectful to your fellow students.

Students will be expected to participate and contribute fully in all aspects of the class. Paying attention and taking notes during all demonstrations is critical to your success of acquiring the necessary skills needed to complete required projects.

Working with clay is a very messy process so cleaning up after yourself is crucial and required. This process of cleaning includes washing and putting away (in their proper place) all community tools, work boards, clay mats and buckets. Wiping off your table space with a wet sponge. Sweeping up all dried clay from your area. When you are through working on the wheel you will thoroughly clean the splash pans, wipe down all areas of the wheel including the floor. Please place all your work in progress on your shelf.

SUPPLIES

Clay, glazes and ceramics classroom equipment are provided through lab fees. You will need to bring the following supplies to class:

1. A notebook/sketchbook – for taking notes during demonstrations, sketching ideas, recording what glazes you use on each project.
2. A pencil and eraser.
3. A towel – aprons are provided but having a towel to place over your lap while throwing will help keep you cleaner.
4. A small plastic container with a tight fitting lid – this will hold slip for bonding your clay.

PROJECTS

1. Pinch Pot – 3 pieces
2. Coil Pot – 1
3. Hard and Soft Slab – 2 pieces
4. Student Design (Teapot) – Design to be approved by instructor
5. Student Design – Design to be approved by instructor
6. Student Design – Design to be approved by instructor

GRADING

Each project will have a greenware (un-fired) due date. Getting work in on time is a must as late work will lose points. Not falling behind is very important. Project grades will be 78% (78 pts) of your final grade, adhering to the ceramic studio requirements, will be 12% (12 pts.) of your final grade. If you do not attend the final class and clean off your shelf your grade will drop by one letter grade.

Each project has a value of 13 points and will be evaluated as follows:

1. Objectives Met: (4 pts.) of the project's grade – Fulfillment of objectives and understanding of concepts and specifications of each project.
2. Technical Skill: (5 pts.) of the project's grade – Craftmanship, completeness, quality of work and choice of appropriate technique.
3. Creativity: (4 pts.) of the project's grade – Inventiveness, research, and preparation.

ACADEMIC EXPECTATIONS:

Attend all classes, arrive on time, care about the work you are making in class, see it through, visit the ceramics studio during open lab hours to move your work along, learn to successfully work with clay, be creative with your work through form, proportion and surface decoration. **KEEP THE STUDIO CLEAN.** Maintaining a clean and organized workspace is one of the most essential and practical requirements of this course. All projects require work time outside of class – a minimum of 3 to 4 hours a week. Open lab hours in the ceramics studio are available to meet this need. All demonstrations of new methods and/or possible projects will take place at the beginning of class.

Be on time

ATTENDANCE

Attendance in a studio class is vital since a good deal of learning takes place in class involving concepts, skills, and interaction with other students. You are required to attend every class. However, 3 absences are allowed without penalty. After the 3rd absence you will lose a letter grade for each subsequent absence. Three "late for class" or "leave class early" marks equal one full absence. There will be no exceptions.

USAGE OF ART LABS AND STUDIOS

Art labs and studios are not for general use; access to labs and studios, use of equipment or designated supplies are limited to students enrolled in a course requiring access. Please make note of the following:

- When class is not in session in the lab or studio, open hours are: Monday through Friday, 8 a.m.-10 p.m., Saturday, noon to 10 p.m. Only authorized students are allowed access to the lab or studio during open hours. Hours are subject to change based on departmental need. Please check the lab and studio schedule posted outside the facility's door for the most current open hours.
- All lab and studio spaces must be vacated at closing time.

- Do not enter any lab or studio when any class is in session unless prior approval from the instructor teaching the course has been given.
- Do not prop doors open outside of regularly scheduled class time. When class is not in session, keep all lab and studio doors shut and properly latched.
- Food or drinks are prohibited in any lab or studio space at any time.
- All students are responsible for cleaning up their workspace after each use. This includes any equipment, countertops or sinks that are used. All equipment and supplies must be returned to their proper places.
- Tables and desks are not cutting blade resistant; please do not cut directly on top of these surfaces. Please use a cutting mat.
- Spray adhesive and fixative can only be used in the designated spray booth.
- Lab fees provide access to the facility, equipment, software and designated art supplies specific to the course enrolled in. Please use the facility, equipment, software and supplies for their intended use only. Please follow all safety protocols and limit usage to work related to the course.
- Usage of software and the Internet is governed by Eastern New Mexico University, state and federal policies; all users must be in compliance.
- Lab fees for courses that utilize a computer lab provide access to a printer (Xerox Phaser). Please print responsibly by limiting the number of prints made. Printers may only be used to print work related to the course. All other usage is strictly prohibited.

STANDARDS OF CLASSROOM BEHAVIOR, DISABILITIES, ACADEMIC INTEGRITY

No cell phones or earphones are allowed in class.

Academic Integrity Policy

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate disciplinary action. See the Student Handbook for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Plagiarism is a serious offense. When in doubt, please cite your sources! Please refer to the Catalog for information concerning plagiarism; action can include, but is not limited to failure of the assignment; failure of or a reduced grade for the course; suspension or dismissal from your program of study.

Disability Statement

If you have, or believe you have a disability, you may contact the Disability Services Office (DSO) to coordinate reasonable classroom accommodations, access to technology or other academic assistance. DSO serves students with a wide range of disabilities including but not limited to medical or health impairment, vision or hearing disability, physical disability, learning disabilities, attention deficit disorder, or mental health impairment. All information will be treated confidentially.

Accommodations are not retroactive. They begin only after:

- Appropriate documentation has been received and accepted by the Coordinator of Disability Services
- Letters of Accommodation (LOA) have been prepared
- You have delivered your Letters of Accommodation to your instructors

Appropriate academic accommodations may then be provided for you. You may contact DSO in room 186 Student Academic Services building, phone 575.562.2280.

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not

be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://www.enmu.edu/about/ferpa/directory-notice.shtml>.

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at ENMU does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the ENMU FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail me as soon as possible to discuss your options.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Title IX

ENMU is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking. Incidents of harassment or assault can be reported to the Title IX Coordinator at (575)562-2991 or titleix.coordinator@enmu.edu. Reports can also go to the ENMU Police Department by calling 575-562-2392. If you wish to receive fully confidential support and victim's advocacy you can contact Arise Sexual Assault Services at (575)226-7263.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on ENMU's campus with the Title IX Coordinator and/or the ENMU Police. Students may speak to someone confidentially by contacting Arise at (575)226-7263.

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	Eastern New Mexico University
Department	Art
Course Number, Title, Credits	ARTS 1810, Jewelry and Small Metal Construction I, 3
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. Patricia Dobson, Chair of Art
Email and Phone Number of Contact Person	Patricia.Dobson@enmu.edu 575-562-2130

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

ARTS 1810, Jewelry and Small Metal Construction I

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. Apply basic jewelry fabrication techniques (such as: piercing, cold connections, soldering, metal

forming, casting and stone setting) to complete projects. 2. Create design sketches of the objects prior to fabrication. 3. Demonstrate knowledge of materials and safe practices for making jewelry, as well as small functional and non-traditional objects. 4. Analyze projects through critiques, oral presentations, and discussions.

Institution-specific Student Learning Outcomes

1. Develop the ability to create finely crafted objects for ornamentation. 2. Demonstrate technical competency with both ferrous and non-ferrous metals. 3. Develop a working knowledge of metallurgical properties of non-ferrous and ferrous metals. 4. Demonstrate a working knowledge of the processes involved with non-ferrous manufacturing and casting. 5. Demonstrate an exceptional understanding of the safety concerns when working with the equipment and chemicals involved in the manufacturing of jewelry. 6. Develop the ability to research ideas, forms and esoteric technical approaches to manufacturing.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

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

The content for this course is introduced with a practical application video which touches on design and aesthetics as well as addressing the hands on techniques. This essential skill will be addressed and developed through one on one discussion of alternative ideas during the fabrication process and through class critiques discussing options and alternatives on finished pieces. Discussion will encourage the use of art vocabulary – i.e. the elements and principles of design as well as the jargon associated with jewelry/metal working, rolling, soldering, forging, annealing, tempering, hardening, and casting. Lectures and assigned readings will be utilized. Class discussions and individual critiques will be used as well. Student learning will be assessed through a written quiz.

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

Art is a process of decision making – choices during fabrication. Evaluating choices after the decisions are made becomes the basis for critiques along with the aesthetic concerns. Fabrication choices may lead to negative effects which need to be addressed – metal surfaces with unwanted scratches, cracks, casting flaws due to errors in preparation of wax and flasks, solder joints with gaps, sharp edges and corners. Examination of the finished pieces will illustrate both positive and negative aspects which can be corrected or reinforced with subsequent pieces. Student learning will be assessed through observation of techniques and evaluation of competency and skills as a result of the decision making process.

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*

Jewelry is a worldwide art form. It evolved out of the urge to go beyond pure function and has grown to embody pure aesthetics as one of its many aspects. In this vein, the “content” of much of contemporary jewelry involves communication of ideas as does art in general. “Conceptual” is the term applied to art which is based on visually communicating ideas which go beyond the visual aesthetics of the work. The ideas communicated can be personal or political, cultural or historical, depending on the maker. These statements and may touch upon the history of personal contemporary culture or historical antecedents of the individual race/culture. Student learning will be assessed through discussion of material choice, application of historical/cultural approaches and demonstrated understanding of the techniques.

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 [Click here to enter text.](#)

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

Art Rubrics

Technically speaking, art is not actually definable. Any grading rubric for use on art projects is going to have a chunk of subjective evaluation as versus the objective nature of math and science. Very often students are encouraged NOT to accept the first right answer when problem solving for visual solutions – the second, third or fourth right answer explored may be visually stronger and more easily accessible to the viewer. This is the nature of art. This being true, rubrics for use in art classes are by nature less defined than those used in the traditional educational system which teaches one correct answer for testing (evaluation) purposes. The following rubric was designed as a generic guide which would be added to and tweaked for specific classes but is presented in terms of small metals.

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Excellent craftsmanship means that all details have been solved, there are no miscellaneous marks, scratches, rough areas, and the like which are unintentional. Surface finish is uniform and looks intentional. This work would be gallery/show ready. 4 pts

Good craftsmanship would be indicated if surfaces were generally clean, with minimal extraneous marks and surface blemishes. The student has attempted to make the work gallery ready/show ready. 3 pts

Fair craftsmanship would be indicated by the less successful attempts to clean up the fabrication marks, file marks and scratches and the like. The work appears to be of student quality and not ready for showing in a gallery or display. 3 pts

Poor craftsmanship would be seen by failure to attempt to make the work presentable in any fashion – it is unsanded, has sharp edges, it has not been cleaned up, very little attention to finish has been given. 1 pts

Design comprehension

Excellent would be indicated by consistent use of the elements and principles of design in both written and oral critiques, and the ability to see where the artist used them for specific reasons. An ability to relate the form to the function. 4 pts

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Excellent would be indicated by the accurate description of several dominant elements or principles used by the artist and relating how they are used by the artist to the intent and content of the work. Also recognition of “significance” of historical and cultural content. 4 pts

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Poor would be indicated by the inability to pick out the predominant concepts and ideas making up the work. 1 pts

Assessment of preliminary understanding of terminology and hand tools

Name _____

Art 271 – Jewelry Exam

- _____ 1. Round nose pliers are used:
- A. to bend wire and metal sheet into curves.
 - B. to hold or bend sharp angles.
 - C. for making loops on the ends of wires.
 - D. for holding hot metals while shaping.
- _____ 2. A bench pin or V-board and clamp is used to:
- A. align two different pieces of metal.
 - B. support work as it is sawed.
 - C. hold mandrels steady while working.
 - D. mate two benches or boards.
- _____ 3. Which item is used in constructing wax ring models for casting as well as for sizing, stretching, and shaping rings?
- A. Sizing rings
 - B. Ring clamp
 - C. Tapered ring mandrel
 - D. Jump ring winder
- _____ 4. Which item is used only for removing work from hot sparex (pickle) solution and liver of sulfur (oxide) solutions?
- A. Cross lock soldering tweezers
 - B. Tweezers
 - C. Draw plate and tongs
 - D. Copper tongs
- _____ 5. Circle cutters are used to:

- A. cut circles from silver and gold.
- B. cut circles from iron and copper.
- C. cut circles from wax.
- D. all of the above

_____ 6. A dapping block is used for:

- A. doming circular sheets of metal.
- B. shaping wax.
- C. measuring metal weight.
- D. cutting precious metal such as gold and silver.

_____ 7. What equipment is used for removing filings that clog a jeweler's file?

- A. Any metal wire
- B. Tweezers
- C. File card
- D. Curled wire brush

_____ 8. A third hand is a:

- A. device used for holding small pieces when soldering.
- B. friend who assists you when working on hot or potentially dangerous equipment.
- C. device for holding metal tubing while sawing it.
- D. device to hold small or irregular pieces steady when drilling.
- E. there is no such thing as a third hand.

_____ 9. The term "anneal" means to:

- A. bend the metal to the desired shape.
- B. heat the metal to its softening point in order to realign the molecular structure.
- C. solder two dissimilar metals together.
- D. harden the metal prior to shaping.

_____ 10. When using a jeweler's saw, the teeth point:

- A. away from the body of the saw and down toward the handle.
- B. toward the body of the saw and up toward the handle.
- C. away from the body of the saw and up and away from the handle.
- D. toward the body of the saw and down away from the handle.

_____ 11. When using a file, you should apply pressure only on the:

- A. back stroke.
- B. forward stroke.
- C. back or forward stroke, it doesn't matter.
- D. back and forward stroke.

_____ 12. How many different types of solder are there?

- A. One
- B. Two
- C. Three
- D. Four
- E. Many

_____ 13. True or False: Both pieces of metal have to be at the same soldering temperature so that the solder can bond.

_____ 14. True or False: Fusing is joining two pieces together without solder.

_____ 15. Rouge is used to:

- A. shine metals to a high gloss.
- B. coat metals with a protective shielding.
- C. smooth edges.
- D. all of the above.

_____ 16. Forming over a stake involves all of the following steps except:

- A. holding the metal on a mushroom stake.
- B. using a wooden or rawhide mallet to hit the metal just beyond the point of contact.
- C. annealing if necessary.
- D. having the instructor form the metal for you.

_____ 17. True or False: Forming can be defined as soldering a piece of metal to form an aesthetically pleasing product.

- _____ 18. The oldest form of mechanical joining is using:
- A. wedges.
 - B. a nail.
 - C. rivets.
 - D. hinge pins.
- _____ 19. When soldering, why is it necessary to use a safety mask?
- A. To protect the instructor from liability.
 - B. To protect the student from other students.
 - C. To protect the student from hot materials which may hit his/her face.
 - D. It's a dumb policy which serves no other purposes than to harass the student.
- _____ 20. True or False: The smallest gauge numbers concerning wire or sheets correspond with the smallest wires or sheets.

Art 1810 (formerly Art 271) Beginning Jewelry/Small Metals

ESSENTIAL COURSE GOALS: To have the student arrive at an understanding of the processes of metalworking and also achieve technical competency in 3-dimensional fabrication of aesthetically pleasing ornamental objects.

OUTCOMES: 1 key chain fob, 1 cast piece, and 3-5 additional pieces of “finished” jewelry

COURSE DESCRIPTION: An exploration of the properties and working characteristics of non-ferrous metal as applied to aesthetic 3-dimensional design for ornamentation purposes; also an exploration of the processes involved in the fabrication of objects (forging, rolling, casting, soldering), along with the safety concerns inherent with these processes.

TECHNICAL CRITERIA:

1. Develop the ability to create finely crafted objects for ornamentation.
2. Demonstrate technical competency with both ferrous and non-ferrous metals.
3. Develop a working knowledge of metallurgical properties of non-ferrous and ferrous metals.
4. Demonstrate a working knowledge of the processes involved with non-ferrous manufacturing and casting.
5. Demonstrate an exceptional understanding of the safety concerns when working with the equipment and chemicals involved in the manufacturing of jewelry.
6. Develop the ability to research ideas, forms and esoteric technical approaches to manufacturing.

PERSONAL AND AESTHETIC CRITERIA:

1. Develop an understanding of the relationship of form and function as an integral part of jewelry design.
2. Demonstrate creativity in combination with applied design.
3. Demonstrate the ability to discuss (critique) pieces and recognize flaws or alternative approaches.
4. Demonstrate the ability to make "good" choices during the fabrication processes.
5. Demonstrate the ability to plan an approach in a step-by-step fashion so as to complete technical problem solving on paper or via sketches.
6. Demonstrate the ability to maintain a sketch book illustrating choices and the visual process of the evolution of the work.

BEHAVIORAL CRITERIA:

1. Develop the ability to conduct oneself in a safe and sane manner in the studio.
2. Develop the ability to work and assist others in cooperative efforts and processes.
3. Develop the ability to share equipment and resources.
4. Develop the ability to ask questions and follow instructions.

REQUIRED READINGS: *The Complete Metalsmith* by Tim McCright, pages 1-37, 46-53, 102-118, 164-177, 270-273, and as much of the rest of the book as you need. Periodical readings not specifically assigned - but you will need to locate ideas and images to work with.

ATTENDANCE: One unexcused absence per credit will be allowed. More than that may affect the student's final grade for the semester. 10 absences are equal to 1/3 of the total class time and that many unexcused absences may give the student a final grade

of "F" for the course. Lates and leave earlies add up 3:1. Class time is work time. Sketches are homework. If you are present in the classroom but are not working – you are absent.

TITLE IX: ENMU is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking. Incidents of harassment or assault can be reported to the Title IX Coordinator at (575)562-2991 or titleix.coordinator@enmu.edu. Reports can also go to the ENMU Police Department by calling 575-562-2392. If you wish to receive fully confidential support and victim's advocacy you can contact Arise Sexual Assault Services at (575)226-7263.

CONFIDENTIALITY AND MANDATORY REPORTING: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on ENMU's campus with the Title IX Coordinator and/or the ENMU Police. Students may speak to someone confidentially by contacting Arise at (575)226-7263.

FERPA: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at <http://www.enmu.edu/about/ferpa/directory-notice.shtml>.

STUDENTS WITH DISABILITIES: If you have, or believe you have a disability, you may contact the Disability Services Office (DSO) to coordinate reasonable classroom accommodations, access to technology or other academic assistance. DSO serves students with a wide range of disabilities including but not limited to medical or health impairment, vision or hearing disability, physical disability, learning disabilities, attention deficit disorder, or mental health impairment. All information will be treated confidentially. Accommodations are not retroactive. They begin only after:

- Appropriate documentation has been received and accepted by the Coordinator of Disability Services
- Letters of Accommodation (LOA) have been prepared
- You have delivered your Letters of Accommodation to your instructors

Appropriate academic accommodations may then be provided for you. You may contact DSO in room 186 Student Academic Services building, phone 575.562.2280.

PERSONAL HYGIENE: This is considered a professional environment and we do expect minimum standards of personal hygiene. Shower. Do laundry.

TOBACCO USE: Designated areas only...

FINAL EXAM:

Sec 1 Final Exam

Sec 2 Final Exam

REQUIREMENTS: Assigned readings, lectures, demonstrations, and safety information will be utilized as well as the requirement that the student visualize, sketch, and execute specific kinds of pieces involving the necessary techniques. This means that you will need some kind of notebook...

Art 271 - Beginning Jewelry Requirements

1 forged piece

1 cast piece

Additional requirements:

1 piece must use at least 2 different metals

1 piece must be constructed with 3 different hardnesses of solder

1 piece must use square wire

1 piece must incorporate texture--engraved, hammered, chased, peened, planished

GRADING: Grading will be based on the work done in class, class attendance, class participation, tool handling, media handling, attitude, aesthetic and conceptual development, and the instructor's subjective aesthetic criteria. Students earn grades based on Craftsmanship (20%); Concepts/Creativity (20%); Criteria (20%); Instructor's Subjective Aesthetic Criteria (30%); and Attitude, participation, and attendance (10%)

A typical ring, bracelet, or necklace--well made, visually interesting, and well finished--will be worth a "maximum" of 200 points. A typical set of earrings or ear clips or a tie tack – well made and well finished – will be worth a "maximum" of 50 points. Beginning students will be graded on a basis of 1000 points total of work, on a maximum of 10 pieces. Advanced students will be graded on a basis of 1500 points total of work, on a maximum of 10 pieces. I will also schedule an exam (beginning) or paper (advanced) for the fourth week of class and will grade notebooks. The exam/paper and the notebook will each be worth 100 points. There are also 300 points based on attitude, participation, attendance, and aesthetic development which I will figure in at the end of the semester. This means that there are 1500 possible points for beginning students and 2000 possible points for advanced students. I do allow some extra credit work--check with me.

Final grades will be assigned as follows:

	(Beginning)	(Advanced)
91% -100% = A	1365 - 1500 points	1820 - 2000 points
81% - 90% = B	1215 - 1364 points	1620 - 1819 points
71% - 80% = C	1065 - 1214 points	1420 - 1619 points
61% - 70% = D	915 - 1064 points	1220 - 1419 points
0% - 60% = F	0 - 914 points	0 - 1219 points

SENN'S GRADING RUBRIC (How Senn tries to impartially evaluate entirely different objects with entirely different purposes and functions made with entirely different materials in some kind of quasi impartial fashion): (All projects graded on a variable point scale depending on the complexity of the project.)

Technical 20%	Degree of competency with tools, medium, finish
Concept/Creativity 20%	Degree of idea development on paper, thought, research
Criteria 20%	Degree of planning, following directions, discussion
Aesthetics 30%	Degree of understanding, function, elements, principles, presentation
Behavior 10%	Attitude, class participation, attendance, deadlines, safety

PROJECT #1 – KEY CHAIN

The first assigned project in this class is a personalized key chain. The key chain has been designed to introduce almost all of the basic non-ferrous metalworking processes, with the exception of casting.

Project Objectives:

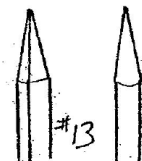
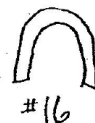
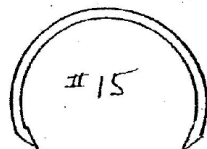
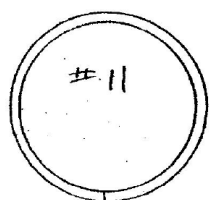
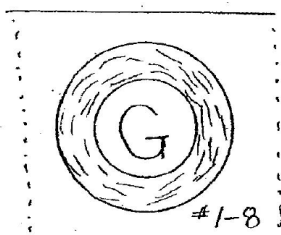
1. To become familiar with all of the basic hand tools and their locations.
2. To become familiar with the acetylene torch system.
3. To become familiar with basic soldering.
4. To become familiar with the basic working properties of non-ferrous metals.
5. To become aware of the safety concerns inherent with the processes and to make safety procedures integral to the manufacturing process.

Criteria:

1. The key chain must be fabricated according to the directions given.
2. All edges must be smooth.
3. The face of the key chain must be buffed to a smooth glossy finish.
4. The solder joints must be reasonably strong.
5. The piece will be graded on a pass/fail basis. However, you may redo the piece or any part of it to get the “pass” grade.
6. The piece must be finished and graded before other pieces may be started.

Directions:

1. Cut and split 1 ½” copper pipe.
2. Anneal and open pipe to make sheet.
3. Run sheet through rolling mill to 22 ga – anneal as needed.
4. Raise a 1” (approx..) dome about 3/16” high – anneal as needed.
5. Planish top of dome – anneal as needed.
6. Flatten top of dome on small flat round anvil.
7. Stamp with initial on small flat round anvil.
8. Flatten sheet in dapping die.
9. Cut off 6” of 1/8” brass rod.
10. Square wire in rolling mill – anneal as needed.
11. Bend wire to form a circle to fit base of dome.
12. Cut off with jeweler’s saw.
13. File a taper on one end of leftover wire.
14. Cut off at 2 ½” and file other taper.
15. Bend to match circle from #11 above.
16. Bend leftover end to form “U” shape.
17. Wet sand base of dome.
18. Flatten and file circles to meet flush.
19. Solder circle to dome with medium (#70) solder.
20. Solder tapered piece to circle with easy (#65) solder.
21. Cut off extra copper around circles and file smooth.
22. Solder “U” shape to circles with super easy (#56) solder.



23. Sand brass circles smooth.
24. Buff with red rouge (tapered piece must be buffed to a high gloss

surface).

PROJECT #2 – WAX TOOLS

The wax tool project is designed to acquaint the student with basic forging and filing techniques associated with ferrous metalworking. The project also requires the safe use of a drill. A side result of the project is that the student will make a set of tools which will be used for the rest of the semester.

Project Objectives:

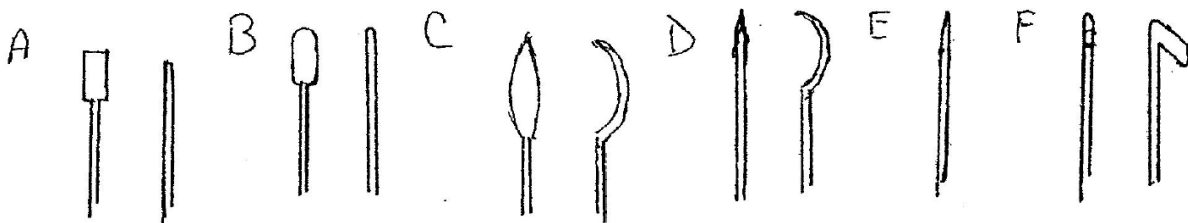
1. To become familiar with the forging and filing of ferrous metals.
2. To become familiar with the drill press and drill bits.
3. To become familiar with the miter box and backsaw.
4. To become familiar with the belt sander.
5. To end up with a functional set of wax tools.

Criteria:

1. The wax tools must be manufactured according to the directions given.
2. The shapes of the tools must be at least related to the samples shown in class.
3. The tools must be securely mounted in wooden handles.
4. The tools must be graded on a pass/fail basis, and may be redone to achieve the “pass” grade.

Directions:

1. Cut three 6” pieces of the 3/32” steel welding rod on the bench shear.
2. Using a non-polished hammer, flatten 3 of the ends to a width of approximately 3/16”.
3. File one of the pieces of flattened steel flat across the tip and smooth out the sides to form a “screwdriver” shape (See diagram A below.)
4. File one of the flattened steel pieces round on the tip and smooth out the sides. (See diagram B below.)
5. File one of the flattened steel pieces into a long tapered point. (See diagram C below.)
6. Sand two of the steel pieces into needle shapes on the small belt sander.
7. Bend and file the last piece at an angle to create the scraping tool. (See diagram F below.)
8. Using a beatable ring mandrel and a hammer, curve the long tapered point and then back bend it. (See diagram D below.)
9. Cut three pieces of 5/16” wooden dowel approximately 5” long.
10. Measure the diameter of the steel with the dial calipers OR drill bit index holes to determine drill bit size.
11. Place the correct size drill bit in the drill press chuck and tighten securely with the drill press chuck key.
12. Position one dowel in the drill press vice and position the vice so that the dowel is centered under the drill bit.
13. Drill the dowel to a depth of about 1”.
14. Turn the dowel end for end in the drill press vice and repeat the drilling procedure.
15. Repeat the process for the other two dowels.
16. To insert tools into handles without personal injury, first clamp the shaped end of the tool into a vice with the base end sticking out about 1”.
17. With a twisting motion, slide the dowel onto the tool until the base of the tool is seated firmly.
18. Repeat this process with the rest of the steel pieces. Write your name on the handles, and turn them into the instructor.



PROJECT #3 - CASTING

The third assigned project in this class will be done using the lost wax method of casting. The project has been designed to introduce the methods, terminology, and processes involved with the casting of non-ferrous metals.

Project Objectives:

1. To become familiar with investing procedures.
2. To become familiar with the location and use of the equipment and chemicals, and their safe handling.
3. To become familiar with both hot and cold working of the wax.

Criteria:

1. The wax must be shaped in a safe fashion to something approximating a sketch in your notebook.
2. The wax must be "finished" to the necessary state of completion.
3. The wax must be invested and the weight recorded as demonstrated in class.
4. The metal weights must be accurately figured.
5. The cast metal must be cleaned and "finished" to the necessary state of completion.

Directions: This project is presented in terms of a ring. However, any other shape may be used. It is also possible to substitute other organic media with only minor modifications to the process. Check with the instructor.

1. Sketch and dimension the ring.
2. Cut wax in miter box with backsaw.
3. Size wax on ring mandrel.
4. Carve/file/tool/sand to desired shape.
5. Sprue ring.
6. Weigh ring and ENTER WEIGHT IN NOTEBOOK.
7. Attach the sprue to the sprue base the class period before casting is to be done.
8. Choose a flask size so as to have a minimum clearance of 1/4" on the side and 1/2" on the bottom.
9. Coat waxes with surfacing solution if desired.
10. Measure flask size to determine quantity of investment to be mixed.
11. From the chart, determine and measure the volume of water needed and measure it into mixing bowl.
12. Weigh investment on gram scale, taking into account the tare weight.
13. Add the investment to the water. (From this point on, you have 9 minutes of working time to finish the investing process.)
14. Mix investment until it is free of lumps.
15. Face coat the ring if necessary.
16. Assemble flask and sprue base, and tape rim of flask.
17. Slowly pour investment into flask on the vibrating platform until it is slightly overfilled.
18. Vibrate flask until bubble stop rising OR until the 9 minutes working time of the investment is reached.
19. Identify the flask on the masking tape.
20. Set flask aside for 20-30 minutes.
21. When the investment is set, REMOVE THE SPRUE BASE.
22. Remove the tape and scrape the investment flush with the flask.
23. Inscribe name, wax weight, identifier, and metal to be cast in the smoothed investment.
24. Put the flask in plastic bag and set it on top of the kiln.
25. Weigh metals based on posted ratios times the wax weight before casting class period.
26. After casting, clean the flasks before you clean the piece.
27. Remove sprue.
28. File and sand as necessary.
29. Patina piece, if desired.
30. Buff piece with red rouge or hand polish piece.

POLISHING - BUFFING - COLORING:

1. Wear goggles or protective face mask.
2. Wear proper tight-fitting clothing.
3. Hold the work firmly below the center of the wheel.
4. Use light pressure.
5. Do not use out-of-balance wheels.
6. Do not allow yourself to become distracted.
7. Hold work with a break-away grip.
8. Use a wooden mandrel to hold rings.
9. Chain is very dangerous to buff - CONSULT YOUR INSTRUCTOR.
10. Do not mix buffing compounds.
11. Do not wear gloves.
12. Do not hold work with cloth or leather -- heat build-up is natural. Let the work cool and start again.
13. Use the On/Off test.
14. When you "lose" your work, shut off the buffer and let it stop before retrieving your piece.

SAFETY PROCEDURES IN CHEMICAL HANDLING:

Many recipes and formulas in this studio utilize chemicals which range from mildly toxic to deadly poisonous, and from dangerously corrosive to highly explosive. Because of these hazards, individuals untrained in the handling of hazardous materials should not attempt to use these materials without proper supervision, proper facilities, and proper safety equipment. Lack of knowledge of standard laboratory technique could result in severe injury to the fumbling experimenter. The following rules must be observed:

1. The operator must wear proper eye and face protection. Aprons and gloves are recommended.
2. When chemicals are used that may produce vapors or fumes, the area must be properly ventilated. Acids, cyanide, and similar dangerous gas producing chemicals should be used only in closed and vented fume hoods. All cyanide solutions produce prussic gases. When these solutions contact acids, large volumes of deadly gases are released. Under no circumstances should these gases be inhaled. High concentrations of these gases can be absorbed through the skin, resulting in death.
3. Never store chemicals where they will be adversely affected by heat or cold.
4. Do not store chemicals where their proximity could result in a dangerous condition.
5. When mixing chemicals, pour acid into cold water. Do not pour water into acid.
6. Do not use solvents or chemicals in the presence of sparks or flames without sure knowledge of the effects of fire on the chemicals and any fumes they may produce.
7. Chemicals should be stored in locked areas to prevent accidental misuse.

SAFETY PROCEDURES IN THE STUDIO:

1. Wear safe clothing. No neckties, no baggy sleeves, no shirt tails out, no permanent press (fire hazard), no plastics, no gloves around the machines.
2. Avoid adornments - rings, loose watchbands, bracelets, necklaces, etc.
3. No long exposed hair. Wear a cap.
4. Use eye protection, goggles, or full face shields with colored lenses where appropriate.
5. Do not engage in horseplay.
6. Do not talk or otherwise divert your attention while operating power equipment.
7. Do not use compressed air to clean your clothing or body, and do not blow particles into others.
8. Do not operate equipment unless you are capable and authorized to do so.
9. Do not "invent" ways of operating equipment.
10. Do not try to slow or stop coasting machines. Never grasp rotating parts or belts.
11. Do not clean chips from work or equipment with bare hands; always use a brush.
12. Do not leave machines while they are running.
13. Do not lean or sit on machines.
14. Keep work areas free of trash, scraps, oil, etc.
15. Avoid leaving rod, tubing, pointed, or sharp-edged stock in a position which would permit someone to walk into them. Drape cloth over exposed ends.
16. Store flammable materials in safety containers, and do not store or use them around welding equipment or grinders.
17. Know where fire-fighting equipment is stored and know how to use it.
18. Be familiar with all fire exits.
19. Use the buddy system. Do not work alone.
20. Always use the On/Off test when starting a machine.

Eastern New Mexico University

Department of Theatre and Digital Filmmaking

THEA 1110: Introduction to Theatre Assessment

Theatre Critiques

You are required to see the Theatre Department's productions. You will write about two of these performances.

- Please staple ticket stub to paper;
- Present a typewritten document using a standard 12 pt. font (Times New Roman or Arial);
- Be three to four pages in length;
- Possess correct spelling, grammatical and sentence mechanics;
- Cover every area requested below (points deducted for omissions).

**Remember to give clear, specific examples to support your opinions and point of view. When you state an opinion, give supporting details as in, "For example...". Paint a vivid picture for the reader.*

INTRODUCTION

10 points Start with something snappy to hook the reader in. Then summarize the play's story in a short paragraph like: " _____ by _____ is about _____ ". Tell something about the history of the play text and the playwright, or about past productions.

5 points Present a unified thesis for your paper. Summarize your overall impressions of the production as in: " _____ Theatre's production is/isn't worth seeing because _____ ".

BODY

10 points Critique the cast members as an ensemble. Could you see and hear the actors? Did the actors work as a team to tell the story? Were the actors, in general, believable, focused, in character and engaging? Give examples.

20 points Choose one main actor to critique. Did this actor engage you for the entire play? How? Was the actor focused, in the moment and emotionally inside the character? Technically, did this actor move and speak well? Did they seem confident of their lines? Did they vigorously drive the lay forward or drag it down? Did the actor make you care about, or be interested in, the character? Give examples.

25 points Critique the spectacle and technical aspects of the production. Describe the stage configuration used. How effective was it? Critique the physical set, lighting, costumes, - -

sound (music, sound effects, etc.), props and any special effects. Did all these areas together help or hinder the dramatic action of the characters? Give examples.

- 10 points** Identify and analyze one possible theme of the play text. (Theme is not just the broad subject such as love, murder, family, racism, etc. Theme is the main point, or points the playwright is trying to make about the subject). Use examples from plot, character action, or dialogue to illustrate your choice of the playwright's theme.
- 10 points** Identify the theatrical era in which the play takes place. If it takes place in the modern era, does the play make any reference to other eras? If so, which?
- 5 points** Critique the theatre space itself. Was it too small? Too big? Warm and inviting? Freezing and miserable? Were the seats, rows, aisles comfortable? How were the acoustics? Sightlines? Degree of intimacy?

CONCLUSION

- 5 points** Restate your thesis in different words. Summarize why this particular production is or is not worth seeing. Was it powerful? Moving? Gripping? Stupid and pointless? Long and boring? Educational? Disturbing? Entertaining?

100 total points possible

Your theatre critiques will be a description of the performance of the plays you saw and an analysis of the production(s). You will not re-tell the story of the play, but rather focus on production elements. Production elements are the acting, set design, costumes, lighting, sound, and the direction of the play. In your paper you will consider a few of these elements and discuss what worked or what did not in the production and support your judgment with details of the production. All written work will be graded on the level of thought and the clarity of expression.

The following information will help to give clarity and specificity to your paper:

What did the playwright intend for the audience to think and to feel? (This question asks you to consider the purpose of the play—was it to entertain? To make you think about a specific issue? To lead you to a new understanding? Or, a combination? Certainly, there are more purposes than these listed here.)

How did the production support the writer's intention? (The bulk of your paper will be in response to this question. You will describe the acting, set, costumes, and lighting, all of which are there to serve the purpose of getting the production across to the audience.) Was the intent worth it?

Here is more direction on how to address these disciplines in your paper:

Acting: Were the individual actors and actress believable? Did they add to the understanding of the play by the way they moved, spoke, or gestured? Which performance did you find most convincing? Why?

Technical aspects: Sets, Lights, Costumes, Sound, and Props. Did the set create the appropriate world for the play? Did the lighting help to create a mood? How did the sound and costumes contribute to the production?

Direction: Were the character relationships clear? Was the pace appropriate, or did it drag, or seem rushed? Were you involved throughout? Did you know what was going on?

Emotional Impact: Did the play or the production move you in any way? Did it make you think? And how did it do that?

THEA 1130 Final Group Project

Contrarian Analysis:

Star Wars (original trilogy): Anti-Government Propaganda

Premise: While the immensely popular Star Wars movies are widely seen as a story of the struggle of good vs evil, the actual goal of the producers was to prepare the populace for a coup against the US government by a group of survivalists based in Colorado (quietly arrested and humanely re-educated at a secret but totally humane facility located offshore) who wished to be seen as saviors of democracy and accepted as the new US government.

Procedure:

Google Document shared among the three group members

Step 1. (1500-2000 words)

After watching the trilogy, each team member accept authorship to answer two of the questions below.

- How are Empire authority figures depicted as evil? Give consideration to these cinematic aspects?
 - Wardrobe
 - Camera angles
 - Action
 - Dialog
 - Set design
 - Sound design
- How is the wanton slaughter of Empire soldiers and officials justified? Give consideration to these cinematic aspects? In what ways is violence as a first response justified?
 - Wardrobe
 - Camera angles
 - Action
 - Dialog
 - Set design
 - Sound design
- How are Rebel authority figures and the film's protagonists depicted as good? Give consideration to these cinematic aspects
 - Wardrobe
 - Camera angles
 - Action

Dialog
Set design
Sound design

- What quasi-religious ideas are employed to bolster the legitimacy of the Rebel cause? Provide examples from the films and press coverage/editorial work as evidence.
- How did the “message” of the films change to account for US politics from 1977-1983, the release years of the trilogy? Provide examples from the films and press coverage/editorial work as evidence.
- In what ways did the films contribute to general lawlessness and disregard for authority? Provide examples from the films and press coverage/editorial work as evidence.

Step 2. (1000-1500 words)

Using a Google document, and taking into consideration the research completed in Step 1., provide an analysis of the situation that would evolve from the Rebel victory in ***Episode VI – The Return of the Jedi***. Submit the draft showing editorial input from all group members along with the final work. Consider the following aspects:

- Do the Rebels represent a viable form of government?
- Will there be a civil society?
- Will there be a workable galactic economy?
- Will there be a viable justice system?
- Will the populace have a better or worse life than they did under the empire?

Eastern New Mexico University

Department of Theatre and Digital Filmmaking

THEA 1210: Acting for Non-Majors Assessment

Scenes Authored by You: Social Concerns

Your group of four or five will write a three- page scene based on a social issue that you have been assigned. Some of the issues explored in past semesters include environmental concerns; border crossing and security in terms of immigration; adoption and the foster-care system, segregation versus integration, etc.

Your group will share your research with each other and the instructor during the first week of rehearsal. When you perform please have a list of ten questions with which to engage your audience of fellow students

Begin the script with enough backstory to give the actors a solid scenario. The backstory will then flesh out the information of the characters' lives and relationships, goals and tactics.

You will submit a script to the instructor on the day of your performance. *Make sure to list all of the names of the group members.*

Include ten questions about the issue to engage the audience of students.

Finally, the group will submit a self-evaluation of the process.

GRADING CRITERIA

Performance of scene that includes (**50 points**):

- relationship [who are they to each other?]
- situation [what is the occasion? Be very specific!]
- place of action [where are they—be specific as to setting, time of day, season of the year]
- the goal of each character [what does each want from the other?]
- conflict [what is the obstacle that characters are confronting?]

20 points text [submitted script]

20 points list of ten questions

10 points group self-evaluation

POLS 1110

Assignment on policy decisions

1. Evaluate a policy decision by a political leader of your choice. Describe the policy decision and give a brief description of the leader. This should take about ½ a page of written text.
2. Think of two ways you could study American politics from the standpoint of traditionalism and two ways you could study it from the perspective of behavioralism. Which would give you a more useful portrait of American politics, and why? This section will take about one page of your report.
3. You are required to cite references in support of your assertions. You must include a bibliography of the sources cited. This section should take about a page.

POLS 1120 American National Government
Assignment #1 for Anti-Federalist Cato's 3rd Letter

Instructions: Ask and answer (in writing) the following questions while reading:

1. Which size of a republic does he say will best secure political liberty?
2. Explain why he says that large republics can't perceive the public good as easily as small republics and why they can't be united? What does he say unifies or binds citizens together?
3. What does he say will happen (what are the consequences of) with a large republic?
4. How does his view contrast with James Madison's view of a large republic and his rationale for it?

PSYC 1110: Thoughts about social psychology experiments assignment

Instructions: Answer the following questions in at least a paragraph (a paragraph is three sentences or more).

1. Do you think it is okay to set up experiments where unusual things happen and the people who are in the experiment don't know that it is an experiment? What are the problems that you see with doing this?
2. What benefits do you see coming out of these experiments? What is gained by deceiving people?
3. What experiments that you learned about in class would be examples of setting up unusual events and not telling the people until afterwards that it was an experiment?
4. If you were going to set up an experiment like this, what precautions would you take so the people in the experiment would feel okay about it?
5. Overall, is it better to do these kinds of experiments, or should they not be done? Why?

PSYC 2130

Sources: Good or Bad? Written Assignment

1. You are to perform an information search on the internet and also find at least two journal article sources that investigate and report on any of the following psychological phenomena that impact adolescence:
 - a. Risk taking
 - b. Decision making
 - c. Memory
 - d. Interactions/influence of peers
2. Write one paragraph that describes your search, including what URLs you visited on the internet to research the phenomenon, and cite the authors of the journal articles that you read. This section should be titled "Information Search".
3. You are to evaluate each source in separate paragraphs, and tie the information you found from the source to your textbook information on the phenomenon. In each of those paragraphs, you will evaluate the veracity (truth) of the information you found, and you will evaluate any arguments in the sources that impact the topic you explored.
4. The paper should be around 1 ½ to 2 pages in length, not counting the References page that you must produce that shows all of the sources you accessed for this assignment.

PSYC 2140 Child Psychology

Theory – Journal Article – Practical Application of the Study of Infants or Children

You are to describe important details from sources in a written assignment based on published psychological research. This paper is to analyze a theory, a research investigation, or a practical application of the study of infants or children.

For example, a student may choose to analyze Piaget's theory of cognitive development, and use the sensorimotor stage as a foundation to find a journal article that has investigated infants in that stage. You might also want to analyze Freud's theory of personality development and find a journal article on the id, ego, or superego in children. You may wish to find a journal article on the practical application of a theory for infants or children as well.

The research report is to be 2 pages in length, not including the References page, which will detail the source of your information. Make sure to cite sources in APA style in the body of your work.

Sample Assessment Assignment

ECON 1110, Survey of Economics

The Decision-Making Model:

We talked about the meaning of *Economics* in class. Economics is about making good decisions. All decision-making shares several common elements:

1. The decision maker must *establish the objectives*.
2. The decision maker must *identify the problem*.
3. The decision maker should *examine the potential solutions*.

The decision maker should *analyze the relative costs and benefits* of each of these alternatives. The choice between these alternatives depends on an *analysis of the relative costs and benefits*, as well as other economical, social, technological, ... constraints that may make one alternative preferable to another.

4. The decision maker should *analyze the best available alternative under a variety of assumptions (sensitivity analysis)*.
5. The decision maker should *implement the decision*.

Analytical Thinking and Decision-Making Exercise:

1-In 2012-2015, the price of jet and diesel fuel used by air freight companies decreased dramatically. As the CEO of FedEx use the above decision-making model to make the best decision for your company. Follow and explain each step carefully. Please use FedEx website, annual reports, Yahoo Finance, Bloomberg, FedEx competitors' website (such as UPS, DHL) as the references for your analysis.

2- As the CEO of FedEx, you have been presented with the following proposals to deal with the situation in 2012-2015:

A) Reduce shipping rates to reflect the expense reduction.

B) Increase the number of deliveries offered per day in some markets.

C) Make long-term contracts to buy jet fuel and diesel at a fixed price for the next two years and set shipping rates to a level that will cover these costs.

Use the above decision-making model to analyze each proposal. Make sure to include cost and benefit of each proposal in a way we discussed in class.

Each student also should evaluate at least two other student responses. (Min 150 words for each).

Minimum Wage:

Please read the following articles

<https://www.weforum.org/agenda/2018/12/these-countries-have-the-highest-minimum-wages/>

<https://www.wsj.com/articles/15-minimum-wage-would-leave-1-3-million-american-jobless-lift-as-many-out-of-poverty-11562611503>

<https://www.wsj.com/articles/the-federal-minimum-wage-doesnt-really-matter-anymore-11565515801>

Use your personal experience, what you learned in class about the minimum wage law, and the data and information in these articles to analyze the impact of the minimum wage on your personal life (Explain your logic in one paragraph). Do you think your analysis is going to change if you are a business owner who needs to pay minimum wage to workers? What if you were the U.S president or a policy maker? Compare the minimum wage in the U.S. with other countries. What do you think the cost and the benefit of this policy would be? (Explain this part in the second paragraph. Minimum word for each paragraph is 150 words).

Each student should evaluate at least one other student's response. (Min 150 words).

Sample Assessment Assignment

ECON 2110, Macroeconomic Principles

Team Presentations:

Student teams will be formed. Each team will identify a macroeconomic topic or choose a state within the United States to study. Each team will collect a set of data, information and graphs related to the topic by studying the sources provided in class. After collecting the data and information teams will analyze them based on the theories and models they learned in the class. Each team should make power point slides. Frequent communication and participation of all team members in the project preparation is required. It is also REQUIRED for each member of the team to present part of the project in class. Total time of presentation for each team is 10-15 minutes. Team presentations will be graded by me (60%) and nonteam members of the class (40%). Team presentation will count for 5% of your final grade. Further information will be provided in class.

Minimum Wage:

Please read the following articles

<https://www.weforum.org/agenda/2018/12/these-countries-have-the-highest-minimum-wages/>

<https://www.wsj.com/articles/15-minimum-wage-would-leave-1-3-million-american-jobless-lift-as-many-out-of-poverty-11562611503>

<https://www.wsj.com/articles/the-federal-minimum-wage-doesnt-really-matter-anymore-11565515801>

Use your personal experience, what you learned in class about the minimum wage law, and the data and information in these articles to analyze the impact of the minimum wage on your personal life (Explain your logic in one paragraph). Do you think your analysis is going to change if you are a business owner who needs to pay minimum wage to workers? What if you were the U.S president or a policy maker? Compare the minimum wage in the U.S. with other countries. What do you think the cost and the benefit of this policy would be? (Explain this part in the second paragraph. Minimum word for each paragraph is 150 words).

Each student should evaluate at least one other student's response. (Min 150 words).

Sample Assessment Assignment

ECON 2120, Microeconomic Principles

Team Presentations:

Student teams will be formed. Each team will identify a microeconomic topic or choose a market to study. Each team will collect a set of data, information and graphs related to the topic by studying the sources provided in class. After collecting the data and information teams will analyze them based on the theories and models they learned in the class. Each team should make power point slides. Frequent communication and participation of all team members in the project preparation is required. It is also REQUIRED for each member of the team to present part of the project in class. Total time of presentation for each team is 10-15 minutes. Team presentations will be graded by me (60%) and nonteam members of the class (40%). Team presentation will count for 5% of your final grade. Further information will be provided in class.

Minimum Wage:

Please read the following articles

<https://www.weforum.org/agenda/2018/12/these-countries-have-the-highest-minimum-wages/>

<https://www.wsj.com/articles/15-minimum-wage-would-leave-1-3-million-american-jobless-lift-as-many-out-of-poverty-11562611503>

<https://www.wsj.com/articles/the-federal-minimum-wage-doesnt-really-matter-anymore-11565515801>

Use your personal experience, what you learned in class about the minimum wage law, and the data and information in these articles to analyze the impact of the minimum wage on your personal life (Explain your logic in one paragraph). Do you think your analysis is going to change if you are a business owner who needs to pay minimum wage to workers? What if you were the U.S president or a policy maker? Compare the minimum wage in the U.S. with other countries. What do you think the cost and the benefit of this policy would be? (Explain this part in the second paragraph. Minimum word for each paragraph is 150 words).

Each student should evaluate at least one other student's response. (Min 150 words).

English 1410: Fall 2019

Project 4: Research Presentation, Presenting Research on a Social Issue or Historical Context

For this presentation, you will build off the analysis of a short story you did from Project 3. You will examine it alongside research relating to its historical context or a social issue inherent in the piece. For text examples, see the arguments developed about "The Yellow Wallpaper" from our reading. (A Paper that works to Examine Social Issues MLM & A Paper that Places A Literary Work in Historical and Cultural Context MLM).

Make sure you are specific in the cultural context or social issue you are examining. For example, thinking about "The Yellow Wallpaper" in terms of "women's rights" is very broad, but thinking about "The Yellow Wallpaper" in terms of the historical medical treatment of mental illness in women is much more specific.

Now that you've learned more about incorporating outside sources and analyzing stories, poems, essays, and I plays, I would like you to present to the class. For this presentation, you need a total of four new outside sources. The research should relate to your social issue or historical context. It may or may not be directly related to the story or poem. You can find texts that don't mention your poem (for example something about the history of the medical treatment of women) that you can apply to our understanding of the writing. If you find sources that are related to both the social issue or historical context AND your story/poem/essay/play, great! Please only use academic peer-reviewed sources for your four sources. Credible mainstream/journalistic sources are fine as **additional** sources to the required four. You must include a Works Cited slide at the end of your presentation.

As there are too many examples in the text, I ask that you not choose "The Yellow Wallpaper."

You should use slide show software to present your video and topic research to the class. You can use PowerPoint, Prezi, or Google Slides. You will send your presentation to me on the day of your presentation.

Your presentation should be around 10 to 12 minutes. Make sure your presentation covers:

- An introduction
- How you arrived at your topic/why you chose it
- An argument or conclusion you are making about the short story based on the research you've done
- A forecast of the points you will cover
- Author bio information
- Organized presentation of research support that relates to your overall argument and historical/ social issue context —include visuals! Audio! Infographics! (Don't go crazy)

with long outside video clips, I still expect YOU to speak for the majority of the presentation)

- How the close reading done in assignment 3 helps you to understand this topic
- A slide breaking down/close reading a quote from the story
- It is not enough to just list interesting research on this topic. You must bring it back to the story and author!
- Audience engagement – ask the class questions, or create a hand out that gets them involved somehow in your presentation
- A conclusion
- A Works Cited slide (MLA Format)

Make sure you time your presentation before you present. Long presentations will be marked down as well. We need to make sure there is time for everyone in class to present!

Evaluation

This project will be evaluated using the Course Rubric – adapted to presentations.

Due Dates:

Final due on day of presentation. Send PowerPoint instructor before class. Embed link to video within presentation if possible.

Presentation Workshop/Peer Review: November 14

Presentations: Tuesday, November 19—November 26

Eng 2310: Fiction Unit: Guidelines for at-home commentaries

On the day we are workshopping a story, bring in 2 copies of each commentary you do; one copy is for me, the other for the author of the story. Put your name in the left hand corner with course and date. Put your peer's name as the title of your commentary. In 400-500 words, you are answering two questions: *what works well* and *what could work better*. To back up your claims, make sure to reference the story itself, as well as our handouts from the “practical critics” on Blackboard (Wood, King, Gardner, Lamont), lesson notes, and our textbook. Please feel free to mark up your peer's story with additional comments and points. Remember that you are analyzing the story on its own terms, so saying you like it or not is beside the point. You will return the marked-up story and the commentary to your peer; you will give me the other copy of your commentary. These guidelines are intended to get you started, rather than hold you to rigid rules. The main guideline is to be thoughtful and to give you time and attention to helping your peer.

Part One

- Locate an instance of craft in the story that **works well**. (Craft=how it works/not what it means; it is an artistic choice, gesture, or move in the story.)
- State what aspect of craft you are locating. These can all be broken down more precisely; for example:
 - a significant detail
 - a type of characterization (Direct: dialogue/appearance/action/thought, or Indirect: authorial interpretation or interpretation by another character)
 - setting
 - a feature of plot structure (conflict, the stakes of the conflict, exposition, rising action, climax, crisis, resolution)
 - POV
- Provide textual evidence where the aspect of craft appears in the story. (in other words, appropriate quotes)
- Explain how it is working.
- Explain to what end. In other words, what is this particular artistic choice, gesture, or move (i.e., the instance of craft) accomplishing?
- What makes it successful?

Part Two

- Locate an instance of craft in the story that **could work better**. (Craft=how it works/not what it means; it is an artistic choice, gesture, or move in the story.)
- State what aspect of craft you are locating (see examples above)
- Provide textual evidence where the aspect of craft appears in the story. (in other words, appropriate quotes)
- Explain how it is working.
- Explain to what end. In other words, what is this particular artistic choice, gesture, or move (i.e., the instance of craft) trying to accomplish?
- Explain why it is not working
- Add any advice on how to improve it (remember you are not re-writing someone's story but advising someone on how to better achieve the effect the author wants for the story).

After class for homework, the people who were workshopped will respond to the workshop experience by reflecting in writing in your journal on Blackboard. Explain what was useful, what maybe wasn't useful, and where exactly do you see places to revise and why.

Please prepare a 1,800 word essay in which you focus specifically on the literary text you have chosen to analyze. The essay must be prepared in MLA style, double-spaced, with 1" margins (including the first page) and 12 pt. Times New Roman font. The essay must feature research, with a minimum of three outside sources which are included in your in-text citations and Works Cited page. Please review our discussion about researching early American topics. You will also find worksheets about our general research discussion in Blackboard which you may want to review.

The purpose of this essay is to look closely into literary elements in a text we are reading for the course, while engaging sources you have chosen in your research. Consider the sorts of topics we have discussed in class which have to do with themes, historical setting, cultural issues and literary styles that came into play in the 19th Century. You might wish to consult the handout posted on Blackboard, *Pointers on Writing Literary Analysis*, and the following list of possible topics. Remember that literary analysis focuses upon the text, and *how it operates* to illustrate cultural values, or perspectives, or express conflict and tensions.

Remember to write in formal, academic style. That means that your essay should be free of first and second person ("I," "you") points of view, and should also be free of casual, informal, or conversational language. Avoid clichés, such as "symbols come in all shapes and sizes and in this story they hit the spot." Also, avoid vagueness and generalization: "Harriet Jacobs' *Incidents* is like other slave narratives, but also different." Instead, offer precise statements and analysis: "Harriet Jacobs' *Incidents* offers a unique glimpse into the domestic world of the American slave." Let me know if you have questions; I'd be happy to help. We will also go over in class some additional examples of what works and what does not work in writing a concise, academic essay.

Some Possible Topics:

Analyze family dynamics (or domestic spaces, or black/white relationships) in Harriet Jacobs' narrative.

Analyze the relationship between the individual and society in _____

Investigate Old World elements in *Rip Van Winkle* or *Legend of Sleepy Hollow*, by Washington Irving

Investigate the way Thoreau uses the natural world to present his ideas

Analyze how Nathaniel Hawthorne engages Puritan American history in his fiction.

Investigate psychological dimensions of Hawthorne's characters

Analyze the humor (or urban issues, or commercial enterprise) in Melville's "Bartleby"

Analyze how the free and flowing verse form of Whitman expresses his themes.

Analyze the role of sensuality in Whitman's poetry

Analyze Emily Dickinson's use of natural imagery

Investigate Dickinson's themes, metaphors, near-rhymes, metre

Analyze Stanton's and Anthony's methods of appealing to their audiences for women's rights

Analyze the presentation of American racial relations in [_____]

Analyze the manner and significance of Poe's Gothic atmosphere

Analyze the role of women in _____

Revisit and use one of the topic suggestions for the first essay.

English 2620: Research Essay

The major writing assignment for English 2620 is a research essay, which is worth 15% of the student's final grade.

The research essay is a typed, double-spaced, 5-6 pp. writing assignment that must conform to the MLA style guide.

Students will work on the assignment throughout the semester. In consultation with their instructor, students will first select a course text from the syllabus that they would like to write about. They will then formulate a research question and begin developing a thesis statement about that text. (Through additional reading and research, that research question will be revised for specificity, coherence, and argumentative strength.) Students must situate their research questions within relevant literary movements and time periods, although their essays may challenge or invite us to rethink the boundaries of those movements and time periods.

For this assignment, in addition to the primary text, students must draw from and synthesize into their argument four additional secondary sources. To demonstrate acquisition of these sources, and ensure their relevance, an annotated bibliography will be submitted before the essay itself is due. These texts will help students refine their own ideas and gain a better understanding of literary and historical contexts. Finally, through their reading, drafting, use of secondary sources, and dialogue with their instructor, students will learn to distinguish between strong and weak arguments, avoid logical fallacies, and generally employ sound reasoning that leads to valid conclusions in their writing.

ENGL 2640 – British Literature Survey II Literary Analysis Paper

This paper is similar to a research paper in structure (thesis-driven with introduction, body, and conclusion). Using 3-5 different assigned texts (one from each time period), this paper will trace one of the issues (gender, morals, nature, industrialism, and/or social status), including how representations of the issue change during the three major literary time periods. Your thesis should not be a summary of the texts and/or an obvious, generalized statement. Instead, it should be an original, argumentative idea about these texts that requires evidence from the texts in order to show its validity.

Poor Thesis Statement

Wollstonecraft's *A Vindication of the Rights of Women*, Wilde's *The Importance of Being Earnest* and Hardy's "The Ruined Maid" examine the role of the female in marriage.

Clear, Specific Thesis Statement

Using the middle-class as a model, Wollstonecraft's *A Vindication of the Rights of Women* challenges the perceived childish and inferior nature of wife without challenging the institution of marriage. However, Wilde's *The Importance of Being Earnest* and Hardy's "The Ruined Maid" illustrate a growing disillusionment of sentiment in courtship and marriage based on those same middle-class values.

NOTE: Be sure the thesis includes the names of the texts you are analyzing.

The body of the paper should prove the validity of your thesis statement. In order to do so effectively, you will need to organize your ideas while also providing plenty of details from the chosen texts. You should also incorporate relevant historical information for each time period. Please do more than summarize one text for part of the body, followed by the summary of the other text. Instead you want to find common threads/issues in all of the texts, creating points that combine details from more than one text. It may help to use one or more of the rhetorical patterns to assist you in organizing your ideas (compare/contrast, cause/effect, process, illustration, definition, problem/solution). Much like the thesis statement, the topic sentence for each paragraph in the body should not be a summary of the passage or text. Instead, it should prove one part of your thesis statement very explicitly.

In order to prove your thesis statement, you must use evidence from the texts (which can include the introductory materials over time periods). Of course, you will also need to include close readings of each text as part of your evidence. You may want to refer to close reading handout for hints.

Format

This paper should be formatted according to MLA standards. Remember, individual poems and short stories should be placed in quotation marks while books (novels, plays, prose pieces) are italicized. You do not have to include a Works Cited page (unless you cite historical information), but should include in-text citations. It should be a minimum of 6 pages. You must

meet the minimum length in order to receive a passing grade. I will not grade the paper until it has been uploaded to Blackboard.

ENGL 2630 Exam Questions

Exam 1:

- a) **Short Essays (25 points):** In 4-6 sentences answer the below questions, providing specific answers to the questions, specific evidence to support those answers, and discussion of the significance of your answers.
1. Throughout our unit on the Middle Ages, we've discussed the three estates model and how various texts deal with it. Choose one text and discuss how it demonstrates, is influenced by, or critiques the three estates model. You can think of issues of class, authority, or feudal obligation to name a few options.
 2. In *Sir Gawain and the Green Knight* we see the bedroom scenes with Gawain and Lady Bertilak framed by Bertilak's hunts. What is the relationship between these scenes? Why do they matter?
 3. In the section we read of *Le Morte D'Arthur*, the relationship between Lancelot and Guinevere stirs a lot of trouble for Arthur and his kingdom. How does courtly love play into this and what problems does this practice generate for Arthur and his rule?
 4. In several of our readings of medieval texts we've discussed the depiction, treatment, and agency of women. For this short essay, choose one text that features female character(s) and discuss how that text treats them. Feel free to consider matters of women's agency, victimization, or role within the household.
 5. Religious themes and depictions have run through nearly every text we've read in this unit, sometimes in surprising ways. Choose one text we've read and discuss how it depicts religious concepts/themes/imagery and why.

I. Exam 2:

- Short Essays (25 points):** In 4-6 sentences answer the below questions, providing specific answers to the questions, specific evidence to support those answers, and discussion of the significance of your answers (i.e. so what?).
1. In several of our readings in this unit we've discussed the depiction, treatment, and agency of women. For this short essay, choose one text that features female character(s) or authors and discuss how that text treats them. Feel free to consider matters of women's agency, victimization, symbolism, legal status, or role within the household/nation.
 2. In *Twelfth Night*, we discussed the cascading dynamics of love, desire, and disguise at work in the play. Choose one specific character from the play and discuss how each element (love, desire, and disguise) affect them, how this propels the plot, and why this matters.

3. In this unit we have read a number of pieces from Renaissance poets aimed at seducing their lovers, often using extended metaphors in the process. Consider the below poem by Thomas Lodge: what are the primary metaphor(s) or conceits in the poem, how are they intended to woo the narrator's lover, and why is this significant?

Pluck the fruit and taste the pleasure,
Youthful lordings, of delight;
Whilst occasion gives you seizure,
Feed your fancies and your sight:
After death, when you are gone, 5
Joy and pleasure is there none.

Here on earth nothing is stable,
Fortune's changes well are known;
Whilst as youth doth then enable,
Let your seeds of joy be sown: 10
After death, when you are gone,
Joy and pleasure is there none.

Feast it freely with your lovers,
Blithe and wanton sports do fade,
Whilst that lovely Cupid hovers 15
Round about this lovely shade:
Sport it freely one to one,
After death is pleasure none.

Now the pleasant spring allureth,
And both place and time invites: 20
But, alas, what heart endureth
To disclaim his sweet delights?
After death, when we are gone,
Joy and pleasure is there none.

4. Analyze the literary elements of the below poem, identifying rhyme scheme, structure, meter, and any other components you note.
5. Provide a close reading of the poem identifying what the poem is saying, how it communicates the idea, and why that matters.

Look in thy glass¹ and tell the face thou viewest
Now is the time that face should form another;
Whose fresh repair² if now thou not renewest,
Thou dost beguile³ the world, unbless some mother.
For where is she so fair whose unearned⁴ womb
Disdains the tillage of thy husbandry?
Or who is he so fond will be the tomb
Of his self-love, to stop posterity?
Thou art thy mother's glass and she in thee
Calls back the lovely April of her prime;
So thou through windows of thine age shalt see,
Despite of wrinkles, this thy golden time.
But if thou live, remembered not to be,
Die single and thine image dies with thee.

¹ Mirror.

² State.

³ Cheat.

⁴ Unplowed.

Exam 3:

II. Short Essays (25 points): In 4-6 sentences answer the below questions, providing specific answers to the questions, specific evidence to support those answers, and discussion of the significance of your answers (i.e. so what?).

1. In several of our readings in this unit we've discussed the depiction, treatment, and agency of women. For this short essay, choose one text that features female character(s) or authors and discuss how that text treats them. Feel free to consider matters of women's agency, marriage, symbolism, legal status, or role within the household/nation.
2. Several of our readings this term have involved writers responding to one another on a range of issues (such as but not limited to Mary Astell's "Reflections on Marriage" and William Defoe's *Roxana*, Jonathon Swift's "The Lady's Dressing Room" and Lady Mary Wortley Montagu's "The Reasons That Included Dr. Swift to Write a Poem Called the Lady's Dressing Room"). Choose one of these responding texts and discuss the debate it represents, the manner in which the writer chooses to respond, and what that response says about larger perceptions of the issue at hand.
3. In Eliza Haywood's *Fantomina*, the titular character goes to great lengths to obtain what she wants. What do these efforts say about our narrator, the society surrounding her, or the matters surrounding romantic relationships in 18th century England?
4. Several of our readings in this unit have dealt with issue of class, either from a social or economic perspective. Choose one of our texts that does so and discuss what it says about class and why that matters. Feel free to consider social power dynamics, matters of poverty, ties between crime and class, or anything else relevant.
5. For the following segment of Dryden's "Annus Mirabilis," provide a close reading arguing about what you find to be significant here citing specific textual evidence.

Yet London, empress of the northern clime,	845	Till fully ripe his swelling fate breaks out,	
By an high fate thou greatly didst expire;		And hurries him to mighty mischiefs on:	
Great as the world's, which, at the death of time		His prince, surprised at first, no ill could doubt,	855
Must fall, and rise a nobler frame by fire!		And wants the power to meet it when 'tis known.	
As when some dire usurper Heaven provides,		Such was the rise of this prodigious fire,	
To scourge his country with a lawless sway;	850	Which, in mean buildings first obscurely bred,	
His birth perhaps some petty village hides,		From thence did soon to open streets aspire,	
And sets his cradle out of fortune's way.		And straight to palaces and temples spread.	86

Spanish 1110- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because SPAN 1110 is a beginning language course including at least one third of the presentation in Spanish and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 1120- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because SPAN 1120 is the second in a series of language courses, including at least one half of the presentation in Spanish and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 2110- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because SPAN 2110 is a language course including at least three-fourths of the presentation in Spanish and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 2120- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. Since this is the last class in a 4-semester sequence, the whole presentation must be completed in Spanish.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 2210- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The whole presentation must be completed in Spanish.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 2220- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be delivered completely in Spanish.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

Spanish 1410- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the target culture/language related to the medical field (Spanish, Hispanic, or Latin cultures and languages) and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because SPAN 1410 is a beginning language course including at least one third of the presentation in Spanish and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the Spanish portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

FREN 1110- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the French culture and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because FREN 1110 is a beginning language course including at least one third of the presentation in French and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the French portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

FREN 1120- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the French culture and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because FREN 1120 is a beginning language course including at least one half of the presentation in French and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the French portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

FREN 2110- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the French culture and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. The presentation will be bilingual because FREN 2110 is a language course including at least three-fourths of the presentation in French and the rest in English depending on student preferences.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in Spanish. English portion is acceptable for the level of the class.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the French portion of the presentation correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

FREN 2120- Guidelines for Final Oral Presentation

Students will develop a presentation addressing specific cultural dilemmas or particular comparisons/contrasts between the French culture and their personal backgrounds.

Procedure: Presentations will be delivered in class. Theme and thesis need to be pre-approved by instructor. Students will develop a thesis, evaluate positions about the thesis by collecting and evaluating evidence and present orally, with presentation aids, to the class. Because this class is the last of a 4-semester sequence, the whole presentation must be completed in French.

Presentation Plan: The students will present a document with the thesis and an outline of the presentation to the instructor for approval. It should include a general idea of potential sources of information and materials to be utilized for the presentation (one page limit). Instructor will provide comments for improvement and proceed to approve or require a new project from the student. Students will use comments to produce a final project. Evaluation criteria:

- Thesis is interesting, logical and ethical. Outline is well organized, and flow is consistent and clear.
- Vocabulary is representative of class level in French.
- There is enough detail and quality in the plan for the collection of evidence for the presentation.

Presentation delivery: Students present orally with visual aids (e.g., PowerPoint presentation). The presentation style will be evaluated for flow, pronunciation, use of grammar, and preparation. Evaluation criteria:

- Students are able to talk without much aid (i.e., memorization or fluency).
- Students pronounce the French correctly and use correct grammatical structures. Students understand the vocabulary if questioned.
- Students demonstrate having practiced the presentation by speaking comfortably to the class, and pacing to ensure they are communicating their points clearly.
- Students clearly state their contributions by summarizing presentation conclusions at the end of their presentations. Students engage the class by encouraging questions from their audience.

Supporting Materials: Students use presentation resources that enhance their presentation (e.g., slide shows, music, videos, photos). Students adequately reference their sources. Evaluation Criteria:

- Quality of integration of spoken presentation and support resources.
- Appropriate and ethical referencing of all materials used for presentation and research.

SIGN 1110 ASL I - Cochlear Implant Essay Assignment:

During class, you watched the documentary *Sound and Fury* about two cousins, Heather and Peter Artinian, who were both deaf. Their respective families were considering cochlear implantation for each of the cousins so that they would be able to hear. As a result, this created significant multi-generational controversy in the families related to hearing versus deafness, Deaf culture, and relationships within the Deaf community. Using the information in the documentary as a starting point, your assignment is to write an essay about the cochlear implant controversy.

Your essay must include but is not limited to information from *Sound and Fury*, *Sound and Fury 6-years Later*, Heather's TED talk, and the NAD's stance on cochlear implants. To complete your research, you will need to gather information/data from at least three other sources that examine the cochlear implant controversy such as books, journals, and legitimate websites (i.e., Mayo Clinic Cochlear Implant Team website). Using this information, you will define and describe the problem related to the pros/cons of cochlear implants. In addition, you will use this evidence to develop and state your personal perspective on the cochlear implant controversy. While supporting your personal point of view, identify and compare/contrast other perspectives on cochlear implants from both a deaf/hearing point of view. Be sure to use logic, reasoning, and examples in reaching a conclusion for your essay.

This essay must be written in APA format including:

- A cover page
- A minimum of 1000 words
- 12-point font
- Times New Roman
- A reference page

Please refer to the grading rubric for additional information.

Name _____

SIGN 1110 ASL I: Cochlear Implant Essay Rubric

CRITERIA	Emerging 0-17	Developing 18-22	Competent 23-25	TOTAL
Problem (CT*): Identify perspectives and views on cochlear implants	Failed to identify, state, and define a variety of views on the pros/cons of cochlear implants	Limited attempt to identify, state, and define a variety of views on the pros/cons of cochlear implants that contains some facts with minimal supporting details	Able to identify, state, and define a variety of views on the pros/cons of cochlear implants that contains relevant information with supporting details	
Evidence (CT): Identify and gather information and data from provided sources and independent research	Failed to identify and gather information and data from a variety of resources provided by the instructor and through independent research	Limited attempt to identify and gather information and data from a variety of instructor resources (videos, TED talks, etc.) along with three other sources obtained through independent research	Able to identify and gather information and data from a variety of instructor resources (videos, TED talks, etc.) along with three other sources obtained through independent research	
Authority/Value (IDL): Evaluate the authority and value of information and demonstrate ethical use in work product	Failed to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and omitted citations and references that give credit to the author(s)	Limited attempt to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and limited use of citations and references that give credit to the author(s)	Able to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and use of appropriate citations and references that give credit to the author(s)	
Evaluation (CT): Evaluate the credibility and relevance of evidence/data to develop personal perspective on the topic	Failed to evaluate the credibility and relevance of sources related to cochlear implants resulting in an inability to develop a personal perspective on the topic	Limited attempt to evaluate the credibility and relevance of sources related to cochlear implants resulting in a limited personal perspective on the topic	Able to evaluate the credibility and relevance of sources related to cochlear implants in order to develop a personal perspective on the topic	
Reasoning/Conclusion (CT): Develops logical and reasonable conclusions that reflects a conceptual understanding of the topic	Failed to use logic and reasoning to support a personal perspective on the topic with no comparison/contrasts of other perspectives on cochlear implants	Limited attempt to use logic and reasoning to support a personal perspective on the topic with limited comparison/contrasts of other perspectives on cochlear implants	Able to use logic and reasoning to support a personal perspective on the topic while comparing and contrasting other perspectives on cochlear implants	
Form and Style (IDL): Information organized and shared using correct grammar, spelling, and APA formatting	Essay contained many grammatical or spelling errors; incorrect APA formatting including in-text citations and references; did not meet length requirement	Essay contained a few grammatical or spelling errors; some incorrect APA formatting including in-text citations and references; and/or did not meet length requirement	Essay contained no grammatical or spelling errors; used correct APA formatting including in-text citations and references; and met length requirement	

*CT: Critical Thinking; IDL: Information and Digital Literacy

SIGN 1110 ASL I - Video Response Assignment:

Because social media has a strong visual component that is appealing to the Deaf community, we are now able to have greater access than ever before to Deaf culture. The large number of Deaf vloggers that post videos on YouTube and other social media platforms allows us to learn firsthand about their daily lives, families, deafness/hearing, sign language, and the many accomplishments of Deaf individuals and groups. In addition, we are able to learn about personal and social issues that affect the Deaf community such as the struggle of being deaf in a hearing world related to acceptance and access.

For this assignment, you will watch two (2) videos that deal with personal and/or social issues related to the Deaf community. The videos will be posted in Blackboard or on the class Facebook page (ENMU ASL Class). After you watch the videos, write a reflective response that describes the issues from a cultural perspective along with possible culturally appropriate and ethical solutions. In addition, discuss what you thought was interesting in the videos and describe its importance/support and/or detriment to the Deaf community.

Your reflective response should be a minimum of 200 words written in Times New Roman using 12-point font. You do not need a cover page or reference page as in-text citations and references are not required for this assignment.

Please refer to the grading rubric for additional information.

Name _____

SIGN 1110 ASL I: Video Response Assignment

CRITERIA	Emerging 0-17	Developing 18-22	Competent 23-25	TOTAL
Intercultural Reasoning (PSR*): Identify personal and/or social justice issues related to the Deaf community from a Deaf cultural perspective	Failed to identify, state, and describe personal and/or social justice issues related to the Deaf community	Limited attempt to identify, state, and describe personal and/or social justice issues related to the Deaf community that contains some facts with minimal supporting details	Able to identify, state, and describe personal and/or social justice issues related to the Deaf community that contains relevant information with supporting details	
Ethical Reasoning (PSR): Formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos	Failed to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos	Limited attempt to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos that contains some facts with minimal supporting details	Able to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos that contains relevant information with supporting details	
Intercultural Competence (PSR): Demonstrate the ability to write a reflective response from a Deaf cultural perspective	Failed to formulate a reflective response from a Deaf cultural perspective	Limited attempt to formulate a reflective response from a Deaf cultural perspective that contains some facts with minimal supporting details	Able to formulate a reflective response from a Deaf cultural perspective that contains relevant information with supporting details	
Form and Style (IDL): Information organized and shared using correct grammar, spelling, and formatting	Essay contained many grammatical or spelling errors and ASL did not meet length requirement	Essay contained a few grammatical or spelling errors and/or did not meet length requirement	Response contained no grammatical or spelling errors and met length requirement	

*PSR: Personal Social Responsibility; IDL: Information and Digital Literacy

SIGN 1120 ASL II - Deaf Artist Essay Assignment:

Many people do not realize the numerous contributions that deaf people have made to society through inventions, horticulture, and science just to name a few. For example, did you know that Robert H. Weitbrecht was a deaf scientist who made a major contribution to the Manhattan Project? For this assignment, we are going to focus on deaf artists and their contributions to society.

You recently watched the documentary *See What I'm Saying* about four struggling deaf performers. Using this information as well as gathering and evaluating additional information from a variety of sources, you will write an essay with correct form and formatting including citations and references about a Deaf artist of your choice and their art form. Be sure to answer the following questions and/or include the requested information:

- Name and title of deaf person
- Origin of deafness
- Where was he/she born?
- How and when did he/she become deaf?
- What is his/her main method of communication? (Oral and lipreading, ASL, signed English, etc.)
- Identification: Does he/she identify as hearing or HH, deaf or both
- Are there subgroups in the community that he/she identifies with
- Is he/she more a part of the hearing community, the Deaf community, or does he/she move back and forth easily between the two?
- Five interesting facts about him/her

In addition, you will develop a corresponding PowerPoint that includes information about the Deaf artist, their art form as it reflects a Deaf perspective, along with examples of their work.

This essay should be written using correct APA format including:

- A cover page
- A minimum of 1000 words
- 12-point font
- Times New Roman
- A reference page

Please refer to the grading rubric for additional information.

Name _____

SIGN 1120 ASL II: Deaf Artist Essay Rubric

CRITERIA	Emerging 0-17	Developing 18-22	Competent 23-25	TOTAL
Problem (CT*): Identify perspectives and views on a Deaf artist	Failed to identify and state a variety of views on a Deaf artist and art form	Limited to identify and state a variety of information on a Deaf and art form that contains some facts with minimal supporting details	Able to identify and state a variety of information on a Deaf artist and art form that contains relevant information with supporting details	
Evidence (CT): Identify and gather information and data from provided sources and independent research	Failed to identify and gather information and data from a variety resources through independent research	Limited attempt to identify and gather information and data from a variety resources through independent research	Able to identify and gather information and data from a variety resources through independent research	
Authority/Value (IDL): Evaluate the authority and value of information and demonstrate ethical use in work product	Failed to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and omitted citations and references that give credit to the author(s)	Limited attempt to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and limited use of citations and references that give credit to the author(s)	Able to evaluate the information gathered regarding the legitimacy of the source of and the author's credentials and use of appropriate citations and references that give credit to the author(s)	
Evaluation (CT): Evaluate the credibility and relevance of evidence/data to develop balanced perspective on the topic	Failed to evaluate the credibility and relevance of sources resulting in a missing or skewed perspective on the topic	Limited attempt to evaluate the credibility and relevance of sources resulting in a limited perspective on the topic	Able to evaluate the credibility and relevance of sources in order to present a balanced perspective on the topic	
Reasoning/Conclusion (CT): Develops logical and reasonable conclusions that reflects a conceptual understanding of the topic	Failed to use logic and reasoning to develop a reasonable conclusion, which demonstrates a lack of understanding of the topic	Limited attempt to use logic and reasoning to develop a reasonable conclusion, which demonstrates a limited understanding of the topic	Able to use logic and reasoning to develop a reasonable conclusion, which demonstrates a strong understanding of the topic	
Form and Style (IDL): Information organized and shared using correct grammar, spelling, and APA formatting	Essay contained many grammatical or spelling errors; incorrect APA formatting including in-text citations and references; did not meet length requirement	Essay contained a few grammatical or spelling errors; some incorrect APA formatting including in-text citations and references; and/or did not meet length requirement	Essay contained no grammatical or spelling errors; used correct APA formatting including in-text citations and references; and met length requirement	

*CT: Critical Thinking; IDL: Information and Digital Literacy

SIGN 1120 ASL II - Video Response Assignment:

Because social media has a strong visual component that is appealing to the Deaf community, we are now able to have greater access than ever before to Deaf culture. The large number of Deaf vloggers that post videos on YouTube and other social media platforms allows us to learn firsthand about their daily lives, families, deafness/hearing, sign language, and the many accomplishments of Deaf individuals and groups. In addition, we are able to learn about personal and social issues that affect the Deaf community such as the struggle of being deaf in a hearing world related to acceptance and access.

For this assignment, you will watch two (2) videos that deal with cultural and/or linguistic issues related to the Deaf community. The videos will be posted in Blackboard or on the class Facebook page (ENMU ASL Class). After you watch the videos, write a reflective response that describes the issues from a Deaf cultural perspective along with possible culturally appropriate and ethical solutions. In addition, discuss what you thought was interesting in the videos and describe its importance/support and/or detriment to the Deaf community.

Your reflective response should be a minimum of 200 words written in Times New Roman using 12-point font. You do not need a cover page or reference page as in-text citations and references are not required for this assignment.

Please refer to the grading rubric for additional information.

Name _____

SIGN 1120 ASL II: Video Response Rubric

CRITERIA	Emerging 0-17	Developing 18-22	Competent 23-25	TOTAL
Intercultural Reasoning (PSR*): Identify cultural and/or linguistic issues related to the Deaf community from a Deaf cultural perspective	Failed to identify, state, and describe cultural and/or linguistic issues related to the Deaf community	Limited attempt to identify, state, and describe cultural and/or linguistic issues related to the Deaf community that contains some facts with minimal supporting details	Able to identify, state, and describe cultural and/or linguistic issues related to the Deaf community that contains relevant information with supporting details	
Ethical Reasoning (PSR): Formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos	Failed to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos	Limited attempt to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos that contains some facts with minimal supporting details	Able to evaluate and formulate culturally appropriate and ethical solutions to the issues discussed in the assigned videos that contains relevant information with supporting details	
Intercultural Competence (PSR): Demonstrate the ability to write a reflective response from a Deaf cultural perspective	Failed to formulate a reflective response from a Deaf cultural perspective	Limited attempt to formulate a reflective response from a Deaf cultural perspective that contains some facts with minimal supporting details	Able to formulate a reflective response from a Deaf cultural perspective that contains relevant information with supporting details	
Form and Style (IDL): Information organized and shared using correct grammar, spelling, and formatting	Essay contained many grammatical or spelling errors and ASL did not meet length requirement	Essay contained a few grammatical or spelling errors and/or did not meet length requirement	Response contained no grammatical or spelling errors and met length requirement	

*PSR: Personal Social Responsibility; IDL: Information and Digital Literacy

GREK 1110 Sample Assignment : Critical thinking

14.7 New Testament Passage for reading and translation : John 1:19-22

In your Greek New Testament, read the passage aloud several times until you can read it without long pauses or stumbling. Then use the “helps” to prepare a modern translation to discuss in class. In your write-up, identify a problem with the source of the text and any linguistic ambiguities. Evaluate the source text for accuracy and acquire additional texts as needed for giving the context of your translation. Reach a reasoned conclusion about the appropriateness of your translation, identifying its strengths and weaknesses.

ἀπέστειλαν (they) sent (a past tense of ἀποστελλῶ - I send)

ἱερεῖς priests (Accusative plural of ὁ ἱερεὺς - priest)

ἐρωτήσωσιν (they) might ask (from ἐρωτάω - I ask)

ὠμολόγησεν he confessed openly (a past tense of ὁμολογέω - I declare openly)

ἠρνήσατο he denied (a past tense of ἄρνέομαι - I deny)

ἠρώτησαν they asked (a past tense of ἐρωτάω - I ask)

τί οὖν ; What, then?

ἀπεκρίθη he answered (a past tense of ἀποκρίνομαι - I reply, answer)

εἶπαν they said (this is a variant spelling of the more usual εἶπον)

ἀπόκρισιν an answer (Accusative of ἡ ἀπόκρισις - answer)

δῶμεν we may give (from δίδωμι - I give)

τοῖς πέμψασιν "to the ones having sent" = "to those who sent" (from πέμπω - I send)

περὶ σεαυτοῦ about yourself

GREK 1120 Sample Assignment : Critical thinking: Problem setting and evidence evaluation

31.9 New Testament Passage for reading and translation : Mark 10:46-52

In your Greek New Testament, read the passage aloud several times until you can read it without long pauses or stumbling. Then use the “helps” below to prepare notes for use in translation and discussion in class. (1) Prepare for a class discussion on the problems inherent in translating the text. Prepare a list of ambiguities and difficulties in translating certain words given the context and source. (2) Prepare a modern translation, noting your evaluation of your sources, and credibility of your sources as a basis for making certain linguistic and translational choices.

Ἰεριχώ Jericho

ἐκπορευομένου αὐτοῦ "while he was travelling out of"

ὁ προσαίτης beggar (from *π ρ ο σ α ι τ ε ῶ* - I beg, from *π ρ ὀ σ + ἄ ι τ ε ῶ* - I ask for)

ἐκάθητο (he) was sitting (Imperfect of *κ ἄ θ η μ α ι* - I sit)

ἀκούσας having heard (Aorist Participle of *ἄ κ ο ῦ ῶ* - I hear)

ὁ Ναζαρηνός Nazarene - someone from Nazareth.

ἤρξατο (he) began (Aorist of *ἄ ρ χ ο μ α ι* - I begin)

ἐλέησον be merciful to! (Aorist Imperative of *ἐ λ ε ἔ ῶ* - I show mercy)

πολλοὶ many (Masculine Nom. Plural of *π ο λ ῦ ς, π ο λ λ ή, π ο λ ῦ* - much, many)

σιωπήσῃ he should be silent - shut up! (Aorist Subjunctive of *σ ι ῶ π ἄ ῶ* I am silent)

πολλῶ μάλλον much more (*π ο λ ῦ ς, π ο λ λ ή, π ο λ ῦ* - much, many; and *μ α λ λ ο ν* - more)

στὰς having stood still, having stopped (Aorist Participle of *ἴ σ τ η μ ι* - I stand)

φωνήσατε call! (Aorist Imperative of *φ ῶ ν ἔ ῶ* - I call)

ἀποβαλὼν having thrown off (Aorist Participle of *ἀ π ο β ἄ λ λ ῶ* - I throw off)

ἀναπηδήσας having jumped up (Aorist Participle of *ἀ ν α π η δ ἄ ῶ* - I spring up)

ἀποκριθεὶς having answered (Aorist Participle of *ἀ π ο κ ρ ῖ ν ο μ α ι* - I answer)

Ῥαββουνι My Master! (Aramaic, emphatic form of *ῤ α β β ῖ*)

ἀναβλέψω I may see again (Aorist Subjunctive of *ἀ ν α β λ ἔ π ῶ* - I look up, see again)

σέσωκεν (it) has saved (Perfect of *σ ῶ ζ ῶ* - I save)

ἀνεβλέψεν (he) saw (Aorist Indicative of *ἀ ν α β λ ἔ π ῶ* - I look up, see again)

Course Assignment for Religion 1100: Inter-cultural reasoning and ethics

Write a 600- 800-word essay on the ethos or central theme of two of the major world religions (Hinduism, Buddhism, Confucianism, Daoism, Judaism, Christianity, Islam and/or New Religious Movements). There will be three sections to this assignment.

- 1. The religion's written text must be the cited source of naming the ethos or central theme**
- 2. A leader from the religion must be quoted in sermon/ teaching of the ethos or central theme; articulate how the teaching reflects the values of a different culture.**
- 3. An example of how the religions followers are influenced by and practice this ethos or central theme. Describe the ethics internal to the religion, discussing the implications of those ethics for the religion.**

Sample assignment for RELG 1126

Essay #1

Formulate a research question concerning the New Testament. Develop an annotated bibliography of sources containing evidence for addressing the question. Evaluate the evidence that you find. Formulate a recommendation or persuasive argument supported by credible evidence.

By the first class of week 3 (if you registered after the first day of the semester, by the 2nd class of week 3), using your best writing (see the syllabus on how papers are graded), write a 300-800 word paper. If you score below a 75, you will be given a zero, but you will have the opportunity to make corrections and turn it back in to raise your score as high as a 75. Please use file type .docx, .doc, or .rtf; do not use .pages files (Apple users).

If you are in the online section, in addition to turning in a document by following the directions in this SafeAssign assignment, turn in information about your video of you reading your essay. Use a program or utility like YouTube, dropbox, OneDrive or google drive. If you want to make your video is private, give me permission to watch it by using these two email addresses: dag.sewell@enmu.edu and dagsewell@gmail.com. If you want to try to attach a video file to an email, I have been able to open and view mp4, mov, and wmv files, but I have NOT been able to view vi or wmp files, so don't send me those. But don't be surprised if attaching a video file to an email doesn't work, because video files are large, and our enmu.edu email accounts might not be able to handle attachments that large. All you have to do is read your essay on the video. This is more of an identity check than practice doing professional presentations, although it is still a good chance to practice clear pronunciation and diction.

If you have a question about things like grammar or style, consult with ENMU's Writing Center at 575-562-2793 or at enmu.edu, Current Students, Writing Center (under Student Services). Make sure they let me know you asked for their help.

Rubric for Paper #1 in RELG 1126

Component Skill	Emerging	Developing	Proficient
Problem Setting: Delineate a problem or question.	Students state problem/question appropriate to the context.	Students state and define an open-ended problem/question appropriate to the context.	Students state, define, and describe components of an open-ended problem/question appropriate to the context.
Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.	Students gather evidence addressing the problem/question from a mix of sources.	Students gather evidence addressing the problem/question from sources appropriate to the context while demonstrating some awareness of acquisition process, including personal assumptions.	Students gather an appropriate scope and depth of evidence sufficient to address a problem/question in context while demonstrating awareness of acquisition process, including personal assumptions.
Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, validity), probable truth, and relevance to a situation	Students can describe appropriate sources.	Students are sometimes able to evaluate credibility and relevance of sources in addition to demonstrating some awareness of the evaluation process, including personal assumptions.	Students are able to evaluate credibility and relevance of sources in addition to demonstrating an awareness of the evaluation process, including personal assumptions.
Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.	Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments.	Students can identify common logical flaws. Students can sometimes differentiate weak and strong arguments. Students can sometimes identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	Students can identify common logical fallacies. Students can differentiate weak and strong arguments. Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.

BIOL 1650 Wildlife Biology

Sample Assessment for *Quantitative Reasoning*

You wish to obtain an estimate of a ringtail population on a 2500 ha ranch near Bandera, Texas. One week of trapping with Tomahawk traps strategically placed throughout the area yield 8 juvenile and 4 adult ringtails. Each individual is weighted, measured, and marked with a small numbered and color coded ear tag in the left ear. Two weeks later, a recapture effort is made. The total capture is 10 individuals, 4 of which are marked.

- a) What is the equation for Lincoln-Peterson model? Explain what each symbol represents.
- b) What is the ringtail population estimate according to the Lincoln-Peterson index? Show math.
- c) After 1 year, you return to this site. Can you pick up where you left off, using those marked individuals that remain in a Lincoln-Peterson index estimate? Explain your answer.

LAB EXERCISE

Research Question: How do population estimates using mark-recapture techniques compare to the true population size?

Preparation Mark-recapture involves marking a set number of organisms, releasing them back into the population where they mix with unmarked individuals, and then doing a second collecting visit. Since mark-recapture typically requires a substantial time between marking and recapturing (at least 24 hours, and generally longer), we will simulate the process using the incredibly non-mobile pinto bean in place of a mobile animal.

Materials (per laboratory team):

Container to hold 400 beans

400 beans

Sampling container

Marker

Procedure

1. Obtain a container and add 400 beans to it.
2. Obtain a sampler (a centrifuge tube) and collect a sample of beans by filling the sampler to the top. Count and record the number collected and mark each collected bean with a marker. After marking, return the beans to the population and thoroughly mix the beans by shaking the container.
3. Draw out a second sample. Record the number of marked and unmarked beans, but do not return this to the population just yet. You will use these numbers to estimate population size using the Lincoln- Peterson index.
4. Now mark each unmarked bean and return this sample to the population, thoroughly mix, and then take a third sample. Again, count the number of marked and unmarked beans, mark the unmarked beans and return the sample to the bean population.
5. Take a fourth and final sample, and count marked and unmarked beans. Now you have the data necessary to estimate population size using the Schnabel index.

Data Analysis:

Enter your data in the table below

i	n_i	m_i	New marked	M_i
1				
2				
3				
4				

Using the Lincoln-Peterson index, calculate the number of pinto beans in the population (N). Show your calculations.

Using the Schnabel index, calculate the number of pinto beans in the population (N). Show your calculations.

How do your estimates compare to the true population size? If your estimated values differ from the true value, why do you think this might have occurred?

Did the Schnabel index give you a better estimate of the actual population size than did the Lincoln Peterson index? Why?

BIOL 1110

The assessment below requires students to use basic quantitative skills and then use those values to evaluate their contribution to landfills and CO₂ to the atmosphere. As they do this they are acquiring evidence. This relates to their role in social responsibility as individuals – we all contribute to the conditions of the world we live in. They also have to analyze the data they have then generated to critically evaluate how their actions and present (communicate) means to reduce negative impacts based on their trash-generation and CO₂ contribution habits.

Environmental impact assessment

Our lifestyles impact our environments no matter how environmentally friendly we try to be. That said, we can take some relatively simple measures to reduce our individual impacts.

Consider the following aspects of your life:

Trash

How many trash bags do you typically discard each week? _____

What capacity/volume are they usually (e.g. 13 gal.)? _____

Multiply the number per week by the typical volume x52: _____ gal. per year

Identify three measures you could take to reduce the amount of trash you discard?

Driving

Do you own a car (or have access to one you drive regularly)? Yes / No

If 'No' use figures for the car you would like to own for the calculator below.

Estimate how much of your driving is necessary (work, school, etc.) versus convenience (you could walk/cycle) but you choose to drive instead). This should = 100%.

Percent necessary: _____

Percent convenience: _____

Calculate your CO₂ emissions:

<https://www.offsetters.ca/education/calculators/car-emissions-calculator>

Number of tons of CO₂ per year: _____

Identify three measures you could take to reduce your CO₂ production due to driving?

Use the calculator at: <https://www3.epa.gov/carbon-footprint-calculator/>

What is your Carbon footprint (CO₂ emissions in lbs per year)? _____

In addition to what you have already mentioned above, what steps do you think you could easily take to reduce your overall carbon footprint? Be creative here and provide details... one or two sentences will NOT get full credit

Identify three measures society could take to reduce the production of CO₂ that is released into the atmosphere?

How likely are you to take the steps you identified above to reduce your environmental impact?
Scale of 0-10, with zero = not at all; 10 = definitely.

Why?

Sample assessment

Purpose: To get students engaged in the scientific method through and investigation of the effects of size on heat absorption.

Scientific Method: Observation; hypothesis development; experiment and/or further observation; data analysis; data interpretation; repeat.

- Materials: Thermometer (2 per group);

: Two tin cans, 1 small 1 large.

: Observation – color and size influence the rate at which an organism gains heat.

Hypothesis (Remember the value of mutually exclusive hypotheses):

H₀: _____

H₁: _____

Experiment

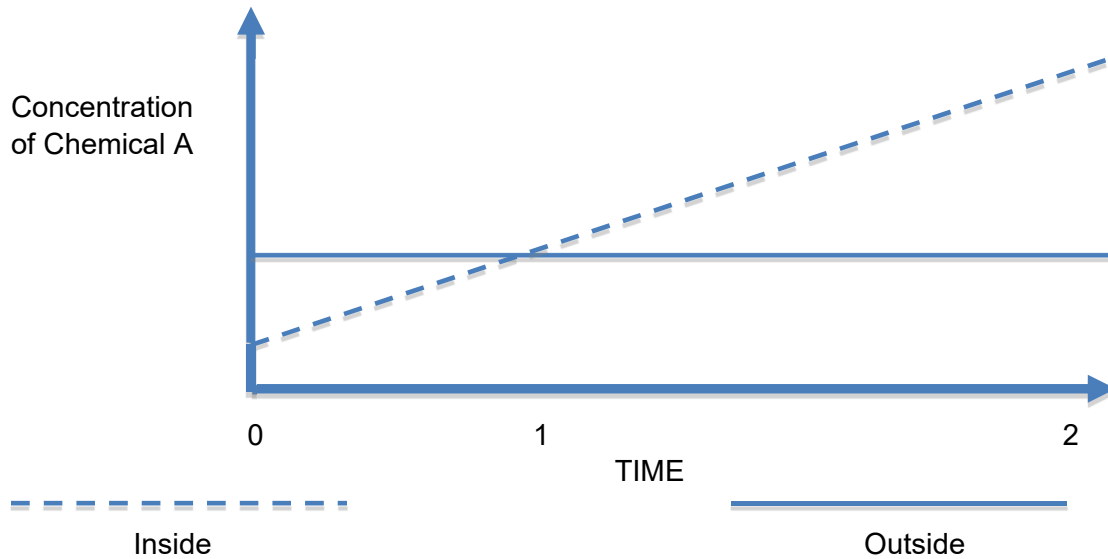
Method: Place cans under heat lamp for 1 hr. Every 15 minutes measure the temperature of each can.

Results (Present your data as a graph) Remember to label your axes and series.

Discussion of your results (e.g. Which Hypothesis is supported)? What kind of predictions could we make about organisms living at the poles and organisms at the equator? If you think there was a problem with your experimental design, how would you adjust your experiment? [5 points]

BIOL 2110 Sample assessment question.

Study the graph below of the concentration of chemical A inside of, and outside of, a cell as time progresses. Assume the concentration of chemical A is constant outside the cell. At Time 0, a transport protein begins transporting chemical A through the plasma membrane. Is Chemical A moved by passive or active transport? Explain why you know? If it had been the opposite kind of membrane transport, then how would the graph below be different?



BIOL 2110L, Principles of Biology: Cellular and Molecular Biology Lab,

Sample Assessment

Number of students fall into following category will be calculated based on different assessment tools such as each week worksheets, initial and final assessment, quizzes, midterm exam, lab report, and final exam.

Instructor: _____ Date: _____

Number of Students Assessed: _____

Student Name: _____ **Semester** _____

A. Critical Thinking

Question:

One cat carries heterozygous, long-haired traits, and its mate carries homozygous short-haired traits.

What is the probability of one of their offspring having long hair? (Hint: long hair is the dominant trait).

(10 points)

Fill in the table below: (10 points)

Process	Location in Chloroplast	Reactants	Products
Light-Dependent			
Light-Independent			

What are the steps of the scientific method? Please describe and discuss. (10 points)

B. Quantitative Reasoning

Questions:

Below is the pH scale. Label the number(s) that indicate acids and bases, and which number represents a neutral pH. Indicate the direction of increasing $[H^+]$. (10points)

What is the total magnification of the ocular lens (10x) and the low-power lens (4x)? (10points)

How many milliliters of concentrated (18 M) sulfuric acid (H_2SO_4) are required to prepare 900 mL of 3 M sulfuric acid? (10points)

How many grams of NaCl (molecular weight = 58.5 g mole⁻¹) would you dissolve in water to make a 0.5 mM NaCl solution with 100 mL final volume? (10 points)

If you dissolve 0.32 grams of agarose in 40 ml of 1X TAE buffer what is the agarose concentration (w/v in percentage)? (10 points)

C. Personal & Social Responsibility

Questions

After performing DNA gel electrophoresis you stain the DNA with ethidium bromide and then observe the DNA band pattern on a UV light box. For your safety what procedures do you perform to protect yourself and your lab team? How will you dispose the agarose gel for environmental protection? (10 points)

List two advantages and two disadvantages of the genetically modified organisms (GMO) (10 points)

Guidelines for CHEM 1110 powerpoint assignment

In previous semesters, students gave a live online presentation, but for this semester you will write your "script" in the comments and submit the powerpoint to me. You will not need to present live. The script should take about 10 minutes to read. This will test slightly different aspects of a successful presentation. You are not allowed to copy and paste text from sources unless you indicate you are quoting.

Aim for between 10-15 slides in powerpoint, include notes/comments at the bottom of each slide (google how to do this if you are not familiar with power point or [click here](#)). These notes would be the transcript you would use if giving this as a 10 minute presentation.

You should discuss as best possible the chemistry of the topic you have chosen. Many students focus too much on the biological aspects of the project and they lose marks for that. A good way to discuss chemistry is to choose an element from the periodic table. You will also get marks for having a good structure to your talk with an intro, main body and conclusions with clear slides that are easy to follow. Please try and apply as much as you have learned in the course into the assignment and please make use of the textbook, especially areas that are not covered by me.

Essential Skill: Quantitative Reasoning	Unacceptable	Acceptable	Target
<i>Analysis of Quantitative Arguments</i>	Students incorrectly represent the behavior of a function graphically or represent the quantitative information incorrectly due to major mathematical or conceptual errors.	Students correctly identify and/or represent the mathematical information correctly, but minor conceptual or mathematical errors are present.	Students correctly identify and/or represent the mathematical information correctly with no mathematical or conceptual errors.
Exam Question: Understand the mole as a unit in measurements			
<i>Application of Quantitative Models</i>	Students incorrectly identify the appropriate solution to the problem as a result of major conceptual or mathematical errors.	Students correctly identify the appropriate solution to the problem, but minor conceptual or mathematical errors are present.	Students correctly identify and/or communicate the appropriate solution to the problem with no mathematical or conceptual errors.
Exam Question: Convert moles to grams and grams to moles for elements and compounds			

UNDERSTAND THE MOLE AS A UNIT IN MEASUREMENTS

FEEDBACK ▾

How many oxygen atoms are in one mole of oxygen atoms?

- 1
- 16.00
- 6.022×10^{23}
- 6.626×10^{-34}

the mole by is licensed under CC Attribution-NonCommercial-NoDerivatives 4.0 International License;

CONVERT MOLES TO GRAMS AND GRAMS TO MOLES FOR ELEMENTS AND COMPOUNDS

FEEDBACK 

Use the Periodic Table below to answer the question that follows.

The Periodic Table of Elements

1 H 1.008 Hydrogen																	2 He 4.003 Helium
3 Li 6.94 Lithium	4 Be 9.012 Beryllium											5 B 10.811 Boron	6 C 12.011 Carbon	7 N 14.007 Nitrogen	8 O 15.999 Oxygen	9 F 18.998 Fluorine	10 Ne 20.180 Neon
11 Na 22.990 Sodium	12 Mg 24.305 Magnesium											13 Al 26.982 Aluminum	14 Si 28.086 Silicon	15 P 30.974 Phosphorus	16 S 32.065 Sulfur	17 Cl 35.453 Chlorine	18 Ar 39.948 Argon
19 K 39.098 Potassium	20 Ca 40.078 Calcium	21 Sc 44.956 Scandium	22 Ti 47.867 Titanium	23 V 50.942 Vanadium	24 Cr 51.996 Chromium	25 Mn 54.938 Manganese	26 Fe 55.845 Iron	27 Co 58.933 Cobalt	28 Ni 58.693 Nickel	29 Cu 63.546 Copper	30 Zn 65.38 Zinc	31 Ga 69.723 Gallium	32 Ge 72.631 Germanium	33 As 74.922 Arsenic	34 Se 78.972 Selenium	35 Br 79.904 Bromine	36 Kr 83.796 Krypton
37 Rb 85.468 Rubidium	38 Sr 87.62 Strontium	39 Y 88.906 Yttrium	40 Zr 91.224 Zirconium	41 Nb 92.906 Niobium	42 Mo 95.94 Molybdenum	43 Tc 98.906 Technetium	44 Ru 101.07 Ruthenium	45 Rh 102.905 Rhodium	46 Pd 106.42 Palladium	47 Ag 107.868 Silver	48 Cd 112.411 Cadmium	49 In 114.818 Indium	50 Sn 118.710 Tin	51 Sb 121.760 Antimony	52 Te 127.6 Tellurium	53 I 126.905 Iodine	54 Xe 131.294 Xenon
55 Cs 132.905 Cesium	56 Ba 137.327 Barium	57-71 Lanthanides	72 Hf 178.49 Hafnium	73 Ta 180.948 Tantalum	74 W 183.84 Tungsten	75 Re 186.207 Rhenium	76 Os 190.231 Osmium	77 Ir 192.222 Iridium	78 Pt 195.084 Platinum	79 Au 196.967 Gold	80 Hg 200.592 Mercury	81 Tl 204.383 Thallium	82 Pb 207.2 Lead	83 Bi 208.980 Bismuth	84 Po [209] Polonium	85 At [210] Astatine	86 Rn [222] Radon
87 Fr [223] Francium	88 Ra [226] Radium	89-103 Actinides	104 Rf [261] Rutherfordium	105 Db [262] Dubnium	106 Sg [263] Seaborgium	107 Bh [264] Bohrium	108 Hs [265] Hassium	109 Mt [266] Meitnerium	110 Ds [269] Darmstadtium	111 Rg [271] Roentgenium	112 Cn [277] Copernicium	113 Nh [278] Nihonium	114 Fl [284] Flerovium	115 Mc [288] Moscovium	116 Lv [293] Livermorium	117 Ts [294] Tennessine	118 Og [294] Oganesson
57 La 138.905 Lanthanum	58 Ce 140.116 Cerium	59 Pr 140.908 Praseodymium	60 Nd 144.242 Neodymium	61 Pm [145] Promethium	62 Sm 150.36 Samarium	63 Eu 151.964 Europium	64 Gd 157.25 Gadolinium	65 Tb 158.925 Terbium	66 Dy 162.500 Dysprosium	67 Ho 164.930 Holmium	68 Er 167.259 Erbium	69 Tm 168.934 Thulium	70 Yb 173.054 Ytterbium	71 Lu 174.967 Lutetium			
89 Ac [227] Actinium	90 Th 232.038 Thorium	91 Pa 231.036 Protactinium	92 U 238.029 Uranium	93 Np [237] Neptunium	94 Pu 244.064 Plutonium	95 Am 243.061 Americium	96 Cm 247.073 Curium	97 Bk 247.070 Berkelium	98 Cf 251.080 Californium	99 Es [252] Einsteinium	100 Fm 257.103 Fermium	101 Md 258.10 Mendelevium	102 No 259.108 Nobelium	103 Lr [262] Lawrencium			

How many moles of barium are in a 25.0 g sample of barium?

- 25.0 mol
- 0.182 mol
- 3430 mol
- 137 mol

Rubric for assessment of “Summary with a discussion”

Number of groups assessed =

Enter the number of groups that fall into each category.

Essential Skill: Social and personal responsibility	Unacceptable	Acceptable	Target
Civic Discourse	Contains no introduction. Provides no discussion of the methods or resources used. States only “No results.” Provides no conclusion. Very poor English.	Describes and connects subject and context/background to the purpose of the investigation, but lacks organization, lacks specific details or is overly wordy, Or fails to make connections, Discusses the methods or resources used to study the subject of the investigation, but is somewhat disorganized, somewhat lacking in specifics or somewhat wordy. States results including quantitative data, but is somewhat disorganized, somewhat lacking in specifics or somewhat wordy.	Describes and connects the subject and context/background to the purpose of the investigation in an organized, specific and concise manner. Discusses the methods or resources used to study the subject of the investigation in an organized, specific and concise manner. States results, including quantitative data, in an organized, specific and concise manner, Or provides a thorough, organized and specific explanation of why no data or results were achieved. And describes how the investigation, whether completed or not, fits within a larger field or continuing investigation in a clear and concise manner.

Rubric for assessment of “Separating a Mixture of Compounds” lab

Number of groups assessed =

Enter the number of groups that fall into each category.

Essential Skills: Critical Thinking and Quantitative Reasoning	Unacceptable	Acceptable	Target
<i>Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion Communication/Representation of Quantitative Information</i>	No introduction is presented. No materials or methods described. No data reported. No conclusion present.	Background information is vague or brief. Hypothesis is stated but not explained and not in “If...then...” format. Materials are mentioned but without amounts. Steps are vague but in paragraph form. Two components of data incomplete or one missing. Two components of conclusion missing.	Background information is researched and cited. Hypothesis is stated in “If...then...” format and explained. Materials and amounts are identified. Steps are easy to follow and in paragraph form. Data is complete and relevant. Tables are easy to read and units are provided. Questions are answered completely and correctly. Conclusion Summarizes experiment, cites data, addresses hypothesis, and cites sources of error

Separating a Mixture of Compounds Results and Data Analysis

Part 1: Separate the Ammonium Chloride

Lab Results

1. Record the following data in the table below.

a mass of the empty evaporating dish (g)

b mass of the evaporating dish plus the powder mixture sample (g)

Data Analysis

2. Record the following data in the table below.

a mass of the sample (g)

b mass of the evaporating dish and the remaining contents after sublimation (g)

c mass of NH_4Cl in the sample (g)

Part 2: Separate the Sand

Lab Results

1. Calculate and record the following data in the table below.

a mass of empty beaker #1

b mass of the beaker with the SiO_2 after decanting

c mass of empty beaker #2

Data Analysis

2. Calculate the mass of the SiO_2 in the mixture.

Part 3: Separate the Sodium Chloride

Lab Results

1. What did you observe during the evaporation technique?

Data Analysis

- Calculate and record the following quantities.

a mass of the beaker with NaCl after boiling away the water (g)

b mass of NaCl obtained after boiling away the water (g)

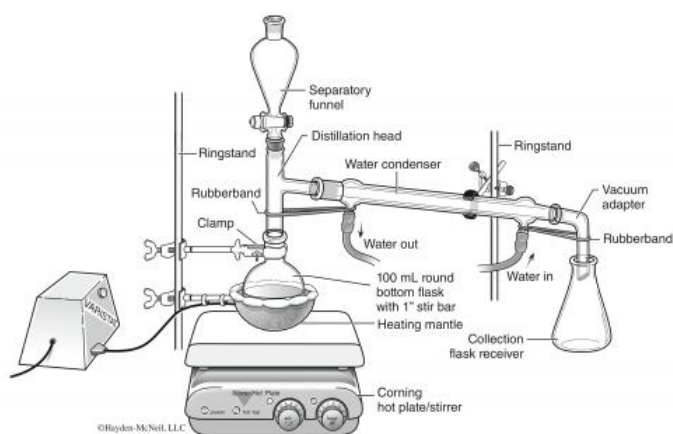
-

- The amount of sodium chloride in the original mixture can be determined indirectly by subtracting the masses of ammonium chloride and sand from the initial mass of the powdered mixture. Calculate the percent difference between the results from the two methods using the following equation:

$$\% \text{ difference} = |(\text{measured mass}) - (\text{mass by subtraction})| / (\text{mass by subtraction}) \times 100\%$$

Conclusions

- How is this lab using the difference in the physical properties of the powdered mixture components to separate them?
- Suppose a student is given 5.375 g of a powdered mixture to separate. Because the mixture contains iron shavings, he decides to separate them using a magnet. He obtains 1.824 g of iron. What is the mass percent of iron in the mixture?
- How could the setup in the figure above be used to recollect the water added in experiment 3?



Rubric for assessment of “Writing a Research Abstract”

Number of groups assessed =

Enter the number of groups that fall into each category.

Essential Skill: Social and personal responsibility	Unacceptable	Acceptable	Target
Civic Discourse	Contains no introduction. Provides no discussion of the methods or resources used. States only “No results.” Provides no conclusion. Very poor English.	Describes and connects subject and context/background to the purpose of the investigation, but lacks organization, lacks specific details or is overly wordy, Or fails to make connections, Discusses the methods or resources used to study the subject of the investigation, but is somewhat disorganized, somewhat lacking in specifics or somewhat wordy. States results including quantitative data, but is somewhat disorganized, somewhat lacking in specifics or somewhat wordy.	Describes and connects the subject and context/ background to the purpose of the investigation in an organized, specific and concise manner. Discusses the methods or resources used to study the subject of the investigation in an organized, specific and concise manner. States results, including quantitative data, in an organized, specific and concise manner, Or provides a thorough, organized and specific explanation of why no data or results were achieved. And describes how the investigation, whether completed or not, fits within a larger field or continuing investigation in a clear and concise manner.

Writing a Research Abstract

Members of the scientific community are expected to communicate their research findings to the broader research community and to the public. As scientists, you are required to communicate the results of your efforts by writing a Research Abstract, a succinct summary of your research findings or of others. Abstracts provide a brief overview of the work and should consist of no more than 300 words, arranged in a single paragraph and single-spaced. Although an abstract is not explicitly divided into sections, it must contain four distinct parts:

The summary or abstract should be no more than 300 words and should describe a brief introduction, the salient results, and the salient conclusions. It is not a place for very specific details, with numbers or lists of reagents. The summary is designed for any scientist to understand the essence of the work and in many respects, is the most important part of any paper as it will be read more than any other part of the paper. Have a look at least two or three published summaries to get a better idea. It takes a little practice to write good summaries, you need to always look for 'flow' between sentences. Ask yourself; does this sentence flow well from the previous one? Good flow makes your work significantly easier to read and demonstrates your understanding. Sometimes you need to come back to the work and reread the sentences to improve the logical flow. Try and end the summary on the most important conclusion.

The summary should be divided into 4 equal sized sections that have the following sub-headings:

1. The **introduction** or "**background and objective**" section describes and appropriately connects the subject and context/background of the research to the purpose of the investigation. What is the hypothesis and rationale? What is the significance of this study? Why is this important top conduct?
2. The **methods** section identifies the methods used to study the subject of the investigation or identifies the existing procedures, models or programs used in the investigation.
3. The **results** section provides an explanation of what was discovered, accomplished, collected or produced.
4. The **discussion and conclusion** provides an interpretation of the results and what they mean to the investigation and an evaluation of the relevance or uniqueness of what was accomplished in the immediate context of the project's purpose and the broader scientific field.

Assessment for CHEM 1215: General Chemistry I for STEM Majors

I) Critical Thinking

Students describe a question, a hypothesis, requiring critical thinking of data to analyze. Students will collect data that is necessary to address the question. Students will evaluate and analyze the data. Students will develop and provide a conclusion to the question.

Exercises:

- 1) **(Problem Setting)** Consider the unknown liquid given to you by your laboratory instructor. Write a hypothesis about the unknown substance: Choose either the chemical is or is not a pure substance.
- 2) **(Evidence and Acquisition)** Perform the laboratory experiment, described by your instructor and given in a handout, and construct a warming curve for the unknown substance.
- 3) **(Evidence Evaluation)** Evaluate your scientific data, both for its validity and reproducibility, and determine if the data supports or does not support your hypothesis.
- 4) **(Reasoning/Conclusion)** Write your preliminary conclusion and explain why your conclusion cannot be final, e.g., explain why more scientific experiments are needed to either support or disprove your preliminary conclusion.

II) Quantitative Reasoning

Representation of Quantitative Information.

Exercise

- 1) Using the notation in the textbook and notes, explain the meaning of the equation $E_{\text{photon}} = h\nu$ and define all terms. Mention “photon” and laser in your explanation.
- 2) Write down the equation involving the frequency and wavelength of light. Give the units for the two factors (or variables) and the constant c .
- 3a) Integrate the two equations above, and derive a mathematical formula for E_{photon} involving the wavelength of a laser beam and the constant c .
- 3b) Given an ionic solid, integrate the following two statements to prove that one of the two statements must be incorrect: i) The ionic solid has the chemical formula MgF_2 . ii)

Within the ionic solid, for each two moles of magnesium atoms (or magnesium ions) there are five moles of oxygen atoms (or oxygen ions).

Analysis of Quantitative Argument.

Exercise

A scientist performs an experiment of a laser in a vacuum chamber and does an analysis to determine that the frequency of a laser is $4.5 \times 10^{10} \text{ sec}^{-1}$ and its wavelength is 2.0×10^{-4} meters, and then he claims that the speed of light is given by the product of the two values.

- 1) Summarize the claim by the scientist above.
- 2) Explain why it is significant that the scientist's gave both the wavelength and the frequency. Refer to the appropriate equation to test his claim.
- 3) Using the appropriate scientifically tested equation, which you assume to be correct, prove that the scientist's claim is true or false—choose one.

III) Personal and Social Responsibility

Students will describe the possible negative impacts on the environment the disposal of chemicals by a specified method. Students will describe the affect, on both the environmental and the economy, the removal of a class of chemicals from use within consumer products. Student will describe the environmental issue of the use of plastics, and describe how biodegradable plastics can be used to reduce the negative impact on the environment from plastics, as part of a sustainable system in the natural world.

Sustainability and the Natural and Human World.

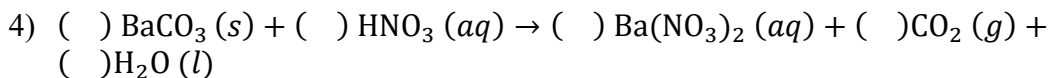
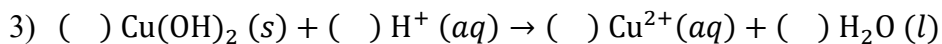
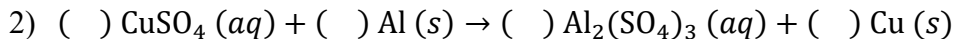
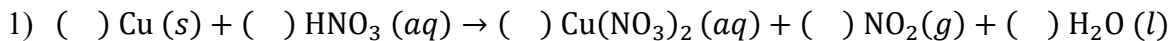
Assignment

- 1) Consider your list of chemicals assigned to you by your instructor. Describe the possible negative impacts on the environment, and within a sustainable system in the natural world, of disposing these chemicals by pouring them down the drain.
- 2) Describe the impact (their affect), on both the environmental and the economy, the removal of halogenated hydrocarbons from consumer products, e.g., hair sprays, and from within refrigeration systems.
- 3) Describe the environmental issue of the use of plastics. Consider your list of biodegradable plastics assigned to you by your instructor. Describe how your list of

biodegradable plastics can be used to reduce the negative impact of non-biodegradable plastics on the environment, as part of a sustainable system in the natural world.

Sample Assessment

1. Balance the following chemical reactions.



2. A saturated solution contains 6.51 g Na₂SO₄ (MW 142.04) in 33.30 mL of water at 16.0°C. Calculate the solubility in *g solute per 100 g H₂O* at this temperature. At 16.0°C, 1 mL water weighs 0.998943 g.

General Chemistry I for STEM Majors Laboratory

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Critical Thinking	Unacceptable	Acceptable	Target
<i>Problem Setting</i>	Partial, but unclear. Incomplete data tech. and results.	Identified, but somewhat unclear. Incomplete statement of tech. and results.	Clear. Clear statement of data acquisition and quantitative results.
Number of Students Assessed			
<i>Reasoning/Conclusion</i>	Limited. Do not communicate purpose or synthesize information from experiment.	Mostly communicate purpose and synthesize information from experiment.	Effectively communicate purpose and synthesize information from experiment.
Number of Students Assessed			
Essential Skill: Quantitative Reasoning	Unacceptable	Acceptable	Target
<i>Communication/Representation of Quantitative Information</i>	Students represent the quantitative information incorrectly	Students correctly identify and/or represent the quantitative information correctly, but minor conceptual errors are present.	Students correctly identify and/or represent the quantitative information correctly with no conceptual errors.
Number of Students Assessed			
<i>Application of Quantitative Models</i>	Students incorrectly identify and apply the appropriate model to solve the application problem. Major chemical or conceptual errors are present.	Students correctly identify the appropriate model to solve the application problem, but minor chemical or conceptual errors are present.	Students correctly identify and apply the appropriate model to solve the application problem correctly with no chemical or conceptual errors.
Number of Students Assessed			
Essential Skill: Personal and Social Responsibility	Unacceptable	Acceptable	Target
<i>Collaboration skills, teamwork and value systems</i>	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and based on that reflection, describe ways to improve future collaborative work.
Number of Students Assessed			

CHEM 1225: General Chemistry II for STEM Majors

Assignment (Critical Thinking)

Purpose:

The purpose of this assignment is for students to apply the knowledge of general chemistry to real world. Students need to identify the key information and find a feasible solution.

Assignment:

An oxygen cylinder used in a hospital contains 35.4 L of oxygen gas at a pressure of 149.6 atm. How much volume would the oxygen occupy if it were transferred to a container that maintained a pressure of 1.00 atm if the temperature remains constant?

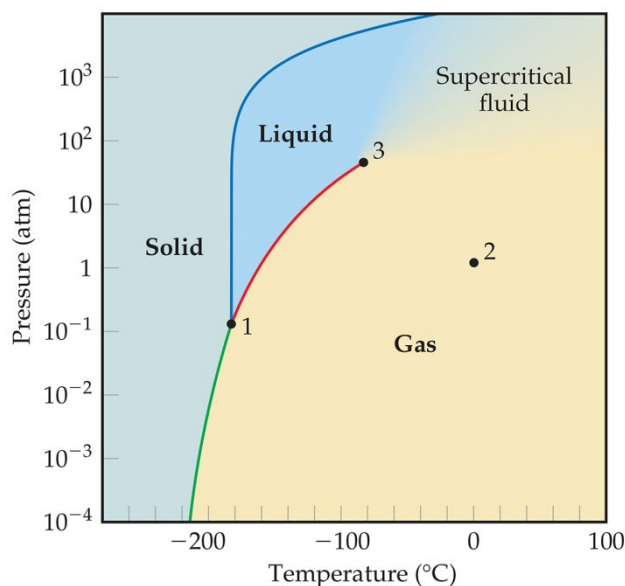
Assignment (Quantitative Reasoning)

Purpose:

Students need to use the graph to identify the meaning of the phase diagram. Students are required to use appropriate analytical methods to interpret and analyze the symbolic mathematical constructs in the specific diagram.

Assignment:

Use the phase diagram for methane, CH_4 , shown below to answer the following questions.



- What are the approximate temperature and pressure of the critical point?
- What are the approximate temperature and pressure of the triple point?
- Is methane a solid, liquid, or gas at 1 atm and 0 $^{\circ}\text{C}$?
- If solid methane at 1 atm is heated while the pressure is held constant, will it melt or sublime?
- If methane at 1 atm and 0 $^{\circ}\text{C}$ is compressed until a phase change occurs, in which state is the methane when the compression is complete?

Assignment (Personal & Social Responsibility)

Purpose:

Students are required to analyze specific global issues and propose potential solutions. Teamwork are encouraged.

Assignment:

Pollution is a global issue including air pollution, water pollution, noise pollution, soil pollution and more. Read current events articles on pollution and propose the potential approaches of pollution prevention and pollution control. Prepare a five minutes talk.

Rubric for Critical Thinking

Component Skill	SCALE		
	Emerging (1)	Developing (2)	Proficient (3)
Identifies & Explains Issues	Student explains the main issues and delivers all relevant information necessary for full understanding.	Students critically states but describes some terms ambiguities.	Students successfully identifies the main issues and explains how they are problems.
Analysis	Student isolates the key information from given sources.	Student uses the key information to interpret and develop a comprehensive analysis.	Students not only correctly identifies all the key information in the contexts, but also correctly analyze and solve the issues.
Interpret Conclusion	Student formulates a relatively logical conclusion.	Student formulates a clear and precise conclusion using the given sources.	Student not only formulates a clear and precise conclusion, but also discusses its strengths and weaknesses.

Rubric for Quantitative Reasoning

Component Skill	SCALE		
	Emerging (1)	Developing (2)	Proficient (3)
Interpret quantitative information	Student identifies the meaning of numbers, diagrams, plots, symbols, etc. and summarize all relevant information necessary for full understanding.	Student somewhat accurately explains the relevant information but delivers some information or terms ambiguities.	Student successfully identifies the purpose, components, and main issues, and provides accurate explanations of relevant information, and provide feasible mathematical formulas or chemical equations based on the context.
Methodology	Student attempts to use the mathematical formulas or chemical equations but unsuccessfully solve the issue.	Student essentially solves the problem. The steps are logical and relevant to the conclusion but without comprehensive understanding. Student demonstrates a quantitative analysis.	Student uses appropriate techniques of mathematical analysis solving the problem and provides sufficiently explanations of all terms, symbols, laws, etc.
Conclusion	Student identifies, describes, and interprets quantitative information needed to address problems but provides a relevant explanation illegible or incoherent.	Student identifies appropriate mathematical formulas or chemical equations and solves the problems. Student provides a partially correct explanation.	Student clearly presents a correct and complete explanations of the results. Student successfully uses the calculations to support their conclusion.

Rubric for Personal & Social Responsibility

Component Skill	SCALE		
	Emerging (1)	Developing (2)	Proficient (3)
Topic Analysis	Student explores a topic with little or no analysis of perspectives. Student provides little insight information.	Student explores a topic with some evidence and provides insight information.	Student explores a topic in depth and provides sufficient information relevant to the topic.
Sustainability	Student investigates the impact of human actions on our natural environment.	Student investigates the how human influence impacts our natural environment and the interaction between human actions and natural environment.	Student investigates the global issues and provides potential sustainable strategies.
Collaboration skills, teamwork and value systems	Student shares ideas and engages team by commenting on other's work.	Student provides new suggestions or alternative solutions to advance the work of team.	Student listens to diverse opinions and engages team members in way of facilitating their contributions by building upon or synthesizing their contributions.

CHEM 1225L

Assessment

General Chemistry II for STEM Majors Laboratory

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Critical Thinking	Unacceptable	Acceptable	Target
<i>Problem Setting</i>	Partial, but unclear. Incomplete data tech. and results.	Identified, but somewhat unclear. Incomplete statement of tech. and results.	Clear. Clear statement of data acquisition and quantitative results.
Number of Students Assessed			
<i>Reasoning/Conclusion</i>	Limited. Do not communicate purpose or synthesize information from experiment.	Mostly communicate purpose and synthesize information from experiment.	Effectively communicate purpose and synthesize information from experiment.
Number of Students Assessed			
Essential Skill: Quantitative Reasoning	Unacceptable	Acceptable	Target
<i>Communication/Representation of Quantitative Information</i>	Students represent the quantitative information incorrectly	Students correctly identify and/or represent the quantitative information correctly, but minor conceptual errors are present.	Students correctly identify and/or represent the quantitative information correctly with no conceptual errors.
Number of Students Assessed			
<i>Application of Quantitative Models</i>	Students incorrectly identify and apply the appropriate model to solve the application problem. Major chemical or conceptual errors are present.	Students correctly identify the appropriate model to solve the application problem, but minor chemical or conceptual errors are present.	Students correctly identify and apply the appropriate model to solve the application problem correctly with no chemical or conceptual errors.
Number of Students Assessed			
Essential Skill: Personal and Social Responsibility	Unacceptable	Acceptable	Target
<i>Collaboration skills, teamwork and value systems</i>	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and based on that reflection, describe ways to improve future collaborative work.
Number of Students Assessed			

Sample Assessment

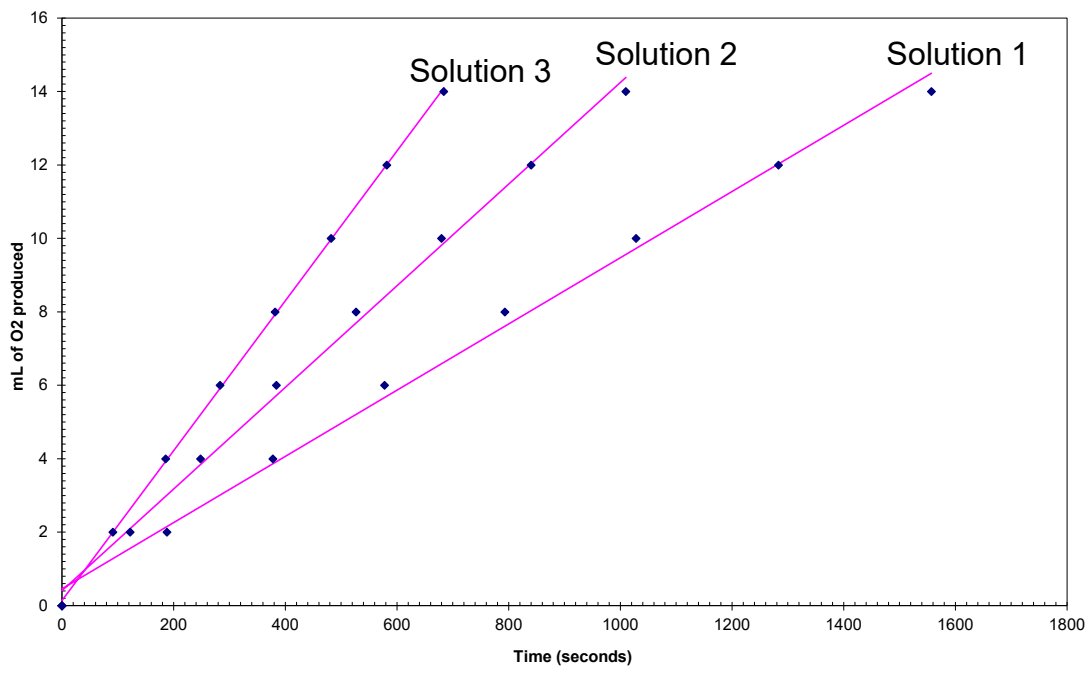
1. Using the following graphs of mL of O₂ produced versus time.

1) Find the rate of each solution.

2) Determine the rate law.

	[H₂O₂]	[I⁻]
Solution 1	1 mL	1 mL
Solution 2	1 mL	3 mL
Solution 3	3 mL	1 mL

Rate law Problem



CHEM 2310 Quantitative Analysis

Sample Class Activity

Purpose: Propagation of Uncertainty

1. The activity includes stated learning objectives.
 - Understand uncertainty and propagation of uncertainty
 - Be able to calculate the uncertainty of the final answer if the uncertainties of all measured values and their mathematical relationship are known
 - Be able to calculate the uncertainty of one measured value if the uncertainty of the final answer, the uncertainties of all other measured values, and the mathematical relationship of all measured values are known
2. The activity is designed so that students work in teams.

4 students in one group and a total of 5 groups in the class

3. Students are given a question or problem to solve.

$$\frac{(4.97 \pm 0.05) - (1.86 \pm 0.01)}{21.1 \pm 0.2} = ?$$

Soln:

$$\frac{(4.97 \pm 0.05) - (1.86 \pm 0.01)}{21.1 \pm 0.2} = \frac{3.11 \pm \sqrt{0.05^2 + 0.01^2}}{21.1 \pm 0.2} = \frac{3.11 \pm 0.05}{21.1 \pm 0.2} = 0.147 \pm s_y$$

$$\text{Where } \frac{s_y}{0.147} = \sqrt{\left(\frac{0.05}{3.11}\right)^2 + \left(\frac{0.01}{21.1}\right)^2} = 0.019$$

$$\text{Therefore, } s_y = 0.147 \times 0.019 = 0.003$$

$$\frac{(4.97 \pm 0.05) - (1.86 \pm 0.01)}{21.1 \pm 0.2} = 0.147 \pm 0.003$$

4. Students have prior knowledge that informs their initial response to the problem.

Review:

- If $y = (a \pm s_a) + (b \pm s_b) - (c \pm s_c) = (a + b - c) \pm s_y$
Then $s_y = \sqrt{(s_a)^2 + (s_b)^2 + (s_c)^2}$

In addition and subtraction, use absolute uncertainty.

- If $y = \frac{(a \pm s_a)(b \pm s_b)}{c \pm s_c} = \frac{ab}{c} \pm s_y$

$$\text{Then } \frac{s_y}{y} = \sqrt{\left(\frac{s_a}{a}\right)^2 + \left(\frac{s_b}{b}\right)^2 + \left(\frac{s_c}{c}\right)^2}$$

In multiplication and division, use relative uncertainty.

- Students are given time free of instructional input to discuss the problem within their group.

Find x if $\frac{(4.97 \pm 0.05) - (1.86 \pm x)}{21.1 \pm 0.2} = 0.147 \pm 0.003$.

- The activity is structured in a way that students are informed either through oral or written prompts whether they are on the right track with their initial response.

- The instructor goes around the class, noticing the following solution.

$$\frac{0.003}{0.147} = \sqrt{\left(\frac{0.05}{4.97}\right)^2 + \left(\frac{x}{1.86}\right)^2 + \left(\frac{0.2}{21.1}\right)^2}$$

The instructor provides helpful hints to help students understand why the above solution is incorrect.

- The instructor notices the solution below, and discusses with the group members why the solution below is correct.

$$\frac{(4.97 \pm 0.05) - (1.86 \pm x)}{21.1 \pm 0.2} = \frac{3.11 \pm \sqrt{(0.05)^2 + (x)^2}}{21.1 \pm 0.2} = 0.147 \pm 0.003$$

$$\frac{0.003}{0.147} = \sqrt{\left(\frac{\sqrt{0.05^2 + x^2}}{3.11}\right)^2 + \left(\frac{0.2}{21.1}\right)^2}$$

$$\text{Thus } x = 0.02$$

- The initial problem usually leads to additional questions that must be addressed.

Why the uncertainty in the measured value of 1.86 was determined to be 0.02 but not 0.01 as shown in the problem in 3?

- Solving the problem involves a back-and-forth exchange between the students and the instructor and requires active facilitation on the part of the instructor.

The problem in 3 is a “1+1 type” problem, and that in 5 is a “2-1 type” problem. Using the class activity, the instructor is able to assess whether students truly understand the propagation of uncertainty.

CHEM 2310L

Assessment

Quantitative Analysis Laboratory

Please enter the number of students who fall into each category. Please use number of students, not percents. You can submit a paper copy or enter your numbers in this spreadsheet.

Instructor: _____

Date: _____

Number of Students Assessed: _____

Essential Skill: Critical Thinking	Unacceptable	Acceptable	Target
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Number of Students Assessed			
Essential Skill: Personal and Social Responsibility	Unacceptable	Acceptable	Target
<i>Collaboration skills, teamwork and value systems</i>	As a group member, students demonstrate shared ethical obligations and intercultural sensitivity	Students demonstrate personal and mutual accountability and make use of individual strengths in meeting group objectives.	Students effectively complete a group project, reflect on the impact and effectiveness of teamwork, and based on that reflection, describe ways to improve future collaborative work.
Number of Students Assessed			

pH Electrode Measurements – Influence of Ionic Strength and Temperature

Purpose

In this laboratory students will measure some of the errors that can occur in electrochemical pH measurement. The most common instrumental measurement is that of the pH of solution. However, using glass pH electrodes one often observes large errors due to the existence of cations similar to the proton in solution. In particular, Li^+ , Na^+ , and K^+ can give rise to proton measurement errors in concentrated solutions. These cations can exchange with the protons in the glass membrane of the pH electrode resulting in erroneous potentials across the glass membrane and thus erroneous pH. Another source of error is the change in proton activity proton due to the ionic strength of solution. Also, temperature can affect several equilibria giving rise to complicated measurement errors. Temperature will affect the equilibria of solution phase species, as well as chemical species used in the reference electrode.

Sample Prelab Assessment Questions

- 1) What is the IUPAC definition for pH?
- 2) a) Will the following aqueous solutions have the same pH of 7.0 at 25°C?
1.0 M NaCl, 0.1 M NaCl, 0.01 M NaCl, 0.001 M NaCl
- b) Will the measured pH of the above solutions on a pH meter that has a glass membrane pH electrode be 7.0 at 25°C?
- c) Will the measured pH of 0.1 M aqueous solution of NaCl on a pH meter that has a glass membrane pH electrode be the same at different temperatures?

Sample Postlab Assessment Questions

- 1) How does a glass pH electrode work?
- 2) Why is the potential of a glass electrode affected by alkali and alkali earth ions? Do other species interfere?

GEOL 1120: Environmental Geology

Example critical thinking questions (question choices will be expanded over time)

- How do you think the principle of uniformitarianism accounts for occasional catastrophic events such as large meteorite impacts, huge volcanic eruptions and great earthquakes?
- Discuss/explore things individuals can do to help the environment. What can governments do? What can corporations do?
- Are green energy projects really “green” in that they have no negative impacts on the environment?
- What is your stance on global climate change? Do you think that climate change is caused by human activity or is there too much scientific uncertainty? Defend your position.

Example quantitative reasoning questions

If a country has a population growth rate of 2 %, how many years will it take for the population to double?

- a. 3,500 years
- b. 350 years
- c. 35 years
- d. 3.5 years

A certain atom has 19 protons and 26 neutrons, its atomic number is ____ and its atomic weight (or mass) is ____

- a. 45, 19
- b. 19, 45
- c. 19, 26
- d. 26, 19

A magnitude 6 earthquake will have ____ times more **ground motion** than a magnitude 3 earthquake.

- a. one-half
- b. 3
- c. 30
- d. 1,000

If you start with 10,000 radioactive atoms that have a half life of 1.5 million years, how many atoms will be left after 4 half lives?

- a. 250
- b. 313
- c. 625
- d. 1250

Example personal and social responsibility questions

- In what ways does environmental geology affect your everyday life?
- Would you agree or disagree that industrialized societies have developed a false sense of security about resource availability and a habit of being wasteful consumers?
- What are some of the most serious environmental problems that we face today? Explain how your community has been impacted by environmental issues/problems.
- How has this course prepared you to better understand geology-related events in the news and other media?

Example critical thinking exercise:

After identifying all 15 minerals and having your identifications checked will need to pull out the four pairs of minerals listed below. These are pairs of minerals which are easily confused. For each pair of minerals provide a well-written paragraph written by the group detailing how you would distinguish one from the other in each pair. You must critically evaluate the physical properties/observations and provide valid criteria based on discussion within the group.

- biotite mica - muscovite mica
- calcite - dolomite
- potassium feldspar - plagioclase feldspar
- gypsum - talc

Example quantitative analysis exercise:

Flood – Frequency Curves

A development is planned for a rural area outside of town. A gauging station has been located on the nearby stream for the past 11 years. Given the data below, construct a flood-frequency curve and answer the questions.

Procedure

1. In the table below, rank the discharge rates (in cubic feet per second) by placing the appropriate number in the column labeled “Rank”. Use 1 for the highest discharge rate and 11 for the lowest discharge rate.
2. Calculate the Recurrence Interval using the formula below where R is recurrence interval, N is the number of years of record, and M is the rank. **Calculate R to one decimal place.**

$$R = \frac{N + 1}{M}$$

3. Plot the data on the graph paper on the back. Be careful in plotting the R values since the X axis uses a log-probability scale, not a linear scale. Draw a **straight** best-fit line through the data points (*Hint: If you plot the data correctly, the line should pass through the points for 889 and 1480 cfs discharges and there should be five data points below or just barely touching the line, and four data points above.*)
4. Answer all of the questions on the back.

Discharge (cfs)	Rank (M)	Recurrence Interval (R)
800		
1080		
692		
1380		
1280		
889		
2030		
890		
1480		
1600		
1330		

Questions

- Using your graph, determine the discharge rates for the following R values.
 - 10 year flood _____
 - 25 year flood _____
 - 50 year flood _____
- Using your graph, determine the recurrence intervals (R) for the following discharge rates.
 - 1700 cfs _____
 - 2000 cfs _____
 - 1000 cfs _____
- Calculate the probability of the following R values using $P = \frac{1}{R}$. Convert your answer to a percentage rounded to the nearest tenth (one digit to the right of the decimal).
 - 15 year flood during any one year _____
 - 25 year flood during any one year _____
 - 65 year flood during any one year _____

Example personal and social responsibility exercise:

Geol 113 Lab Water Quality Testing

To prevent cross-contamination of samples and help assure accurate results please follow these simple procedures:

- 1. Before testing your sample, rinse the beaker with a few milliliters of your sample twice and discard the water into the large waste bucket before pouring your sample for testing.*
- 2. Use the wash bottles to rinse the electronic probes with distilled water. When placing the probes into the beaker swish it around a bit to surround the probe junctions with your sample.*
- 3. As a courtesy others, rinse the beaker and probes with distilled water after use.*

pH

1. Place the pH probe in the water sample and record the reading when the display stabilizes.
2. You can also pour about 30 ml of water into a beaker for testing if that's more convenient.

Nitrate and Nitrite

1. Pour 30 ml of sample into a beaker.
2. Remove one test strip from the container. **Immediately** reseal container. **Do not touch the test blocks.**
3. Dip test strip in the water for **one second** and remove. **Do not shake off excess water.**
4. Hold test strip level (pad side up) for **30 seconds** and compare the results for Nitrite (NO_2^-).
5. **At 60 seconds** compare the results for Nitrate (NO_3^-).

Hardness

This test measures TDS (total dissolved solids, a measure of hardness).

1. Pour 30 ml of sample into a beaker and place the probe into the sample or pour a small amount of sample into the hole at the end of the tester.
2. Record the reading when the display stabilizes.

Salinity

This test measures salinity in parts per thousand (ppt).

1. Pour 30 ml of sample into a beaker and place the probe into the sample and record the reading when the display stabilizes.

Fluoride

NOTE: In this test you will be measuring F^- concentrations in the part per million (ppm) range so clean labware and proper technique is essential.

1. Rinse a beaker twice with distilled water and then twice with your sample, discarding the rinse water each time.
2. Rinse a graduated cylinder following the same procedure above.
3. Measure **exactly 25 ml** of sample into the **graduated cylinder** (make sure that the bottom of the meniscus is on the 25 ml line).
Use the disposable pipettes to add or remove water as needed.
4. Pour the water into the clean 50 ml beaker.
5. Using the diagonal cutter carefully open a TISAB (buffer) "pillow" and pour it into the beaker. Drop a magnetic stir bar into the beaker.
6. Analyze the sample using the fluoride ion selective electrode (ISE).
7. Record the result in the table.

Geol 113 Lab Water Quality Testing

Sample Source: _____

Test	Units	Results	MCL/MCLG/MRDL	Secondary MCL
pH	none			
Salinity	ppt			
Nitrate (NO ₃ ⁻)	ppm			
Nitrite (NO ₂ ⁻)	ppm			
Hardness (TDS)	ppm			
Fluoride	ppm*			
Arsenic	ppb			

*ppm is the same as mg/liter

Questions

- Which one is enforceable? **Maximum Contaminant Levels** (MCLs) or **Maximum Contaminant Level Goals** (MCLGs)?
- What are **Secondary Maximum Contaminant Levels**?
- List two problems associated with **low** pH drinking water?
- What makes water “hard”? Was your sample (circle one): **soft** **moderately hard** **hard** **very hard**
- What health problems are associated with high levels of fluoride in drinking water? At what fluoride level does dental fluorosis occur?
- What are the main sources of nitrate contamination in drinking water and what health risks are associated with elevated nitrate levels?
- Why is chlorine added to drinking water?

GEOL 1110, Physical Geology

Example critical thinking questions (question choices will be expanded over time)

- How do you think the principle of uniformitarianism accounts for occasional catastrophic events such as large meteorite impacts, huge volcanic eruptions and great earthquakes?
- The development of Plate Tectonic Theory was one of man's greatest intellectual exercises which spanned nearly 375 years from the first hints of an idea to final acceptance. Explain how/why this is the "grand unifying theory" in the earth sciences.

Example quantitative reasoning questions (lecture instructor will be asked to introduce additional problems)

A magnitude 6 earthquake will have _____ times more **ground motion** than a magnitude 3 earthquake.

- one-half
- 3
- 30
- 1,000

A certain atom has 19 protons and 26 neutrons, its atomic number is _____ and its atomic weight (or mass) is _____

- 45, 19
- 19, 45
- 19, 26
- 26, 19

If you start with 10,000 radioactive atoms that have a half life of 1.5 million years, how many atoms will be left after 4 half lives?

- 250
- 313
- 625
- 1250

Example personal and social responsibility questions

- In what ways does geology affect your everyday life?
- Explain how this course integrates with your major and how it might be helpful to you in your career.
- How has this course prepared you to better understand geology-related events in the news and other media?

Example critical thinking exercise:

After identifying all 15 minerals and having your identifications checked will need to pull out the four pairs of minerals listed below. These are pairs of minerals which are easily confused. For each pair of minerals provide a well-written paragraph written by the group detailing how you would distinguish one from the other in each pair. You must critically evaluate the physical properties/observations and provide valid criteria based on discussion within the group.

- biotite mica - muscovite mica
- calcite - dolomite
- potassium feldspar - plagioclase feldspar
- gypsum - talc

Example quantitative analysis exercise:

Flood – Frequency Curves

A development is planned for a rural area outside of town. A gauging station has been located on the nearby stream for the past 11 years. Given the data below, construct a flood-frequency curve and answer the questions.

Procedure

1. In the table below, rank the discharge rates (in cubic feet per second) by placing the appropriate number in the column labeled “Rank”. Use 1 for the highest discharge rate and 11 for the lowest discharge rate.
2. Calculate the Recurrence Interval using the formula below where R is recurrence interval, N is the number of years of record, and M is the rank. **Calculate R to one decimal place.**

$$R = \frac{N + 1}{M}$$

3. Plot the data on the graph paper on the back. Be careful in plotting the R values since the X axis uses a log-probability scale, not a linear scale. Draw a **straight** best-fit line through the data points (*Hint: If you plot the data correctly, the line should pass through the points for 889 and 1480 cfs discharges and there should be five data points below or just barely touching the line, and four data points above.*)
4. Answer all of the questions on the back.

Discharge (cfs)	Rank (M)	Recurrence Interval (R)
800		
1080		
692		
1380		
1280		
889		
2030		
890		
1480		
1600		
1330		

Questions

1. Using your graph, determine the discharge rates for the following R values.
 - a. 10 year flood _____
 - b. 25 year flood _____
 - c. 50 year flood _____

2. Using your graph, determine the recurrence intervals (R) for the following discharge rates.
 - a. 1700 cfs _____
 - b. 2000 cfs _____
 - c. 1000 cfs _____

3. Calculate the probability of the following R values using $P = \frac{1}{R}$. Convert your answer to a percentage rounded to the nearest tenth (one digit to the right of the decimal).
 - a. 15 year flood during any one year _____
 - b. 25 year flood during any one year _____
 - c. 65 year flood during any one year _____

Example personal and social responsibility exercise:

I Geologic Maps

Bright Angle Quadrangle, AZ

- Note the even widths of the map outcrop patterns which is a reflection of the nearly horizontal strata. Many of these layers were deposited during transgressions and regressions of epiroc seas.
- What is the name and age of the formation at the top of Isis Temple (west side of map)?
- What type of faulting dominates along cross-section A-A'?
- Why type of structure underlies the area between Buddha Temple and Kaibab Plateau?

Somerset County, PA (#2)

- Note the heavy black line drawn along the axis of the major anticline and the pattern of the red contour lines indicating that this is a plunging anticline. What direction is the anticline plunging?
- Is it the youngest or oldest rocks of the succession that occupy the eroded core of the anticline? What is the name and age of this formation.
- Note the numerous symbols indicating the location of coal mines. What age are these formations?

II New Mexico Geologic Highway Map

- Complete the table below using the legend on the map to identify the formations surrounding Portales and Clovis and the area in-between.

	Portales	Clovis	Area Between
Map symbol (letters)			
Age			
Formation name(s) or rock/sediment types			

- Look at cross section C-C'. What is the relative orientation of the formations which make up the Llano Estacado?
- Locate the Delaware Basin in cross section D-D'. What age are most of the rocks that make up the basin?
- Locate the Albuquerque Basin (cross section B-B'). Use a ruler and the scale at the end of the cross section to estimate the depth of the basin (down to the brown basement labeled XY).
- In general terms, what types of rock do the pink units west of T or C and Socorro represent?

II Portales Map

1. What latitude line marks the northern boundary of the quadrangle? _____
2. What latitude line marks the southern boundary of the quadrangle? _____
3. What longitude line marks the eastern boundary of the quadrangle? _____
4. What longitude line marks the western boundary of the quadrangle? _____
5. Is this a 7½ or 15 minute quadrangle? _____

6. What is the fractional scale of the quadrangle? _____
7. As a verbal scale, one inch = _____ miles or _____ kilometers
8. What is the name of this quadrangle? _____
9. What is the name of the quadrangle map directly adjacent to the south (look at the matrix at the bottom of the map)?

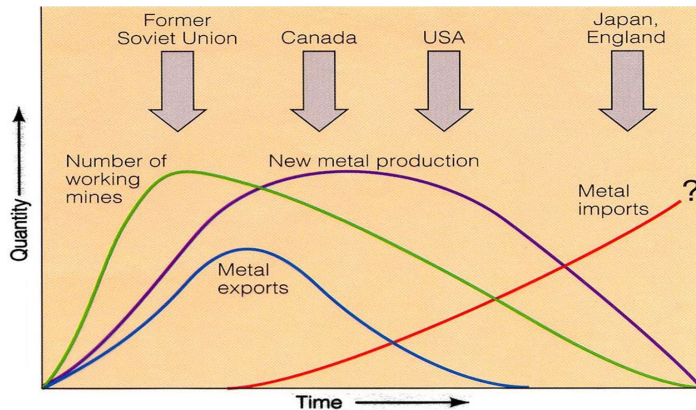
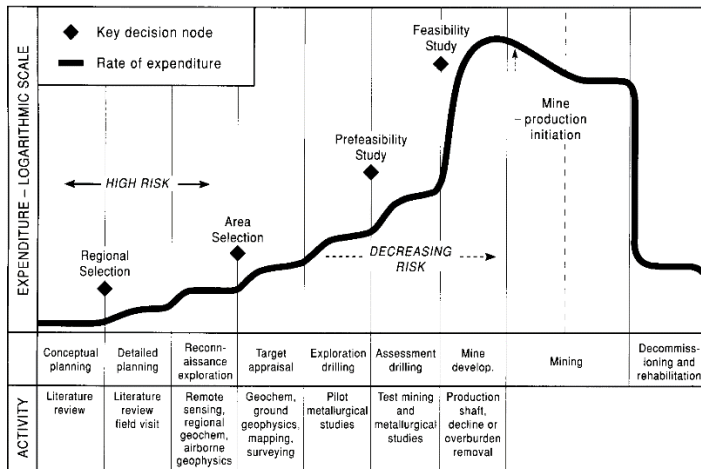
10. What colors were used to indicate water _____, vegetation _____, buildings _____
11. What is the elevation of the highest point on the quadrangle? _____
12. What is the elevation of the lowest point on the quadrangle? _____
13. What is the total relief (highest minus lowest) within the quadrangle? _____

GEOL 1115, Earth Resources

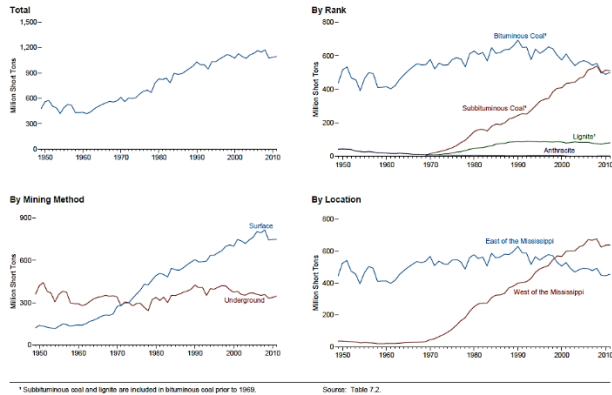
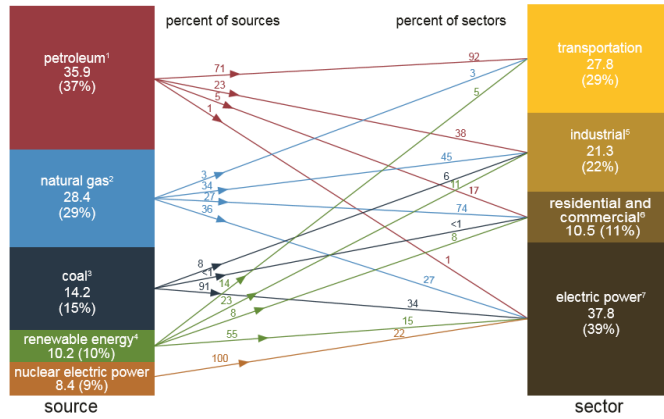
Example critical Thinking Questions (question choices will be expanded over time)

- Explain with examples how the demand for resources has led to conflict throughout human history. Have we learned anything from our past or do you believe that there will be future conflicts for the control of resources?
- How has the availability of resources contributed to the destinies of nations? How did the ready availability of all the ingredients for making steel help make the U.S. an industrial powerhouse?
- As a nation we are vitally dependent on foreign sources for about 95% of our mineral resources. Should the Federal and State governments ease the burden of permitting new mines to reduce our dependence on foreign sources?

Example quantitative reasoning using graphics (interpretation)



Total = 97.4 quadrillion British thermal units (Btu)



Example personal and social responsibility questions

- Explain how has this course has influenced your thinking regarding the mining industry.
- Explain how has this course has influenced your thinking regarding the oil industry.
- What would your world be like without the extractive resource industries? Would you be better or worse off?

Example critical thinking exercise:

6. Petroleum Exploration

Procedure

In this exercise you will work with seven oil wells which have been drilled in an area of flat topography along an east-west line. The location of these wells is indicated by the vertical lines on the profile. The horizontal scale is in meters below the surface. A log for each well is provided on the following pages. The logs indicate the rock unit encountered, the depth at which each unit was encountered and the relative dip (angle of inclination or slope) of the contact. The rock types are as follows:

Unit	Rock Type	Unit	Rock Type
A	Shale	F	Shale
B	Sandstone	G	Sandstone
C	Shale	H	Conglomerate
D	Silty shale	W	Limestone
E	Sandstone	Q	Alluvium (surficial deposits)

- On each well, **LIGHTLY MARK WITH PENCIL** the depths of the contacts between each rock unit and the location of the fault. For example, in well 3W, the top of Unit C is at 3500 meters and the top of Unit D is at 4500 meters, so place tick marks at these points (3500 m and 4500 m) along the line corresponding to the location of the well. Lightly label each rock unit beside the well. **Assume that the fault does not cut unit Q.** Each of these lines should reflect the relative dip of each unit. For example, in well 3W, Units C and D both dip toward the west. So, these lines should slope toward the west (left on the diagram).
- Here are some additional hints:
 1. Draw the contact for unit Q first and then draw fault as a straight line extending to the bottom of the frame. Remember it does not cut Q.
 2. Draw the remaining contacts by connecting the corresponding points between the wells. For example, the top of Unit B in well 3W to the top of Unit B in wells 4W and 2W and so on. By doing so, you are correlating the well logs and preparing a subsurface cross section of the geology as done by petroleum exploration geologists.
 3. The contacts do not match on either side of the fault because they have been offset (displaced) by the fault.
 4. The boundaries between the rock units in a fold are smoothly curving surfaces so do not draw these as sharply-angled lines. **TRY TO KEEP THE THICKNESS OF THE ROCK UNITS AS UNIFORM AS POSSIBLE.**
 5. Unit W “pinches out” to the west of 4W and the east of 3W.
 6. Lightly color (or pattern) each rock unit. Fill in the areas of oil with solid black. Be sure to look at the examples of traps in the lecture PowerPoints or textbook. The depths at which oil was found in each well are listed in the table on the next page.

Example quantitative analysis exercise (from the chapter on Light and Base Metals):

I DATA ANALYSIS AND QUESTIONS

- Log on to Blackboard and click on the link to the Excel file **08-Light and Base Metals.xlsx**
- Do the following analyses and questions. In creating your graphs make sure that there is an appropriate title and axes are labeled where necessary. Hint: click on the graph and then click on the “Layout” tab to get to additional chart options.

Metal	Assignment
Al	Create a 3-d clustered cylinder plot for end uses of aluminum
Be	Calculate America’s percentage of world production of beryllium for each year
Ti	Create a pie chart of titanium pigment use
Cu	Create a column chart of Cu production by state (Cu-1 tab) How much Cu was produced in NM? List the names of the mines, their production and their rank (Cu-2 tab)
Pb	In which state is Pb obtained from lead-zinc ores? From lead ores? From silver ores? Which state has the most Pb mines?
Zn	What percentage of Zn was produced in Alaskan mines for most recent year?

Example personal and social responsibility exercise:

World Reserves of Crude Oil, Natural Gas and Coal

1. Rank the top five countries in terms of crude oil, natural gas, and total coal reserves.

Rank	Crude Oil (10 ⁹ barrels)		Natural Gas (10 ¹² ft ³)		Coal (10 ⁶ short tons)	
	Country	Reserves	Country	Reserves	Country	Reserves
1						
2						
3						
4						
5						

2. Are there any countries which appear in the top five for more than one of the resources in question 1 above? **If so, list the country, resource, and rank.**

3. For each resource, calculate the combined percentage of world reserves for the five countries in question 1.

Resource	Combined Reserves	World Total	Percentage
Oil			
Natural Gas			
Coal			

4. What percentage of the total world reserves does each of the top countries possess (see question 1 above)?

Resource	Country	Reserves	World Total	Percentage
Oil				
Natural Gas				
Coal				

5. Repeat the previous procedure for the United States

Resource	Reserves	World Total	Percentage
Oil			
Natural Gas			
Coal			

World Crude Oil, natural gas, and coal production

6. Rank the top five countries in terms of crude oil, natural gas, and total coal production.

Rank	Crude Oil (10 ³ barrels per day)		Natural Gas (10 ⁹ ft ³ per day)		Coal (10 ⁶ short tons)	
	Country	Production	Country	Production	Country	Production
1						
2						
3						
4						
5						

7. Are there any countries which appear in the top five for production for more than one of the resources? **If so, list the country, resource, and rank.**

8. For each resource, calculate the combined percentage of world production for the five countries in question 7.

Resource	Combined Production	World Total	Percentage
Oil			
Natural Gas			
Coal			

9. What percentage of the total world production does each of the top countries possess?

Resource	Country	Production	World Total	Percentage
Oil				
Natural Gas				
Coal				

10. Repeat the previous procedure for the United States.

Resource	Production	World Total	Percentage
Oil			
Natural Gas			
Coal			

11. Visit the DOE EIA web site using the link on my web page. Discover one topic of interest and discuss what you found. Here are some suggestions:

- Oil: U.S. imports by country of origin; Refinery yield
- Natural Gas: Number of producing wells. Where does NM rank? Consumption by end use.
- Coal: Coal production and number of mines. Where does NM rank? Production east and west of the Mississippi.

DANC 1110: Introduction to Dance
Mid-Term (Group Performance)

Your group will choreograph and perform a piece of from three to five minutes in length within the assigned genre. All group members must be involved with performing and creating the work.

1. Create a (confidential: not to be shared with the class or group) journal of the work describing:
 - a. What creative input did you make?
 - b. What was your personal level of effort?
 - c. Did you feel your input was respected and valued?
 - d. In what way (if any) did you better understand the genre (vocabulary, cultural references, defining gestures, etc.) through this project?
 - e. In what way (if any) was your technique and ability to perform enhanced through this project?
 - f. Would you like to work with this same group again? Explain why/why not?

2. Evaluate your group's work and that of the other groups (video will be provided)
 - a. Evaluate the quality of technical execution:
 - i. Rhythm (where appropriate)
 - ii. Balance and poise
 - iii. Appropriate attention to unisons
 - iv. Apparent accuracy

 - b. Evaluate "entertainment value"
 - i. Variety
 - ii. Pacing
 - iii. Originality
 - iv. Emotional impact

 - c. Evaluate the adherence genre
 - i. Proper attention to style/attitude
 - ii. Authentic execution of genre specific gestures
 - iii. Respectful/knowledgeable

 - d. Evaluate the technical (storytelling) structure of the dance: Is there a beginning, middle, and end?

MUSIC APPRECIATION

Assignment Prompt: Concert Review

Three typewritten concert reviews are required for this course. Each review will be based on attending three different live concerts and writing a 2-page review (12-font, standard margins) based on the program you hear. Please include the following:

Day, date, and place/venue of concert

Name(s) of performers/ensemble(s)

Concert repertoire including composers and compositions

Each review must include musical and aural observations and written in an academic style with musical verbiage as per class. Please include composer background and brief biography, era-specific observations, genre definitions, and your views on the quality of the performer and performance. Due dates strictly enforced.

MUSC 1110/1120/1130/1140, Essential Skills Rubric for Concert Reviews

Component Skill	Emerging	Developing	Proficient
Communication			
Genre /Medium/Composer Awareness	Student has a basic but limited knowledge of composers and genres performed.	Student has moderate knowledge of the composers, his/her life, major influences, and adequate genre description and awareness.	Student has thorough and insightful knowledge of composers, his/her lives, major influences, and in-depth genre descriptions and awareness
Writing Style	Writing style is fair for an undergraduate student. It is grammatically accurate but included little to no musically-specific verbiage.	Writing style is acceptable for an undergraduate. It is grammatically accurate and includes a fair amount of musically-specific verbiage.	Writing style is impressive for an undergraduate student. It contains musically-specific verbiage and is insightful and perceptive.
Aural Observations and Understanding	Student observes few musical specifics (melody, harmony, dynamics, pitch, balance, expression, ensemble, communication). Minimal comprehension.	Student observes several musical specifics (melody, harmony, dynamics, pitch, balance, expressions, ensemble, communication). Comprehension is developing well.	Student observes many specifics (melody, harmony, dynamics, pitch, balance, expressions, ensemble, communication). Thorough and mature comprehension.
Critical Thinking			
Reasoning			
Performance Evaluation	Student has minimal observations regarding the skills of the performer(s). Comments not especially relevant or insightful.	Student has satisfactory and acceptable observations regarding the skills of the performer(s). Comments are somewhat relevant and insightful.	Student has impressive, mature, and specific observations regarding the skills of the performer(s). Comments are very insightful and relevant.
Personal/Social Responsibility			
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Literature of Music

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MUSC 1270 Essential Skills Rubric for Concert Reviews

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Overall Conclusion	Musical understanding and aural observations are developing fairly well. Awareness of musical styles, cultural influences, and overall synthesis in progress.	Musical understanding, aural observations, awareness of musical styles, cultural influences, and overall music synthesis are developing well and are musically relevant.	Musical understanding, aural observations, awareness of musical styles, cultural influences, and overall music synthesis are mastered and comprehension is impressive.

**Eastern New Mexico University
General Education Assessment for Music Ensembles**

Ensemble Name _____

Course Number _____ **Section** _____

Date of Assessment _____

Week of rehearsal on repertoire _____

Concert _____ **Rehearsal** _____

Assessor _____

To the assessor:

Please use this instrument to measure the effectiveness of the observed ensemble in fulfilling the critical skills requirements of all general education courses for New Mexico post-secondary institutions. Bear in mind that this is designed for assessment of the effectiveness of the course in the critical skills of Communication, Critical Thinking, and Personal and Social Responsibility as well as the Student Learning Outcomes for the course, and not as a grading tool for individual students. Please consult the narrative for each component skill for the appropriate context.

Assign a rating of :

0 – Not observed 1 – Emerging 2 – Developing 3 – Proficient

**for each number for each item under the components of the critical skills.
Please provide observations where appropriate.**

Communication

Genre and Medium Awareness, Application, and Versatility

1. Performance conventions, and or/stylistic choices appropriate to genre and era of the music under study are followed.

0 1 2 3

Notes:

2. Students are aware of the work's historical and cultural significance
0 1 2 3

Notes:

3. There is an appropriate amount of variety in the music under study
0 1 2 3

Notes:

**Strategies for Understanding and Evaluating Messages
and Evaluation and Production of Arguments**

1. The group demonstrates awareness of "ensemble"
0 1 2 3

Notes:

2. Students demonstrate competence in parsing musical notation

0 1 2 3

Notes:

3. Students demonstrate facility in following conducting gestures and other director's input

0 1 2 3

Notes:

Critical Thinking

Problem Setting, and Evidence Acquisition

1. Literature is selected based on a realistic assessment of the group's capability and presents an appropriate challenge

0 1 2 3

Notes:

2. Interpretation is informed by notation and score markings, as well as historical precedent

0 1 2 3

Notes:

3. Students demonstrate the ability to apply appropriate technique in rehearsal/performance as well as in their own out-of-class practice

0 1 2 3

Notes:

4. Students demonstrate ability to respond to director's prompts to make adjustments to performance

0 1 2 3

Notes:

5. Performance is rhythmically accurate

0 1 2 3

Notes:

6. Performance is pitch accurate

0 1 2 3

Notes:

Personal and Social Responsibility

1. Literature selections encompass both approachable and challenging selections for the audience

0 1 2 3

Notes:

2. Students behave in a way that is constructive and engaged during rehearsals

0 1 2 3

Notes:

3. Students members comport themselves in an appropriate manner for the venue and situation during public appearances

0 1 2 3

Notes:

4. Students treat fellow group members in a constructive and respectful manner

0 1 2 3

Notes:

5. Students interact in an appropriate manner with the ensemble director

0 1 2 3

Notes:

6. Students interact in an appropriate manner with fellow students

0 1 2 3

Notes:

7. Equipment, printed music, and instruments are treated with appropriate care

0 1 2 3

Notes:

General Education Survey for Music Ensemble Participation

The goals of music ensemble participation at ENMU extend beyond performance and the learning of repertoire. The ability to communicate effectively, think critically, and understand and value the relationships between the ensemble director(s), players, and the listening public are all significant goals.

Please complete the form below with your honest reactions to the questions below. While completion of this survey is compulsory, no individually identifiable information will be retained, and your grade will not be affected in any way by your answers. Note that some questions will ask for a “beginning of the semester” and an “end of the semester” response.

During this semester, my understanding of the musical capabilities of this type of ensemble, and the voices (or instruments) that make it up has been enhanced.

Not at all	Somewhat	Significantly
1	2	3

During this semester, my understanding of the technical capabilities of this type of ensemble, and the voices (or instruments) that make it up has been enhanced.

Not at all	Somewhat	Significantly
1	2	3

I am aware of the genres of the music performed this semester, and the characteristics that define them.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

I am aware of the historical and cultural significance of the genre and the specific works of music performed this semester.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

My ability to understand direction through language and gestures has increased this semester.

Not at all	Somewhat	Significantly
1	2	3

My ability to understand musical notation has increased this semester.

Not at all	Somewhat	Significantly
1	2	3

My ability to interpret within the genre has increased this semester.

Not at all	Somewhat	Significantly
1	2	3

The director gives me useful feedback on my ability to perform the music technically.

Seldom	Occasionally	Consistently
1	2	3

The director gives me useful feedback on my ability to interpret the music.

Seldom	Occasionally	Consistently
1	2	3

I am confident of my ability to render an accurate performance of the music played this semester.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

I am confident of my ability to render an authentic performance of the music played this semester.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

I am confident of my ability to offer interpretive options and suggestions within the genre of the music played this semester.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

I am confident of my ability to aid other students in the ensemble in technical accuracy.

Beginning of the Semester

Not at all confident	Somewhat confident	Confident
1	2	3

End of the Semester

Not at all confident	Somewhat confident	Confident
----------------------	--------------------	-----------

1

2

3

I am confident of my ability to aid other students in the ensemble with authentic interpretation.

Beginning of the Semester

Not at all confident

Somewhat confident

Confident

1

2

3

End of the Semester

Not at all confident

Somewhat confident

Confident

1

2

3

I am mindful and appreciative of the contributions of my fellow ensemble members.

Rarely

Occasionally

Always

1

2

3

I feel my contributions to the ensemble are recognized and appreciated by my fellow ensemble members.

Rarely

Occasionally

Always

1

2

3

I am prepared for rehearsals.

Rarely

Occasionally

Always

1

2

3

My colleagues in the ensemble are prepared for rehearsals.

Rarely

Occasionally

Always

1

2

3

The director holds each member of the ensemble appropriately responsible.

Rarely

Occasionally

Always

1

2

3

Literary Analysis

Due Date: Friday, November 8, 11:59p, via Canvas.

Length: 3 to 4 FULL pages, plus a Works Cited page (Works Cited page does not count towards length requirement) MLA format.

Overview: For this assignment, you will write a critical literary analysis of an element found in **one** of the works up to and including “The Glass Menagerie.” First and foremost, please meet the all articulated requirements, including length and source material. Such a disciplined structure will help you to look closely at your analysis and decide what works, what doesn’t, what can stay, and what can go.

The topic will be of YOUR choosing, keeping in mind our class discussions regarding the nature and purpose of a literary analysis and what approaches might be considered when selecting a topic. Start by identifying the text you found most interesting and/or entertaining, as you will have a much more enjoyable time investing in the paper and addressing the requirements. Following this, you are required to point out and analyze the significance of respective characters, symbols, historical questions, etc. (not all of these, of course, but those which hold the most promise for your analysis), and construct a **convincing argument** that invites your reader to consider these variables, and the story in general, in such contexts.

Additionally, your paper must contain a minimum of **THREE** outside **SCHOLARLY** sources and include a Works Cited page, all in proper MLA format.

A word of caution: Please do not retell the story! You have neither the time nor space to do so, and your readers knows it already. Provide a clear and thorough introduction, let the reader know what your thesis is, and dive into your analysis. Be sure to use **specific evidence** from the text and outside sources to make your points. Do not quote long passages, however. Rather, use words and phrases from your sources intermingled with your own sentences and ideas whenever possible.

Minimum Requirements: It is not possible to receive passing grades on essays without fulfilling minimum requirements. Your analysis should include the following:

- A clear introduction and thesis that sets up your analysis and the significance of the work to come. Keep in mind our discussion of thesis statements and what they are to address.
- Several body paragraphs that expound upon a single point, and all of which keep your thesis in mind and help to establish the significance your analysis.
- Evidence from the text that clearly displays your investment in the text and demonstrates the significance of your analysis to the reader.
- Supporting references to **THREE** outside **SCHOLARLY** sources that work to support and further establish your approach to the story.
- A conclusion that underscores the importance or significance of analysis.
- 3 to 4 FULL pages, typed in 12 pt. Times New Roman font, double-spaced, MLA formatted, a Works Cited page, and correct in-text citations.

Comparison and Contrast

Due Date: Friday, November 8, 11:59p, via Canvas.

Length: 4 to 5 FULL pages, plus a Works Cited page (Works Cited page does not count towards length requirement) MLA format.

This assignment must address a topic or topics found in two of our readings this semester, from the literacy narrative of *The Epic of Gilgamesh* up to and including Shakespeare's *Hamlet*. Should one of your choices be the same text that served as the artifact for your shorter Literary Analysis, the topic(s) must be different than those explored in that earlier paper.

The purpose of this assignment is to identify and *analyze* similarities and differences between the works you have chosen. How you approach this comparison is ultimately up to you. As you develop your ethos as a scholar and writer, you should be able to identify similar or disparate approaches to common ideas, issues, or topics present in different artifacts, regardless of their respective eras and cultures. For example, you might consider how two stories interpret a type of historical moment, or how the selections deal with a cultural idea, or how the authors distinctly respond to a similar circumstance.

Writing a Comparison/Contrast is a **purpose-driven** endeavor that demonstrates nuanced critical thinking. The topic(s) you explore should be thoroughly analyzed, and your paper should devote equal time to both stories. That said, do not simply write two, two-page papers and link them together via the conclusion. Your writing should reflect an investment in both texts as they relate to each other, an organic back-and-forth between the stories and the analysis that joins them together.

Additional outside research is **REQUIRED** for this paper. The Comparison/Contrast must incorporate four sources, two for each text, in total. Three of these four sources need to be scholarly in nature, ideally from an academic book or scholarly journal. Make sure your evidence—both from outside sources and the stories themselves—supports your analysis.

Your audience is an academic community who is well-versed in the texts. However, this audience is also keenly interested in re-seeing these works from new perspectives. They will have high standards of proof, and will be more swayed by appeals that rely on a sound balance of textual evidence, your own credible analysis of the subject matter, and the effective use of academic source material.

Comparison and Contrast

Due Date: Friday, November 8, 11:59p, via Canvas.

Length: 4 to 5 FULL pages, plus a Works Cited page (Works Cited page does not count towards length requirement) MLA format.

This assignment must address a topic or topics found in two of our readings this semester, from *Candide* up to and including “Yellow Woman.” Should one of your choices be the same text that served as the artifact for your shorter Literary Analysis, the topic(s) must be different than those explored in that earlier paper.

The purpose of this assignment is to identify and *analyze* similarities and differences between the works you have chosen. How you approach this comparison is ultimately up to you. As you develop your ethos as a scholar and writer, you should be able to identify similar or disparate approaches to common ideas, issues, or topics present in different artifacts, regardless of their respective eras and cultures. For example, you might consider how two stories interpret a type of historical moment, or how the selections deal with a cultural idea, or how the authors distinctly respond to a similar circumstance.

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Comparison and Contrast

Due Date: Friday, November 8, 11:59p, via Canvas.

Length: 4 to 5 FULL pages, plus a Works Cited page (Works Cited page does not count towards length requirement) MLA format.

This assignment must address a topic or topics found in two of our readings this semester, from the Native American Oral Tradition Stories up to and including Uncle Tom's Cabin. Should one of your choices be the same text that served as the artifact for your shorter Literary Analysis, the topic(s) must be different than those explored in that earlier paper.

The purpose of this assignment is to identify and *analyze* similarities and differences between the works you have chosen. How you approach this comparison is ultimately up to you. As you develop your ethos as a scholar and writer, you should be able to identify similar or disparate approaches to common ideas, issues, or topics present in different artifacts, regardless of their respective eras and cultures. For example, you might consider how two stories interpret a type of historical moment, or how the selections deal with a cultural idea, or how the authors distinctly respond to a similar circumstance.

Writing a Comparison/Contrast is a **purpose-driven** endeavor that demonstrates nuanced critical thinking. The topic(s) you explore should be thoroughly analyzed, and your paper should devote equal time to both stories. That said, do not simply write two, two-page papers and link them together via the conclusion. Your writing should reflect an investment in both texts as they relate to each other, an organic back-and-forth between the stories and the analysis that joins them together.

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Your audience is an academic community who is well-versed in the texts. However, this audience is also keenly interested in re-seeing these works from new perspectives. They will have high standards of proof, and will be more swayed by appeals that rely on a sound balance of textual evidence, your own credible analysis of the subject matter, and the effective use of academic source material.

Research Paper Guidelines

Research Paper

You may pick any topic that interests you, provided that it deals in some way with US history to 1865 with a few exceptions.

- do not write on a person (biography)
- please try to stay away from the over-used topics such as the Salem Witch Trials, the War of Independence, the Civil War, etc.

Research Paper format:

- Five double-spaced, typed pages of text (not including note page and bibliography)
- A standard, 12-point font
- State a thesis and present evidence that supports this thesis.
- Do not use quotes except those from the time period in question that are highly relevant to your topic.
- Use Chicago-style notations (footnotes)
- The bibliography may not include encyclopedia, textbooks, or other general references.
- You must use at least eight sources.
- Not more than a third of all references may be from internet sources.
 - If Internet sources are used, then each internet source must be accompanied by a brief statement (three or four sentences), in the bibliography, evaluating the reliability of the source.
 - Articles from internet databases are generally not considered internet sources as they originally appeared in print format in a peer-reviewed journal.
- Submit your paper as a *.doc, *.docx, or *.rtf file.

The research paper is worth 30% of your total grade.

This is an essay. Please use standard essay format. In the introduction state a thesis. In the body of the paper present evidence that supports this thesis. Information on writing an essay can be found (among other places) at <http://www.pastimperfect.xyz/resources/index.html> (<http://www.pastimperfect.xyz/resources/index.html>). Go from the main page to "Student Resources," then click on "Research Papers."

Footnotes - When you an idea, fact, or observation, you must cite that idea, fact, or observation by use of a footnote or an in text citation. It is absolutely critical that you make substantial use of footnotes. Failure to adequately cite where you found the information is PLAGIARISM and will result in a grade of 0 for this assignment.

Name: _____

Math 108: House Project

You are thinking about buying a house. To determine if this is feasible, you need to perform some calculations. Make sure to show all of your work, especially how the formulas are set up. You need to write something down for every part of each question, NEATLY on SEPARATE PAPER!

You will need to save for a down payment. To find out how much you can save, you need to gather some income and savings information.

1) What is your **gross annual income**? Every year, the U.S. Department of Housing and Urban Development (HUD) publishes the median family incomes (MFI) for various areas around the country. Open the following link. Then, click on the button after the **Access Individual Income Limits Areas** title. Choose a state, then choose a county.

___/5 HUD Website: https://www.huduser.gov/portal/datasets/il.html#2019_query

Let's assume that you have graduated and you have just landed a good job. However, since you have little to no experience, your income may be lower than average, so let's choose 80% Median Income. Pick your family size and use the income listed in the chart. (Remember, if you pick a larger family size, you will need to choose a larger house to accommodate your family, so don't just pick a family size because it has a higher income figure). Make sure to indicate your family size.

___/2 2) You need to calculate your **net annual income**. To keep things simple, we will say that taxes will be 25% of your gross income. So, Gross Income – (0.25* Gross Income) = Net Annual Income.

___/2 3) Assume you decide to save 10% of your **net monthly income**. Find this amount.

___/6 4) If you invest this money in an account that compounds monthly with an APR of 5%, how much will you have saved *i)* after 5 years? *ii)* after 10 years?

– use the **Ordinary Annuity Formula** on p. 620

$$A = \frac{P \left[\left(1 + \frac{r}{n} \right)^{n \cdot t} - 1 \right]}{\frac{r}{n}}$$

___/4 5) Before you buy a house, you need to determine what you can afford. The bank will not approve your mortgage loan if your monthly payment is greater than 28% of your **gross monthly income**. Find the maximum amount you can pay each month for your mortgage.

Now we get to the fun part. Happy house hunting! Use a website such as Zillow, Trulia, Realtor -

___/10 6) Find a house that is for sale on the market. Remember that you need to have enough space for the entire family (that does not mean that every child must have his/her own room, but be reasonable.) Print out the advertisement to attach to your project.

___/2 7) Determine your down payment. Assume an amount that is 20% of the price of the home.

___/4 8) Did your savings plan save enough for the down payment after 5 years? If not, then decide how you will adjust your savings plan either by extending the time you are saving or by increasing the amount each month to ensure you have enough for the down payment.

___/3 9) How much of the house must be financed, i.e., after you make your down payment (see #7), how much of the cost of the house is still unpaid? This is your loan amount.

___/10 10) Find the rates of two fixed mortgages, one with a term of 30 years, and one with a term of 15 years. Some lenders quote two different rates. Choose the rate labeled APR. Once you have found your rates, print out documentation of where you found your rates to attach to your project. Circle, highlight, or otherwise indicate the rate you choose. (Note: Rates on some websites change daily. Print out your documentation on the same day you choose the rate to make your calculations.)

For 11 & 14: use the **Principal and Interest Payment Formula** on p. 610 of the book

$$m = \frac{P \cdot \frac{r}{n}}{1 - \left(1 + \frac{r}{n}\right)^{-n \cdot t}}$$

For the loan with the 30 year term, find the following:

___/6 11) Calculate the monthly payment. Show your work. DON'T use an online mortgage calculator.

___/3 12) Calculate the total amount paid for the loan.

___/3 13) Calculate the total interest paid for the loan.

For the loan with the 15 year term, find the following:

___/6 14) Calculate the monthly payment. Show your work. DON'T use an online mortgage calculator

___/3 15) Calculate the total amount paid for the loan.

___/3 16) Calculate the total interest paid for the loan.

BUT...the mortgage is not the only monthly cost you need to consider. You will also have to pay property taxes and homeowner's insurance for your house.

- ___/3 17) The property taxes should be stated on the real estate listing of the house. If not, try finding the taxes for a similarly priced home in the same area, or try searching the assessor's office for your property address. Divide the amount of property taxes by 12 to get your monthly tax payment.
- ___/3 18) There are a number of things, such as size, age, number of stories, and location that can affect the cost of homeowner's insurance, but valuation of the home for insurance purposes usually runs between \$80 - \$100 per square foot. To calculate a rough estimate, divide the purchase price (not the loan amount!) of the home by 1000 and multiply by \$4. This will give you an estimate of the annual premium. Divide by 12 to get your monthly insurance payment.
- ___/3 19) What is the total monthly payment on the 30 year loan, including taxes and insurance?
- ___/3 20) What is the total monthly payment on the 15 year loan, including taxes and insurance?
- ___/4 21) Is the monthly payment on the loan with the 15 year term within your budget? If not, adjust your down payment, find a cheaper house, or choose the 30 year term. If you choose to adjust your down payment or find another house, then adjust your savings plan or find the new monthly payment, respectively.
- ___/12 22) Write a paragraph where you determine which loan is better for your financial position.

Explain your reasons for making your decision. You should address each of the following points. Which monthly payment will be easier to make? Which loan costs less in the long run? Which loan will allow you to get the better house?

Up to 10 points may be deducted for work that is messy, disorganized, or difficult to read. Your project should contain:

- 1) Documentation showing where you found your interest rates.
- 2) Documentation showing the details of the house(s) you are looking to buy.
- 3) Your work showing all of your calculations, including the formulas used to calculate each amount. Write down each formula you use and then show the formula with all of the variables filled in with the appropriate values. This should also contain your paragraph about your decision.

___/100 Total Points

Sample Assessment:

Week 14 Discussion Forum: Protest Art

After having reviewed the weekly chapter readings ("From Modern to Postmodern" and "Opening Up the World") and the narrated images please thoughtfully consider the following questions:

- In what ways do you think artists have successfully or unsuccessfully used their works to bring issues like feminism and AIDS awareness to the attention of the public?
- How would you use art to convey issues you consider to be important, like peace, the value of life, etc.?
- Has art been used successfully since the 1980s to address social and political issues?
- If you could express one important issue through a work of art, what would that issue be, and how would you use media, techniques, elements, principles, symbols, and themes of art to present your views related to that issue?

A minimum of three replies to the posts of your classmates in addition to your original thread are required for this forum. These replies should either be in the form of rebuttal or supporting with qualified examples from this week's instructional materials. A discussion posting should be substantial and include at least four lines of text. It is important that you incorporate your readings and lecture notes into your discussion postings in addition to your own perspective. This is a graded activity worth a potential 100 points. Your discussion postings should utilize terms from the readings and lectures in order to gain proficiency in using the vocabulary of art. Practicing the use of this vocabulary in discussion develops these skills. You should share your discussion postings early in the week so your classmates can have the opportunity to read them and exchange ideas.

Sample Assessment from ARTH 2110, History of Art I:

Art in Danger Project

Choose an archaeological site, monument, or art object from prehistory through the 14th C. that has been or is in danger of being decontextualized. Research your selection in terms of historical context surrounding said danger, function if known, materials/method of construction, stylistic period or culture, iconography, and themes of art. Using a scholarly tone and appropriate vocabulary, produce a written 3-4 page typed paper with appropriate CMS citation and an annotated bibliography. The paper conclusion should examine what if any solution might be carried out to reduce the threat to your selection if possible as well as considering any ethical implications, e.g. reappropriation ... etc.

Once submitted you will then form pairs and exchange your paper for peer review. Student reviewers will write a 1-2 page critique of the paper they review noting strengths and weaknesses when applying the sample rubric. Critiques should use qualified examples and source citation to support their claims, and if not in agreement with the solution presented in the original paper they should offer a counter solution in their critique.

Finally, these critiques will be returned along with the original papers. After integrating the information from the critique you will create a short image based oral presentation on your site, monument, or art object to be presented to the class. This presentation will be five minutes in duration and must include a minimum of 3 images. The presentation should give general overview of the work in question, note its cultural significance, and conclude with what potential solution you devised. This project is worth a total of 15% of the final grade average.

SAMPLE ASSESSMENT 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).

ENGL 1410 INTRODUCTION TO LITERATURE

RUBRIC for Writing Assignments

Rubric for Writing Assignment

50 points possible

2 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 and author.
- Make connections with other texts, forms and the social and historical context.
- 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.

Eastern NM University Roswell rubric for Spanish I SPAN 1110

Assignment: Learn vocabulary words for a new lesson using Latin roots, etymology, categorization, analogies, and group work

Component Skill	Emerging	Developing	Proficient
Personal and Social Responsibility	Does not participate in group work and does not share ideas and answers with the group	Participates somewhat in group work, shows courtesy to peers, and helps answer some questions	Participates strongly in group work, shows evidence of leadership, and helps others with difficult questions.
Information and Digital Literacy	Student has trouble researching etymology and Latin roots of Spanish vocabulary and can decipher only some of the words.	Student is able to research etymology and Latin roots to decipher at least 5 vocabulary words	Demonstrates initiative in using etymology and Latin roots to decipher more than 5 words with a great deal of accuracy.
Critical Thinking	Students can categorize 10-20 percent of the vocabulary words. Students have difficulty. Students have difficulty writing analogies that associate the vocabulary word to other words	Students can categorize 30-50 percent of the vocabulary words. Students can create a few analogies that associate the vocabulary word to other vocabulary words.	Students can categorize more than 50 percent of the vocabulary words. Students can create 6 or more analogies that show relationships between vocabulary words.

Eastern NM University Roswell rubric for SPAN 1120

Assignment: Students will listen to a story told in Spanish by the instructor. Students remember as much detail as possible. Then students get in groups and reconstruct the details. Finally, they create a power point that illustrates the main points of the narrative.

Component Skill	Emerging	Developing	Proficient
Personal and Social Responsibility	Student contributes little to the group retelling. Student lacks leadership and skills needed to be a valuable member. Student shows little evidence of listening skills	Student contributes somewhat to the group business. Student demonstrates some leadership skills and demonstrates some group dynamics knowledge. Student shows some evidence of listening skills	Student contributes consistently to the group assignment. Student demonstrates leadership skills and shows knowledge of group dynamics. Student shows strong listening skills
Information and Digital Literacy	The power point presentation includes some computer-generated (or app created) visuals, but they are not creative nor are they relevant to the narrative told by the instructor.	The power point presentation contains visuals and is somewhat creative and relates closely to the narrative told by the instructor.	The power point presentation contains visuals that are very creative and that incorporate the topic substantially.
Critical Thinking	Retelling of the story is superficial and disorganized. There is not a specific theme. There is not enough valid material for the assignment to be judged entirely. The presentation is not creative and is incongruent.	Retelling of the story is somewhat confusing and a little disorganized. The information is reasonably valid and can be judged and graded based on thinking skills. The power point presentation is fairly creative and has congruency.	The retelling is clear and organized. The material is valid and accurate and is easily graded based on thinking skills and creativity. There is much congruency and there is an obvious relation to the importance of the topic.

ECON 2120 Sustainability Research Paper Rubric

Professor: Michael McKittrick

<p>A. Introduction/ Thesis Problem Setting</p> <p>ESO: Critical Thinking</p>	<p>20 points Outstandingly Clear, complete, succinct.</p>	<p>15 points Clear, Complete, Succinct</p>	<p>10 points Somewhat clear, complete, succinct</p>	<p>5 points Attempted but not clear</p>	<p>0 points Missing or incomplete</p>
<p>B. Two Economic Concepts</p> <p>ACCT/BUSA PLO</p>	<p>20 Points Consistently: demonstrates understanding and insight of these two economic concepts in relation to the entity chosen; identifies important elements of the concepts; thoughtfully analyzes and evaluates major points; Consistently justifies key conclusions, assumptions, reasons and opinions with material from the course</p>	<p>15 points Does most or many of the items listed under "20 points"</p>	<p>10 points Does few or none of the items listed under "20 points" misinterprets evidence, fails to identify important elements</p>	<p>5 points Offers biased/inaccurate assertions about these concepts; fails to identify or dismisses important elements; argues fallacious or irrelevant reasons or makes unwarranted claims</p>	<p>0 points No significant analysis or synthesis attempted</p>
<p>C. Two Strategies of Natural Capitalism</p> <p>ESO: Personal & Social Responsibility</p> <p>SLO: #8</p>	<p>20 points Consistently: demonstrates understanding and insight of these two strategies of natural capitalism in relation to the entity chosen; identifies important elements of the concepts; thoughtfully analyzes and evaluates major points; Consistently justifies key conclusions, assumptions, reasons and opinions with material from the course</p>	<p>15 points Does most or many of the items listed under "20 points"</p>	<p>10 points Does few or none of the items listed under "20 points" misinterprets evidence, fails to identify important elements</p>	<p>5 points Offers biased/inaccurate assertions about these concepts; fails to identify or dismisses important elements; argues fallacious or irrelevant reasons or makes unwarranted claims</p>	<p>0 points No significant analysis or synthesis attempted</p>

<p>D. Triple Bottom Line: 1) social and economic responsibility</p> <p>ESO: Personal & Social Responsibility</p> <p>SLO #8</p>	<p>1) 20 points Consistently: demonstrates understanding and insight of these two strategies of natural capitalism in relation to the entity chosen; identifies important elements of the concepts; thoughtfully analyzes and evaluates major points; Consistently justifies key conclusions, assumptions, reasons and opinions with material from the course</p>	<p>15 points Does most or many of the items listed under "20 points"</p>	<p>10 points Does few or none of the items listed under "20 points" misinterprets evidence, fails to identify important elements</p>	<p>5 points Offers biased/inaccurate assertions about these concepts; fails to identify or dismisses important elements; argues fallacious or irrelevant reasons or makes unwarranted claims</p>	<p>0 points No significant analysis or synthesis attempted</p>
<p>D. Triple Bottom Line 2) Personal responsibility</p> <p>ESO: Personal & Social Responsibility</p>	<p>2) 10 points Consistently: demonstrates understanding and insight of these two strategies of natural capitalism in relation to the entity chosen; identifies important elements of the concepts; thoughtfully analyzes and evaluates major points; Consistently justifies key conclusions, assumptions, reasons and opinions with material from the course</p>	<p>7.5 points Does most or many of the items listed under "10 points"</p>	<p>5 points Does few or none of the items listed under "10 points" misinterprets evidence, fails to identify important elements</p>	<p>2.5 points Offers biased/inaccurate assertions about these concepts; fails to identify or dismisses important elements; argues fallacious or irrelevant reasons or makes unwarranted claims</p>	<p>0 points No significant analysis or synthesis attempted</p>
<p>E. Evidence Evaluation Reasoning/ Conclusion</p> <p>ESO: Critical Thinking</p>	<p>20 points Draws warranted, judicious conclusions. Fair-mindedly follows where evidence and reasons lead. Clearly states personal opinion/conclusions with justification</p>	<p>15 points Draws some, warranted, judicious conclusions. Opinions are somewhat clearly stated with some justification.</p>	<p>10 points Draws unwarranted or fallacious conclusions. May defend views based on self-interest or perceptions</p>	<p>5 points Few conclusions/recommendations drawn. Exhibits close-mindedness or hostility to reason.</p>	<p>0 points No conclusions/recommendations drawn.</p>

<p>F. Research and Evidence Log ESO: Communication</p>	<p>20 points Citations and bibliography complete with no errors. Research exceeds requirements and enhances understanding Log: complete and highly developed</p>	<p>15 points Citations included all necessary information with only minor errors. Research doesn't detract from understanding and meets minimum requirements. Log: complete and well developed</p>	<p>10 points Citations include all necessary information with only minor errors, but may be incomplete. Research meets minimum requirements. Log: used but not as well</p>	<p>5 points Significantly incomplete or improper citations and/or bibliography. Research does not meet requirements. Some sources are not relevant or reliable. Log: attempted but incomplete</p>	<p>0 points Seriously inadequate bibliography or none present Log: None</p>
<p>G. Writing & Organization ESO: Communication</p>	<p>20 points Consistently well organized, well-written, clear and concise. Proper use of paragraphs, punctuation, grammar and spelling.</p>	<p>15 points Somewhat well organized well-written, clear and concise. Some errors in use of paragraphs, punctuation, grammar and spelling.</p>	<p>10 points Somewhat disorganized Unclear, no consistent flow of thought. Many errors in use of paragraphs, punctuation, grammar and spelling</p>	<p>5 points Extremely difficult to understand. Paper doesn't appear to be proofread. Extreme number of errors in spelling, grammar usage, and punctuation.</p>	
<p>150 points total</p>					

Online Article: “Stonehenge Had Neighboring, Wooden Twin—More to Come?”

Author: James Owen (National Geographic News)

Published: July 24, 2010

Link: <https://news.nationalgeographic.com/news/2010/07/100723-stonehenge-woodhenge-twin-timber-circle-gaffney-science/>

Online article:

This article is a good one for this topic because the author James Owen is from National Geographic News and he did a good job researching the story of Stonehenge and Woodhenge. According to James the discovery of Woodhenge greatly changes what everyone knows about Stonehenge like why it was built and what it was used for and how the Woodhenge was also built at that time and was used by the same group of people who used Stonehenge. It is a good article to use for my essay because it helps people understand about not only Woodhenge but also explains how we now also know more about Stonehenge. James also used lots sources for his article and that makes his explanation better.

TLAH essay #1:

Many fields and lands across England have things called henges that are made of dirt and stone or dirt and wood. They also have a steep bank of dirt on the inside and were made and used by ancient societies around 2000 – 3000 BC. The most famous one of all is called Stonehenge with large stones standing in a circle. Even though Stonehenge is the most famous henge it is not the largest one. The largest henge is called Woodhenge (Owen). Historians in England have studied both Stonehenge and Woodhenge. They think that they are related to each other as part of the ancient society’s beliefs and ceremonies about life and death and the afterlife (Owen).

The discovery of Woodhenge is very important. Before the discovery of Woodhenge historians thought Stonehenge was the only henge in that area and that it had no relation to other ancient constructions in that area. After studying Woodhenge and Stonehenge and the Avon river historians have changed their mind about Stonehenge. Stonehenge is still important but historians now think that Stonehenge and Woodhenge and the Avon river were used together as a way of symbolizing the journey from life into death and finally into the afterlife (Owen).

There is a lot of evidence from the digging done at Woodhenge to support the new idea. The historians have lots of bones and parts of old tools made of antlers other objects that show how the Woodhenge was built and how it was used. Historians say that the circular spots in the ground are from wood posts that formed Woodhenge and that the wood as a natural object symbolized life and death. People had large ceremony parties to celebrate the life and death of a member. Their remains were put in the river and floated down to the path that leads to

Stonehenge. Because stone is not alive historians think Stonehenge symbolized the afterlife. Without the discovery of Woodhenge we would not know as much about the real purpose and importance of Stonehenge. Maybe with more study we will learn even more (Owen).

1. Formatting:	Novice Level Points Possible: 0 to 1	Competent Level Points Possible: 2 to 3	Proficient Level Points Possible: 4 to 5
Points Earned: 5	Improper and/or inconsistent use of standard formatting features: 12-point font size; Times New Roman font style; proper use of paragraph breaks.	In need of improvement or standardization of one or more of the following: 12-point font size; Times New Roman font style; proper use of paragraph breaks.	Proper use of standardized formatting: 12-point font size; Times New Roman font style; proper use of paragraph breaks. FEEDBACK: Very good formatting.
2. Spelling, Grammar & Punctuation:	Novice Level Points Possible: 0 to 1	Competent Level Points Possible: 2 to 3	Proficient Level Points Possible: 4 to 5
Points Earned: 4	Improper and/or inconsistent use of standard grammar, spelling, punctuation or capitalization to a degree that interferes with reader comprehension of the expressed ideas.	In need of more consistent use of standard grammar, spelling, punctuation or capitalization (to create the foundation of a clearly expressed thought).	Proper use of standard grammar, spelling, punctuation or capitalization as a foundation for a clearly expressed thought. FEEDBACK: Very good spelling and grammar. Clearly expressed. Make use of punctuation, especially commas.
3. Research (source assessment):	Novice Level Points Possible: 0 to 5	Competent Level Points Possible: 6 to 7	Proficient Level Points Possible: 8 to 10
Points Earned: 10	Did not assess secondary article source or did not assess for use of primary or secondary citations, or author's interpretation.	Assessed secondary article source for use of primary or secondary citations, and author's interpretation, but in need of more accurate assessment of those details.	Assessed secondary article source for use of primary or secondary citations, and author's interpretation, clearly and accurately. FEEDBACK: Very good discussion of online article and interpretation.
4. Research (source integration):	Novice Level Points Possible: 0 to 5	Competent Level Points Possible: 6 to 7	Proficient Level Points Possible: 8 to 10
Points Earned: 9	Did not incorporate a secondary source into the assignment, or not	Incorporated a secondary source according to the assignment directions, but in	Incorporated a secondary source according to the assignment directions, and

	according to the assignment directions.	need of more accurate assessment of its content.	with clear and accurate assessment of its content. FEEDBACK: Good integration of materials into the essay.
5. Organization:	Novice Level Points Possible: 0 to 13	Competent Level Points Possible: 14 to 17	Proficient Level Points Possible: 18 to 20
Points Earned: 19	Did not submit a secondary source, or submitted one that Did not directly address the question(s) asked in the assignment. Improper and/or inconsistent organization to a degree that interferes with reader comprehension of the expressed ideas.	Directly addressed the question(s) asked in the assignment. In need of better organization of ideas presented to create a logical sequence of the information that leads more clearly toward a definitive conclusion.	Directly addressed the question(s) asked in the assignment. Clear discussion of several issues, tied together in logical sequence that supports your main point, and leads toward a definitive conclusion. FEEDBACK: Very clear discussion of ideas and evidence.
6. Logic & Expression of Argument:	Novice Level Points Possible: 0 to 35	Competent Level Points Possible: 36 to 44	Proficient Level Points Possible: 45 to 50
Points Earned: 49	Does not express main point with sufficient clarity. Improper and/or inconsistent expression of argument, to a degree that interferes with reader comprehension of the expressed ideas. Ideas are not organized in a logical sequence. Over reliance upon basic summation of the textbook.	Expresses main point with sufficient clarity. In need of more detailed discussion or examples to support your main point. Shows some ability to expand (in own words) upon a point beyond summation of the textbook (but in need of additional development). May also need a more clearly stated conclusion (rather than an abrupt end).	Clear discussion of several issues, tied together in logical sequence that supports your main point. Demonstrates ability to expand (in own words) upon a point beyond summation of the textbook. Makes a clear and concise conclusion statement that definitively assesses the relevance or significance of the issue(s) discussed. FEEDBACK: Very good discussion and interpretation of issues and sources, leading to a conclusion statement.
Total Points Earned (out of 100): 96			

Online Article: "Which Native American Tribes Allied Themselves with the French?"

Author: Teachinghistory.org

Posted: No date

Link: <https://teachinghistory.org/history-content/ask-a-historian/22245>

Online article:

This article from teachinghistory.org is a good one for learning about the way native Americans made alliance relationships with the French or the English during the French and Indian war. The author is not listed, but since it is on a website about teaching history I assume that the author knows a lot about the subject and looked up real sources so they could write a true story about the natives and their alliance during the French Indian War. It was interesting to read how some Indians were allies because they converted to be Catholics like the French and others were allies so they could get things or free their people who were captured. I would recommend this article for someone doing an essay on the French Indian war.

Think like a historian #1:

Native American societies interacted with the French and English colonies in many ways. Some of it was for the good for both sides and some of it caused problems for both sides. They traded with each other for lots of things. Some of the things they traded for included colorful beads that were used for decoration on their clothes and also on other items (teachinghistory.org). They also traded for guns and knives and hatchets and blankets and food. They pretty much traded for almost anything they didn't have but that they needed or wanted, sometimes for symbols of their status and sometimes because the traded item was useful for everyday work like cooking or hunting. Some of the native Americans were friends with the French but others preferred the English and their American colonies. The French were nicer to the native Americans, so that made those groups want to fight along with the French since both the French and their Indian friends did not get along with the English and the colonies (teaching history.org). The English were stronger than the French so some of the native Americans wanted to fight on the English side because they were more likely to win the war and those groups of natives wanted to be on the winning side in order to have better relationships and trade with the English (teachinghistory.org). The French Indian War had an influence on the American Revolution in the sense that the French Indian War resulted in the French being out of America, so the English were in control. This control by the English hurt the relationship with them and the Americans when the English started to pass lots of taxes on the Americans to pay for the French Indian War, and this action caused the Americans to want to be independent from England (teachinghistory.org).

1. Formatting:	Novice Level Points Possible: 0 to 1	Competent Level Points Possible: 2 to 3	Proficient Level Points Possible: 4 to 5
Points Earned: 3	Improper and/or inconsistent use of standard formatting features: 12-point font size; Times New Roman font style; proper use of paragraph breaks.	In need of improvement or standardization of one or more of the following: 12-point font size; Times New Roman font style; proper use of paragraph breaks. FEEDBACK: Use paragraph breaks at the start of a new main idea.	Proper use of standardized formatting: 12-point font size; Times New Roman font style; proper use of paragraph breaks.
2. Spelling, Grammar & Punctuation:	Novice Level Points Possible: 0 to 1	Competent Level Points Possible: 2 to 3	Proficient Level Points Possible: 4 to 5
Points Earned: 3	Improper and/or inconsistent use of standard grammar, spelling, punctuation or capitalization to a degree that interferes with reader comprehension of the expressed ideas.	In need of more consistent use of standard grammar, spelling, punctuation or capitalization (to create the foundation of a clearly expressed thought). FEEDBACK: Click on red and blue lines for suggested corrections in spelling, grammar and punctuation.	Proper use of standard grammar, spelling, punctuation or capitalization as a foundation for a clearly expressed thought.
3. Research (source assessment):	Novice Level Points Possible: 0 to 5	Competent Level Points Possible: 6 to 7	Proficient Level Points Possible: 8 to 10
Points Earned: 7	Did not assess secondary article source or did not assess for use of primary or secondary citations, or author's interpretation.	Assessed secondary article source for use of primary or secondary citations, and author's interpretation, but in need of more accurate assessment of those details. FEEDBACK: Expand further on author's sources and interpretation.	Assessed secondary article source for use of primary or secondary citations, and author's interpretation, clearly and accurately.
4. Research (source integration):	Novice Level Points Possible: 0 to 5	Competent Level Points Possible: 6 to 7	Proficient Level Points Possible: 8 to 10
Points Earned: 9	Did not incorporate a secondary source into the assignment, or not according to the assignment directions.	Incorporated a secondary source according to the assignment directions, but in need of more accurate assessment of its content.	Incorporated a secondary source according to the assignment directions, and with clear and accurate assessment of its content.

			FEEDBACK: Good use of the materials as foundation for the essay.
5. Organization:	Novice Level Points Possible: 0 to 13	Competent Level Points Possible: 14 to 17	Proficient Level Points Possible: 18 to 20
Points Earned: 18	Did not submit a secondary source, or submitted one that Did not directly address the question(s) asked in the assignment. Improper and/or inconsistent organization to a degree that interferes with reader comprehension of the expressed ideas.	Directly addressed the question(s) asked in the assignment. In need of better organization of ideas presented to create a logical sequence of the information that leads more clearly toward a definitive conclusion.	Directly addressed the question(s) asked in the assignment. Clear discussion of several issues, tied together in logical sequence that supports your main point, and leads toward a definitive conclusion. FEEDBACK: Good organization of the information being discussed.
6. Logic & Expression of Argument:	Novice Level Points Possible: 0 to 35	Competent Level Points Possible: 36 to 44	Proficient Level Points Possible: 45 to 50
Points Earned: 48	Does not express main point with sufficient clarity. Improper and/or inconsistent expression of argument, to a degree that interferes with reader comprehension of the expressed ideas. Ideas are not organized in a logical sequence. Over reliance upon basic summation of the textbook.	Expresses main point with sufficient clarity. In need of more detailed discussion or examples to support your main point. Shows some ability to expand (in own words) upon a point beyond summation of the textbook (but in need of additional development). May also need a more clearly stated conclusion (rather than an abrupt end).	Clear discussion of several issues, tied together in logical sequence that supports your main point. Demonstrates ability to expand (in own words) upon a point beyond summation of the textbook. Makes a clear and concise conclusion statement that definitively assesses the relevance or significance of the issue(s) discussed. FEEDBACK: Good discussion and lead into conclusion.
Total Points Earned (out of 100): 88			

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed				

from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed				

Sample Rubric				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed				

from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				