

Application: 0000001293

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001293

Status: Under Review

Last submitted: Oct 19 2020 04:32 PM (MDT)

Application Form

Completed - Oct 19 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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ENG
Number	270
Title	Southwest Literature
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2550
Name	Introduction to Southwest 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. Analyze representative texts from the American Southwest literary canon.
2. Identify literary elements and common themes.
3. Examine the historical and cultural forces that have influenced the writings of Southwest authors.

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.*

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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

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

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate

psychology and the human condition.

Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a 'moral life'.

Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

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 acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

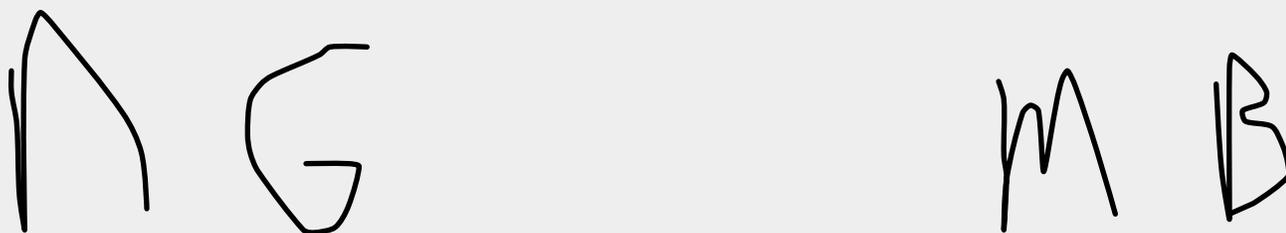
Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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).

The image shows two handwritten signatures in black ink on a light gray background. The first signature on the left consists of the letters 'N' and 'G' written in a stylized, cursive-like font. The second signature on the right consists of the letters 'M' and 'B' written in a similar stylized, cursive-like font.

Date

Oct 19 2020

Upload Assessment

Completed - Oct 19 2020

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

[ENG 270 Sample Assignment SW \(002\)](#)

Filename: ENG_270_Sample_Assignment_SW_002.pdf **Size:** 83.0 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: 0000001308

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

Summary

ID: 0000001308

Status: Under Review

Last submitted: Oct 29 2020 10:02 PM (MDT)

Application Form

Completed - Oct 29 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	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Art

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	Art
Number	1120
Title	Introduction to Art
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	Art
Number	1120
Name	Introduction to Art

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

State Mandated Student Learning Outcomes: 1. Students will learn the terminology that we use to talk about art 2. Students will learn about the elements from which art is made including line, shape, mass, color, light, texture and pattern, space, time and motion 3. Students will learn about the principles of design including unity and variety, balance, emphasis and subordination, scale and proportion, rhythm 4. Students will become proficient in understanding and identifying a wide variety of techniques and materials that artists use to make art 5. Students will become proficient at seeing and analyzing individual works of art, evaluating criteria such as the artist's intention, the formal visual elements and media used 6. Students will learn to look at and think about art in new ways 7. Students will develop an understanding of the cultures and individuals that produced various artworks and art traditions 8. Students will acquire a basic understanding of a wide variety of artistic traditions including when and where they developed, and the basic style characteristics that identify those traditions 9. Students will develop a familiarity with controversies surrounding restoration, censorship, public art, and the removal and display of artworks from tombs 10. Students will improve their study, research, reading and writing skills 11. Students will view artworks with increased confidence and a broader understanding of what they see.

Institution-specific Student Learning Outcomes

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

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 Introduction to Art, students learn effective communication through the classroom activity questions, class participation, a research paper and the essays on exams. Additionally, students will need to communicate with the instructor and each other orally.

Classroom contact time involves discussion and a required written response to a predetermined question. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response, where they are expected to understand and evaluate information.

Material covered in the course engages directly with providing genre and medium awareness to the student. Specific mediums such as painting, sculpture, printmaking, etc. have their own chapters, where process of making is incorporated into discussion of meaningful product. Genre is discussed in relation to time period and location, and identified as important to meaning. Understanding and evaluating messages inherent to artworks is an ongoing strategy in every chapter, and students are expected to become more experienced and versatile in interpreting works for themselves. A primary lesson for the student in every chapter of the textbook and every lecture is to engage with intended meanings within artworks, while also evaluating these messages for themselves and even producing critical argument in group discussion.

Students are expected to respond effectively to essay questions on exams and to write a coherent and informed research paper. Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms.

Students are expected to evaluate arguments and produce their own conclusions or arguments based on comparison and study. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent

topics. The material covered is chronologically based on the textbook, moving through chapter by chapter and visiting the major concepts that are presented. Through discussion and argument, students learn to more carefully evaluate messages inherent to artworks.

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 and reflective thinking is accomplished primarily through classroom activity questions and written exams. Students will gather evidence for their writing through classroom lecture as well as group discussion where the evidence can be evaluated. Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics, to evaluate the evidence together and to reach well-reasoned conclusions. Students are encouraged to think critically, to question norms and to reach their own conclusions as to the conceptual value of a piece of art. Students are then tested on their reasoning through exams. Exams involve written responses to specific questions sometimes based on classroom activity questions. Essays must be thoughtful and insightful, engaging with the question on theoretical and historical terms. Conclusions must be well reasoned through acquired evidence.

For Intro to Art, learn and practice critical thinking by students completing a four-page research paper. The topic is a specific artist chosen from a list of 20th and 21st century contemporary artists. Each student chooses a different artist to write, setting the problem for themselves that they wish to engage with, and must use library resources to acquire and evaluate evidence. Students must borrow a book on their artist and must use the resource of online journal articles in the digital database. Surfing the internet for resources is not acceptable. Students must engage with the artwork created by their chosen artist and must focus their writing on describing the art and analyzing its place in history and its effect on the history of art. The student must reason for themselves to conclude why the work is considered important. Evidence acquisition is vital to this project where students evaluate the results of their research and come to a conclusion about what is vital, relevant or even true.

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

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

Personal and social responsibility is engaged with through discussing the social relevance and need for art in classroom lecture and in both the assignments and exam essays (course objective 1). Personal and social responsibility is a topic covered in the course material where relevance, value and public opinion are presented as questions and discussed at length. Classroom activity questions are geared to stimulate a focused analysis of the material being presented and often inspires questions from the students for the purpose of clarifying and informing their written response. The activity question is due one week from the lecture experience and must be a full page of writing, or 250 words. International topics in art are explored through course material, and engages with both local and global civic concerns. Personal politics, governments, wars, distinctions in culture through style and genre are all topics of discussion. The international art world has a shared understanding that is both regionally distinct and interdependent.

Classroom discussion is provoked by questions presented by both the instructor and the students. Its trajectory is guided by the instructor but carried forward by the students as a way to further investigate pertinent topics. Social and personal responsibility is a topic continually engaged with as an embedded topic within the Art Appreciation textbook, engaging with 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.

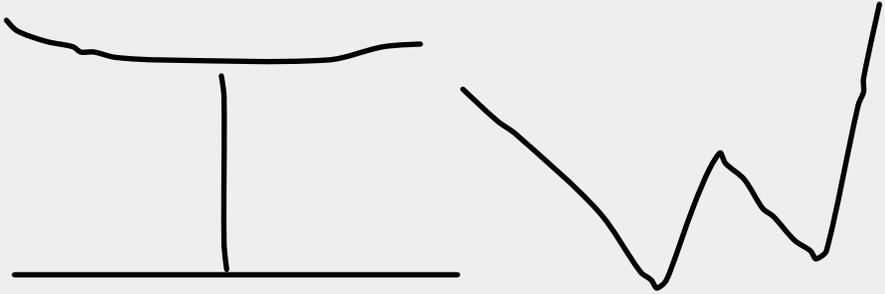
Sustainable materials are discussed through an engagement with the tenants of green architecture and non-toxic art material. Land art is discussed and evaluated in terms of its direct engagement with and impact on the environment and how it conceptually engages with the human impact on the natural world.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature consists of a horizontal line at the top, a vertical line extending down from the left side, and a series of connected loops and curves that form a stylized 'W' or similar shape.

Date

Oct 29 2020

Upload Assessment

Completed - Oct 29 2020

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

[Art 1120 Sample assessment](#)

Filename: Art_1120_Sample_assessment.pdf **Size:** 77.7 kB

Upload Rubric

Completed - Oct 29 2020

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

[Art 1120 Course Rubric](#)

Application: 0000001304

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

Summary

ID: 0000001304

Status: Under Review

Last submitted: Nov 2 2020 11:36 AM (MST)

Application Form

Completed - Nov 2 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	David Smith
Title	Associate Provost for Curriculum and Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	School of Hotel, Restaurant, and Tourism Management

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	HRTM
Number	1120
Title	Introduction to Tourism
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	HRTM
Number	1120
Name	Introduction to Tourism

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 what tourism is.
2. Comprehend the importance of the destination mix.
3. Identify the potential socio-cultural, economic and environmental impacts of tourism.
4. Recognize the major tourism organizations.
5. Describe basic tourism planning and development principles.
6. Understand the unique challenges of tourism marketing and promotion.
7. Describe the channels of distribution and explain the role of travel intermediaries.
8. Demonstrate a basic understanding of travel behavior.
9. Recognize the differences between various traveler segments.
10. Describe factors which influence traveler flows.
11. Appreciate the role of the various modes of transportation in the tourism industry.

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 personal and social responsibility as it relates to sustainable tourism development.
2. Demonstrate effective skills in communication and critical thinking.

C. Narrative

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

Tourism is a service based, experiential activity. As such, the importance of effective communication in the industry cannot be overemphasized. Regardless of course delivery format, students will develop and practice their communications skills using a mixture of written and oral communications appropriate to the rhetorical situation. They will be required to analyze assigned readings and videos, recognize main points and interpret the readings through the lens of specific stakeholders in order to identify relevant arguments and counter arguments. Students will be required to take positions and support their positions using outside sources which are required to be cited appropriately. Student learning is assessed using a rubric that evaluates clarity and effectiveness of their communication, as well as their analysis and use 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.

Tourism is a complex phenomenon, whose study requires an interdisciplinary approach. Tourism is composed of many organizations and people whose goals and interests are sometimes incompatible. Students will develop and demonstrate critical thinking skills through the use of a case study which documents the negative environmental, socio-cultural and/or economic impacts which can result from poorly planned and controlled development. The case studies focus on the principle of sustainable tourism and marketing the tourism product. Students will identify the problem(s), review the relevant portions of the textbook, assigned readings and other outside sources which align with the main themes of the case studies and then develop positions/conclusions based on that evidence. Guiding questions will be used to help students move through 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.

Socially responsible behavior on the part of all stakeholders is critical to sustainable tourism development and operation. Students will explore issues related to social responsibility which center on the responsibilities of individual visitors and businesses working towards a sustainable future at the local (destination) and global levels. Students will examine through lecture, as well as written and video assignments the important role sustainability has in economic development, product management, business and public relationships, as well as cultural and environmental stewardship. Through group work, which requires students to provide a reflection paper on teamwork including self-assessment, students will begin to develop teamwork and collaboration skills from emerging toward proficient that will serve them well both personally and professionally.

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

Link to Institution's General Education Assessment Plan

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

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

D. Smith for C. Parker

Date

Oct 27 2020

Upload Assessment

Completed - Oct 27 2020

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

[HRTM 1120 Sample Assessment](#)

Filename: HRTM_1120_Sample_Assessment.pdf **Size:** 203.2 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: 0000001303

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001303

Status: Under Review

Last submitted: Nov 4 2020 08:52 AM (MST)

Application Form

Completed - Nov 4 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	Barbara Shaffer
Title	Professor
Phone	(505) 277-0928
Email	bshaffer@unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Linguistics

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	SIGN
Number	2125
Title	Introduction to Signed Language
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	SIGN
Number	2125
Name	Introduction to Signed Language

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. To be able to communicate "expressively and receptively" on an entry level with individuals representing a cross section of the Deaf Community.
2. To understand the cultural diversity and dynamics of the Deaf Community.
3. To understand and develop a respect for the linguistic diversity of the Deaf Community.
4. To become familiar with the differences between American Sign Language (ASL), signed English, and manually coded sign systems.
5. To develop a basic understanding of the linguistic and historical recognition of ASL

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.

NOTE: Sign 2125 at UNM is a "Unique" course in NMHED CCNS. The SLOS on the NMHED website should mirror the SLOs below. They were approved with the original SLOs, yet not posted to NMHED. They were resubmitted in September 2019, and again in October 2020. The correct SLOs are:

1. Students will effectively communicate at a basic level with Deaf/Hard of Hearing individuals representing a cross-section of the deaf community.
2. Students will demonstrate knowledge of the basic education and access issues faced by the American Deaf community.
3. Students will demonstrate knowledge of the differences between American Sign Language and manually coded English systems.
4. Students will identify basic linguistic principles and describe the history of the recognition of American Sign Language.
5. Students will describe the cultural diversity and dynamics of the Deaf Community.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 presented with information in a variety of ways (written and spoken English, and signed communication) to stimulate their development of Genre and Medium Awareness, Application, and Versatility. Topics include learning culturally and modality appropriate ways to introduce themselves, engaging in interactive dialogues with peers, asking and answering questions using newly acquired vocabulary, creating short stories using descriptive adjectives, etc. Instructors address all aspects of formal assessment (accurate production of signs, the use of ASL grammar, culturally and linguistically appropriate turn-taking, and the ability to understand and produce vocabulary across multiple topics). Students meet with a peer weekly for an hour to converse in the signed modality about a variety of topics, including class topics, family, friendships, and daily activities (Strategies for Understanding and Evaluating Messages). Student submit a report summarizing their conversations and reflecting on their ASL development and understanding of course material. Instructors assess linguistic and cultural progress and grade for complete and thoughtful answers, self-identification of growth or challenges, grammatically correct English, and the commitment to the meeting. (Artifact 1). Students are formally assessed on their expressive skills on the final expressive exam. Here they listen to English sentences and sign what they hear. They are graded on accurate production of signs, ASL grammar, and vocabulary. This assessment correlates, roughly, to our SLO 1 and the ACTFL Proficiency Guidelines and Performance Descriptors for Novice Mid Level of Proficiency. Student work is annotated graded accordingly (Artifact 2). This artifact addresses students' ability to "Use formal and informal rules/registers appropriate for the particular audience, community, purpose, context, and kind of text and/or media at hand; use them to guide formatting, organization, and stylistic choices (Genre and Disciplinary Conventions). Additionally, students demonstrate their experience with communicative skills competency development when they complete a written assignment that evaluates information related to deaf culture (see below). This artifact requires students to "apply strategies such as reading/analyzing for main points or themes; locating supportive documentation for arguments to understand and evaluate messages in terms of the rhetorical situation" (Strategies for Understanding and Evaluating Messages).

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

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

Students are presented lectures on the history of deafness, including ASL and deaf education, read three chapters of an academic text on deafness and ASL linguistics, and read a brief academic article about deafness and the history of deaf education. Students have multiple opportunities engage in Evidence Acquisition and to use the knowledge they acquire from this exposure.

Students demonstrate their knowledge by constructing a timeline of the history of deafness. Students identify important events throughout history, such as the establishment of the first school for the deaf and are evaluated here on their ability to temporally and logically place events and their significance (Evidence Evaluation).

In Artifact 3, students begin to synthesize the information they have read and heard to describe the origins of American Sign Language and the influence of the French Deaf education system on American Deaf Education. Indicators for proficiency include the ability to identify important events and people and discuss the impacts of each (Problem Setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion).

Next, following the lecture on the history of deafness students evaluate what they have read and heard and describe the impact of the Second International Congress on Education of the Deaf in 1880 on American deaf education, on the American deaf community, and on ASL itself. Artifact 3 further assesses their ability to evaluate the evidence they have gathered, and to reach well-reasoned conclusions. Specific indicators for proficiency include noting the importance of the Milan Conference as it related historically to the education of deaf people, including the linguistic modality (oralism) imposed on deaf education and the termination of deaf teachers. Some will note that a lack of deaf teachers led to a lack of adult role models and a negative impact on deaf culture. (Problem Setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion).

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

In this box, provide a narrative that explains how the proposed course addresses 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.

Students are presented information about audiological deafness, cultural deafness, events in deaf history, and the nature of hearing/deaf family dynamics all of which ultimately shape individuals' communication preferences. Students answer questions in written assignments regarding the importance of these factors and how they all coalesce. Students not only discern differences in language use based on given characteristics, they also understand the basic factors influencing linguistic preference. Additionally, students participate in discussions in class to deconstruct a stereotypical deaf person. Most importantly, students have the opportunity to meet and converse with diverse members of the deaf community, allowing them to make practical application of the skills acquired. Instructors formally assess students' critical thinking based on their responses on written exams and homework assignments.

Students read a required text about the history of deafness and ASL, linguistic diversity in the Deaf community, and Deaf culture. Students are assigned written discussion questions to evaluate their own pre-conceptions/misconceptions about the nature and make-up of the American deaf community and of ASL as a language (Artifact 3). In addition, students examine valued cultural behaviors in the Deaf community, and they consider their role as student visitors in the deaf community. Students consider the responsibilities they have as learners of American Sign Language. Specific indicators of competence include being able to articulate their own misconceptions about deafness and ASL, being able to articulate what it means to be a respectful guest in the deaf community and to uphold cultural

expectations, and that they should not take ASL and use it for their own benefits by creating ASL songs on YouTube videos etc. (cultural appropriation) (Intercultural reasoning and intercultural competence, Sustainability and the natural and human worlds Civic discourse, civic knowledge and engagement -- local and global). This artifact provides an opportunity to assess personal and social responsibility by asking students to “Recognize and evaluate personal or social issues as they intersect with culturally specific perspectives.” (Intercultural reasoning and intercultural competence.)

Additionally, the Weekly Partner Progress Report described above for Communication requires that students “be accountable to and work with others in effective ways towards a shared goal”. As a result, it will serve as an artifact in the area of Personal and Social Responsibility, too. (Collaboration skills, teamwork and value systems)

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

Oct 27 2020

Upload Assessment

Completed - Nov 4 2020

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

[SIGN 2125 Artifact 3](#)

Filename: SIGN_2125_Artifact_3.pdf **Size:** 49.2 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: 0000001292

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001292

Status: Under Review

Last submitted: Oct 19 2020 11:58 AM (MDT)

Application Form

Completed - Oct 19 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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ENG
Number	201 D
Title	Types of Literature: Poetry
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2360
Name	Introduction to Poetry

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 poetry from a variety of time periods and cultures.
2. Utilize a variety of critical approaches to analyze poetry.
3. Identify poetic forms and terms.
4. Develop a deeper understanding of the elements of poetry, imagery, rhyme, meter, form, symbol, and myth.
5. Recognize dominant literary and cultural contexts for assigned readings.
6. Write and revise reflective essays that engage with assigned readings.
7. Actively engage in discussions regarding critical interpretations of assigned readings.

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.*

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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*

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate psychology and the human condition.

Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a 'moral life'.

Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

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 acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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).

Handwritten signature in black ink, consisting of the letters 'N', 'G', 'M', and 'B' in a stylized, cursive-like font.

Date

Oct 19 2020

Upload Assessment

Completed - Oct 19 2020

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

[Sample Assignment Poetry](#)

Filename: Sample_Assignment_Poetry.pdf **Size:** 86.9 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: 0000001328

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001328

Status: Under Review

Last submitted: Nov 17 2020 02:13 PM (MST)

Application Form

Completed - Nov 17 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	Elaine Benally
Title	Dean of Humanities
Phone	505-566-4022
Email	benallye@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Humanities

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 response)

Institutional Course Information

Prefix	SOCI
Number	1110
Title	Introduction to Sociology
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	SOCI
Number	1110
Name	Introduction to Sociology

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

Institution-specific Student Learning Outcomes

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

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

C. Narrative

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

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

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

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

Throughout this course, students interact with course material and communicate their knowledge using sociological theories while focusing on the concepts associated with the sociological perspective, including, but not limited to culture, subculture, language, values, gender, class, race and ethnicity in a variety of genres and media, including in-class oral discussions and on-line small group written discussions through written responses to core questions keyed to textbook chapters, reading and evaluating articles, and viewing and assessing video presentations and Ted Talks. Specifically, students integrate several sociological concepts learned into a coherent response to given writing prompts and practice understanding and evaluating messages by providing thorough, constructive feedback to other student's responses.

Students also complete brief weekly quizzes and activities to demonstrate their understanding of the sociological perspective. The small and large group class activities and in class discussions facilitate conversations among students whereby they reflect upon their world view and evaluate different perspectives presented by their peers. Furthermore, during these class sessions, students collaborate in small groups to strategize a position for a debate. Students craft a written document supporting their position utilizing facts and informed opinions to demonstrate understanding of sociological concepts. One such debate topic is whether public prayer should be allowed in an education setting. After thorough and thoughtful examination of the facts surrounding the debate topic, students must orally argue their position before the class.

Students also demonstrate strategies for understanding and evaluating messages by identifying real world examples of sociological principles and theories through sociological observation and subsequently demonstrate a clear understanding of those theories and concepts in a written final project. Students use a sociological lens to discuss learned sociological theories and concepts. Through this final project students illustrate their ability to use the sociological perspective to provide an unbiased assessment of societal events with a broader vision.

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 think analytically, evaluate objectively, understand the links between ideas, consider connections, draw conclusions and offer sociological concepts and theories to interpret our social world while developing a sociological imagination. Students rigorously question ideas and assumptions they may have had previously about society, rather than accept them at face value. Students brainstorm then orally present their conclusions regarding implications of social inequalities such as race/ethnicity, gender, sexuality, and socioeconomic status in our society on a national and global level during small and large group discussions.

For the midterm and final assessments, students carefully examine a familiar (midterm) and an unfamiliar (final) social setting of their choice for a minimum of one hour and gather information via observation using sociological concepts such as culture, gender, and socialization using a sociological lens and make reasoned, well thought-out conclusions about how the four sociological theories would explain their observations and present their observations and conclusions in a comprehensive written paper. In these Sociological Observation Projects students are encouraged to maintain an unbiased position in order to better understand the sociological perspective. Students evaluate the data they have collected for credibility and relevance and come to conclusions based on sound evidence, well-reasoned evaluation and the use of problem-solving skills.

Utilizing various readings, lectures, discussions, and sociological observations, student critical thinking skills are assessed as they are able to state, define and describe components of the sociological perspective. Students further reveal their ability to think critically by comparing information gleaned through course materials and information garnered through sociological observation to demonstrate that they are well-informed about sociological concepts including social inequalities while understanding divergent world views designed to reduce personal bias. Students will use sociological concepts to clearly exhibit their ability to apply informed and reasoned thinking to the discipline of sociology.

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 is important to this course to facilitate student learning so many small and large group discussions and activities occur. These discussions and activities help develop skills of teamwork and group cohesion, cultivate sociological imagination, develop group cohesion, and promote understanding of the major sociological perspectives. Additionally, these activities stimulate conversations whereby students share their world views and values, while challenging their understanding about society, social institutions, and social issues in the United States.

To foster an understanding of civic discourse, students work independently and then together as a team portraying a sociologist who has been tasked with researching a social, cultural or economic issue in their community to gain a better understanding of what is facilitating the issue and how various cultures address the issue. Through research, students learn local agencies that work to prevent and/or ameliorate the issue to impart civic knowledge. Further, since culture and its' subcomponents are discussed at length in this course, students research then provide conclusions regarding which cultures are affected most and least by the social issue thus instilling intercultural reasoning and competence. Students then work in partnership with class colleagues on the assignment analyzing the research and incorporating sociological theories. This small group work involves students debating complex topics and sharing conclusions with the larger class group. Students are encouraged to provide different perspectives based on their own life experiences and influences from their family, culture and societal views.

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

Link to Institution's General Education Assessment Plan

<https://www.sanjuacollege.edu/media/sanjuacollegeedu/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

Nov 17 2020

Upload Assessment

Completed - Nov 17 2020

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

[SOC1110-Assessment](#)

Filename: SOC1110-Assessment.pdf Size: 189.7 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: 0000001312

Summary

ID: 0000001312

Status: Under Review

Last submitted: Nov 4 2020 10:27 AM (MST)

Application Form

Completed - Nov 4 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	Renia Ehrenfeucht
Title	Chair
Phone	277-2168
Email	rehrenfeucht@unm.edu

Submitting Institution

Name of HEI	UNM Main
Submitting Department	CRP

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	CRP
Number	181
Title	Introduction to Environmental Planning
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	NA
Number	NA
Name	NA

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>)

NA

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.

- Explain major environmental issues facing the world today, including the social dimensions, sustainability and interdisciplinary challenges.
- Recognize the different scales influencing environmental issues, from neighborhood or community and local to national, regional and global.
- Apply critical analysis to environmental issues including defining the issue and evidence that supports it, evaluating the strength of different forms of evidence, and drawing and making reasoned argument.
- Discuss an environmental topic effectively across different media.
- Evaluate the ethical dimensions of human-environmental relationships and decisionmaking including and engaging with intercultural complexity.
- Build collaboration and teamwork skills and values, and engage in civic discourse, civic knowledge and engagement.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 CRP 181, to raise the students awareness about how to communicate effectively across different media, and to learn strategies for understanding and evaluating messages, each student is required to be a discussion leader and chooses an article based on an environmental issue and presents it to the class through a 5 minute oral presentation and by creating a thread in an online discussion forum in UNM Learn. In the first few weeks of class, the instructor presents an example issue to the class and provides an oral presentation that includes a description of the components that are required in the students' presentations and online discussion posts. Components of the oral presentations and online discussion posts includes an introduction of each student to their classmates, an introduction of the issue that the student is presenting about and their opinion about this issue, a link to a piece of media that is related to the issue they are presenting and a summary of the media, and a list of discussion questions for their classmates to answer. All students observe the other students' strategies and respond to each others' discussion questions.

Additionally, students are required to do reflection assignments for each module. To learn to evaluate and produce arguments, the students write reflections after each module in which they evaluate the content, and state their perspective on what convinced them and why. Students are asked to choose a topic learned in each module that struck them personally. They summarize the topic, explain why they found it interesting, and cite readings and lecture in constructing their arguments. The communication skills are assessed through the associated assignments.

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 are introduced to critical thinking through lectures and presentation of the issues. Each topic is framed as a problem or issue, and different ways to interpret the issues are presented. Evidence is presented that supports the issue. This is where the presentations also highlight different types of evidence and how it can be acquired. Around each issue, the presentation examine why some evidence and forms of evidence are more convincing than others for a particular issue (referring back to the different ways to interpret the issue). In the midterm and final project, students apply critical thinking to an environmental issue. They identify an environmental problem around which to take an action. In order to make the case for a particular course of action, they acquire and evaluate the evidence. They outline their reasoning, and make conclusions about forms of action. Students then propose actions that engage them with the community and their classmates by spreading awareness about the issues they are addressing and possible solutions. They then evaluate the effectiveness of their action by collecting and evaluating evidence and draw conclusion about whether it was an effective action, what helped and limited the action.

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 focus CRP 181 is pressing environmental concerns and the intersections with human societies including conservation and ecosystem challenges, environmental policy and ethics, water resources, waste management and pollution, energy and the urban environment. Through each topic, students learn about issues that surround sustainability, and interactions and interconnections between the natural and human worlds.

In the policy and ethics module, students learn about environmental injustices and are taught how environmental issues, such as resource extraction and access to and quality of drinking water, affect and are viewed differently by Black and Indigenous people of color. They also address ethical dilemmas as some parts of society can benefit from processes that produce environmental degradation. A lecture in this module is also dedicated to learning about “Indigenous solutions” where students are introduced to Indigenous worldviews and interconnections with the environment. In this way, ethics discussions also contribute to better understanding of intercultural reasoning and competence. The students apply these skill through a written reflection piece after each module.

To teach collaboration skills and values, the students work together to evaluate current and proposed policy in the class discussion assignments and in-class activities. Some in-class activities include working in groups to choose a strategy that addresses a particular environmental issue and working together with others in the group to present an argument on how and why their strategy should be implemented.

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

Oct 29 2020

Upload Assessment

Completed - Nov 4 2020

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

[CRP 181 Midterm Assignment Fall 2019](#)

Filename: CRP_181_Midterm_Assignment_Fall_2019.pdf **Size:** 93.9 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: 0000001314

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

Summary

ID: 0000001314

Status: Under Review

Last submitted: Oct 30 2020 10:08 AM (MDT)

Application Form

Completed - Oct 30 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Art

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	ARTS
Number	1320
Title	Ceramics 1
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTS
Number	1320
Name	Ceramics 1

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>)

State Mandated Student Learning Outcomes: 1. Demonstrate through critical discourse or writing an introductory knowledge of the history of ceramics, and ceramic language and terminology. 2. Demonstrate through mechanical application an introductory knowledge of the properties of clays, glazes, and a variety of firing techniques. 3. Produce a body of work that exemplifies good ceramic design through the effective use of form, surface, and color. 4. Through the production of a body of work demonstrate competency in hand building and throwing on the wheel.

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 taught how to work with clay throughout all stages of the process with a hands-on approach. Lessons include: basic information about clay materials, clay mixing, manipulating and drying, loading and unloading kilns, glazing and firing, along with post-firing techniques and multi-media applications. These lessons provide genre and medium awareness in ceramics, which allows the students to better communicate effectively through ceramic art. The language and terms inherent to the study of ceramics will be emphasized and discussed so that students become fluent in basic studio vocabulary. Students will be encouraged to be creative and to approach the course as an opportunity to make art. They will be required to demonstrate some acquired skill in handling the materials and will be given instruction and practice in a variety of glazing and firing techniques. Students should acquire some competency with both hand building and with throwing on the wheel. They are expected to consider aesthetics through choices they make about form, color, design and pattern. The application of acquired knowledge in producing visual art in the ceramic medium makes the student more versatile in successfully communicating ideas. Students will learn some history of ceramic form and will be required to do research to inform their work with historical precedent. For example, student will use production of a visual presentation as poster or Power Point will be shared with their classmates. Group critique is where students and instructor dialogue and evaluate the level of success achieved in the student's ability to communicate a message or argument through the ceramic medium. Critique allows for an exchange of ideas and for an evaluation of success in relation to both craft and content. Ceramic students are encouraged to use the critique experience as a way to engage with messages, ideas and arguments presented by their peers, and to help with the evaluation process regarding successful visual 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.

Students will be given assignments that challenge them to solve problems, while also learning how to work with clay throughout all stages of the process with a hands-on approach. Students will be encouraged to be creative and to approach technical assignments as opportunities to make art when deciding how to solve an assigned task.

Students are expected to consider aesthetics through choices they make about form, color, design and pattern, and will learn about meanings inherent to visual appearance of objects within various cultural contexts. When engaging with an assignment, students will first research and engage with previous examples of ceramic artwork, evaluating

form, style and content and making choices for their research based on the acquisition of evidence.

Cultural difference is expressed through pottery forms and students are encouraged to research online and with physical texts to evaluate options and to accomplish a reasoned solution to the set problem.

Students will learn some

history of ceramic form through this preliminary research and will be required to understand and describe their work in relation to historical precedent. While engaged in the process of making a ceramic object students are encouraged to think creatively and to learn from the process as a way to reach more interesting and reasoned

conclusions. Accumulation of experience in making forms and researching them will allow for progress in more sophisticated problem solving.

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 in the ceramics studio will need to work together in order to have a functioning studio, and teamwork is required. Loading, firing and unloading kilns all provides opportunity for group activity. Clay making must be done with at least one partner and Raku firing and pit firing are collaborative, group events. While learning how to accomplish a special topic firing process such as Raku or pit fire, students must work collaboratively to load, unload, fire, observe and maintain the processes. Additionally, caring for the group studio and the clay requires teamwork and is the responsibility of each and every student. This involves a conscious consideration of others and is an effort to keep the studio sustainable through the constant recycling of clay and caring for the equipment. Students are encouraged to socialize in the classroom but must be mindful of the group environment. Civic discourse that engages with difference while offering an environment of inclusiveness is an important learning experience for the students. There are many opportunities in the group ceramics studio for students to assist one another, carrying heavy works to the kiln, helping to glaze large works and sharing accumulated knowledge about process and materials. Equity is part of the value system imposed on the students, and safe zone criteria is enforced. Regional civic engagement is encouraged through a participation in the Dia de Los Muertos holiday celebrated in indigenous Mexico. Students are asked to produce ceramic artworks that represent imagery inherent to this holiday, and to produce an altar/ofrenda if desired.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



Date

Oct 30 2020

Upload Assessment

Completed - Oct 30 2020

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

[Arts 1320 Sample Assessment](#)

Filename: Arts_1320_Sample_Assessment.pdf **Size:** 27.9 kB

Upload Rubric

Completed - Oct 30 2020

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

[Arts 1320 Course Rubric](#)

Filename: Arts_1320_Course_Rubric.pdf **Size:** 78.0 kB

Application: 0000001286

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001286

Status: Under Review

Last submitted: Oct 9 2020 03:33 PM (MDT)

Application Form

Completed - Oct 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

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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ENG
Number	233
Title	Business and Technical Writing
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2210
Name	Professional and Technical Composition

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. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional 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.

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.

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.*

Written Communications skills will be assessed through multiple diverse composition assignments, including at least 4 completed and revised formal essays, as well as diverse homework and reading response assignments. Students will receive both formative and summative feedback which they will be expected to incorporate into their revisions. Effective use of digital media and appropriate document formatting will also be assessed.

Oral Communication skills will be assessed through documented participation in class discussion and oral argument (for in-person courses), as well as ability to give and follow instructions and collaborate with other students.

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 will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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.*

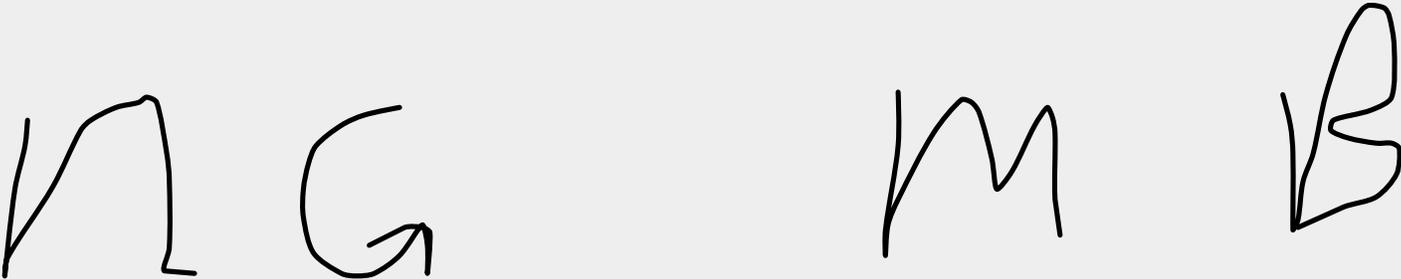
Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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).

A handwritten signature in black ink on a light gray background. The signature consists of the letters 'N', 'G', 'M', and 'B' written in a cursive, connected style.

Date

Oct 9 2020

Upload Assessment

Completed - Oct 9 2020

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

[ENG 233 Sample assignment \(002\)](#)

Filename: ENG_233_Sample_assignment_002.pdf **Size:** 151.2 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: 0000001296

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001296
Status: Under Review
Last submitted: Nov 4 2020 08:54 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

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	Rajeshwari Vallury
Title	Professor
Phone	not available
Email	rvallury@unm.edu

Submitting Institution

Name of HEI	UNM Main
Submitting Department	COMP

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	COMP
Number	2224
Title	Cultures, Texts, Worlds
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	COMP
Number	2224
Name	Cultures, Texts, Worlds

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, investigate, and compare cultural and textual traditions and practices (such as literature, cinema, media, and other arts) from two or more geopolitical zones (delineated by markers such as language, nation, or empire)
2. Understand critical concepts and methods from two or more disciplines in the humanities (such as history, linguistics, philosophy, political science, and gender studies), their intersections with literary, cinema, or media studies, and their relevance to the reading and interpretation of cultural texts and art forms
3. Analyze the composition, defining traits, and significance of a cultural text or art form with regard for its historical, political, and cultural context
4. Formulate and investigate a problem or question in light of a configuration of identity and community (shaped by categories such as nation, race, class, and gender), using a comparative, interdisciplinary approach
5. Understand how literary, cinematic, and artistic practices from different areas of the globe create an idea of a common world, producing forms of participation and exchange within a sphere of human experience

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.*

Class lectures provide the historical background and form or genre related material for each literary or cinematic text, as well as biographical information on an author or filmmaker (Evidence Acquisition). Students learn to identify the formal characteristics of a novel, play, or film (such as style, structure, depictions of characters) as well as the thematic questions it raises (Evidence Acquisition). Questionnaires that guide student readings and interpretations of the primary texts prepare them to take part in structured class discussions, where they are asked to share and debate their responses to a text, a character, or a moral, social, or political question raised by a film or text (Evidence Evaluation, Reasoning/Conclusion). Short writing assignments (1-2 page response papers or 3-5 page structured papers) require students to integrate each of these elements (sociohistorical, biographical, formal and thematic) into an evaluative reflection on the ethical and political problems staged by literature and

cinema (Evidence Acquisition, Evaluation, and Reasoning/Conclusion). Students situate each literary and cinematic text within its historical, political, and social context to identify how it articulates the relation between an individual (the hero, heroine, or main protagonist) and the community (defined through categories such as nation, race, class, and gender) to foreground a moral, political, or social dilemma faced by the individual and/or the community. By studying the formal elements that characterize each artistic medium (literature, theater, or cinema) and genre (novel, play, creative or documentary film), they investigate how such forms are transformed or reinvented by different authors and filmmakers over time and space. Students are asked to reflect on how the use of a particular literary or cinematic form allows an author or filmmaker to express a moral, political, social, or historical question or predicament. As an example, how does Greek theater interrogate the relation of an individual to the city or polis? How does it stage a form of (exclusive or inclusive) democracy? How does Sophocles' *Antigone* challenge the tyranny that excludes women from full citizenship in the polis, and what implications does her choice of filial attachment over and against the law of the city have for modern understandings of justice and injustice? To respond to these questions, students need to demonstrate an understanding of the theatrical form, its role in Greek society, and the primary text under study: the dilemma confronting the female protagonist, the choice she makes, and the ethical and political consequences of her individual choice for the order of the community. Such an investigation engages all four component skills of the essential skill of critical thinking: problem setting, evidence acquisition, evidence evaluation, reasoning and conclusion. A subsequent theatrical adaptation of Sophocles' play in a different historical setting (German Occupied France) will ask students to consider the ethical and political stakes re-enacted by the modern version.

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 addresses the following two component skills of the essential skill of Personal and Social Responsibility: Intercultural Reasoning and Competence, and Civic Discourse, Civic Knowledge and Engagement - Local and Global.

By presenting students with cultural artefacts from civilizations and societies that appear separated from

their own historical or geographical locations in the present, the course asks students to adopt the world views and perspectives of other peoples or cultures. This exercise of identification with other viewpoints reorients and reframes their understanding of their specific culture and 'situatedness' within the world of human experience. But it also allows them to map the points of human commonality and connectedness within that diversity (Intercultural Reasoning and Competence). To take the example of Antigone with which the course begins, her moral and political conflict (family or the state?) expresses a universally shared ethical and political engagement that is articulated across cultural, societal, and racial divisions. By asking students to analyze how and why a story written during another millennium is taken up by writers or filmmakers in very different times and spaces (such as colonized Africa and postcolonial Canada), and inflected by the lenses of race and gender to stage a comparable conflict, the course invites them to explore differing human experiences and differing ways of conferring value and meaning to human experiences (Intercultural Reasoning and Competence). At the same time, it provides them with an opportunity to gauge what is common to human struggles: choices between right and wrong, justice and injustice, equality and inequality (Civic Discourse, Civic Knowledge and Engagement). Historical, ethical, and political struggles vary across spaces and times, but they reflect dilemmas that arise in a shared world. By providing a historical understanding of the global forces that create persistent and ongoing inequality and injustice

6 / 5

(imperialism, colonialism, and capitalism for example), the course leads students to take a more critical stance towards the particularity of their cultural positioning, to question its value systems, to understand how one part of the world may cause or be responsible for the persistence of inequality and injustice in another, and to develop inclusive viewpoints that understand the shared and common human endeavors for equality and justice. To connect one's local situation and a global condition is to practice world citizenship (Civic Discourse, Civic Knowledge and Engagement - Local and Global). Please refer to the attached sample assignment to examine the foundation of such a critical practice.

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.*

By asking students to consult course materials (such as guided questionnaires on the readings, summaries of lectures, and simple explanation sheets provided by the instructor) on UNM Learn and

submit assignments through this online platform (they will demonstrate basic proficiency with Word or Adobe to prepare and submit response papers and essays), the course integrates a web-enhanced component that trains students in digital literacy (understanding, using, and communicating in digital environments).

Throughout the course, the guided questionnaires prepared by the instructor will ask students to consult appropriate scholarly resources held by the UNM Library (such as hardcopy or online encyclopedias, literary or cinematic biographies, literary or cinematic dictionaries) to find information on an author, a filmmaker, a genre, or a literary or cinematic form in order to enhance their understanding of a primary text. They share the information that they have gleaned with their peers during class discussion (identifying the library resource from which they have obtained it) and subsequently, integrate it into their written assignments (short homework assignments, longer response and essay papers). Examples include: theater, Greek tragedy, Sophocles, mimesis, and catharsis. Sometimes, the information that they are required to gather will be historical or geopolitical in nature. For example, when studying a twentieth-century adaptation of Shakespeare's *The Tempest*, students will be asked to refer to an encyclopedia to pinpoint the geographical location of Martinique on a world map and provide a brief description of the colonial relationship between France and Martinique, in order to assess the political significance of a Martinican author's rewriting of Shakespeare's play. Similarly, when studying the Chilean filmmaker, Raúl Ruiz's cinematic adaptation of Kafka's short story *The Penal Colony*, students will be asked to consult a general encyclopedia on Chile to identify the historical emergence of its dictatorship, as well a biographical encyclopedia of world cinema, in order to appreciate the political dissidence expressed in Ruiz's film. Such information gathering and sharing assignments engage the component skills of Authority and Value of Information and Digital Literacy.

Starting with the second written essay (the length and complexity of written assignments are gradually staggered over the course), students are asked to consult and integrate two to three works of scholarship into their analysis of a literary text or play. They are directed towards the library catalog and shown how to conduct a simple search by title or subject, and identify two or three works of secondary scholarship as meaningful or relevant to their essay topic. They are invited to use these works to support their own reading of a text, or as foils against which they position their own interpretation. Together with the component skills of digital literacy and the authority and value of information, written essays integrate the component skill of 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

Oct 23 2020

Upload Assessment

Completed - Nov 4 2020

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

[Comp 2224 CulturesTextsWorlds Sample Assignment Vallury](#)

Filename: Comp_2224_CulturesTextsWorlds_Sample_A_tmbxPkF.pdf **Size:** 114.0 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: 0000001242

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001242

Status: Under Review

Last submitted: Nov 2 2020 10:05 AM (MST)

Application Form

Completed - Nov 2 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	Jeff Frawley
Title	Department Chair
Phone	575-315-1140
Email	Jeff.Frawley@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso
Submitting Department	Language and Fine Arts

Chief Academic Officer

Name	Ryan Trospen
Email	Ryan.Trospen@enmu.edu

Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@enmu.edu

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

No

Institutional Course Information

Prefix	COMM
Number	1130
Title	Public Speaking
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	COMM
Number	1130
Name	Public School

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Demonstrate effective speech preparation.
2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
3. Analyze a potential audience and tailor a speech to that audience.
4. Evaluate presentations according to specific criteria.
5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
6. Recognize diversity and ethical considerations in public speaking.

Institution-specific Student Learning Outcomes

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

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 complete several speech assignments in a variety of genres: a self-introduction, an instructional demonstration, a persuasive speech, and an extemporaneous speech. To prepare for each, students complete prewriting assignments in a variety of mediums, including written outlines, brainstorming discussions via the digital LMS, and online or in-person feedback workshops. Students complete textbook exams that cover principles of rhetoric and audience, and also complete feedback workshops for which they must describe to fellow students and the instructor the rhetorical situation for their speech. For each speech, students must craft their outlines using elements of the rhetorical triangle and keeping specific audiences in mind. They also complete a collaborative "Audience Analysis" assignment during which they present to one another the key elements of audience analysis. Students complete exams that cover the structure of successful speeches, including argument, counterargument, and supporting documentation. Students must also include these elements of structure in outlines and brainstorming assignments for their persuasive speech. Students complete multiple "Performance Based Language Lessons," for which they practice and demonstrate principles of effective writing and oral delivery. Students complete an online discussion on famous speeches and also reenact a portion of a famous speech; for these assignments, they must discuss or reflect on the contextual significance of the speech and/or its author, and must also evaluate the effectiveness of the famous speech's argument. Students complete an online discussion for which they evaluate an oral performance on NPR's "Moth Radio Hour" for its rhetorical effectiveness and its cultural importance. Students, for the persuasive and demonstration speeches, must document supporting information using MLA formatting, and for all online discussions analyzing outside sources or performances, they are required to employ accurate quoting and documenting formatting.

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 the persuasive speech assignment, students are required to work with a contemporary social or political issue, and must elaborate on this issue during their speech. They must state contributing factors, critical context, and potential proposals for change. They are required to complete and incorporate secondary research into this speech, using the gathered information to delineate the problem, to appeal to the intended audience, and to use it to support sensible solutions. Students during the demonstration speech delineate a question that the speech will answer via showing and describing a procedure or set of instructions. Students complete a textbook exam covering evidence acquisition procedures, including secondary research and documenting sources, and also plagiarism in speeches. Students complete an exam and oral presentation on key components of reasoning, including logic and logical fallacies. They also complete an exam on evaluating three types of testimony for biases and on evaluating types of sources commonly found in college libraries. Students complete a 1-2 page assignment for which they must synthesize articles on speech techniques, describing these techniques' relevance to the students' upcoming speeches and also describing desired outcomes for their upcoming speeches.

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.*

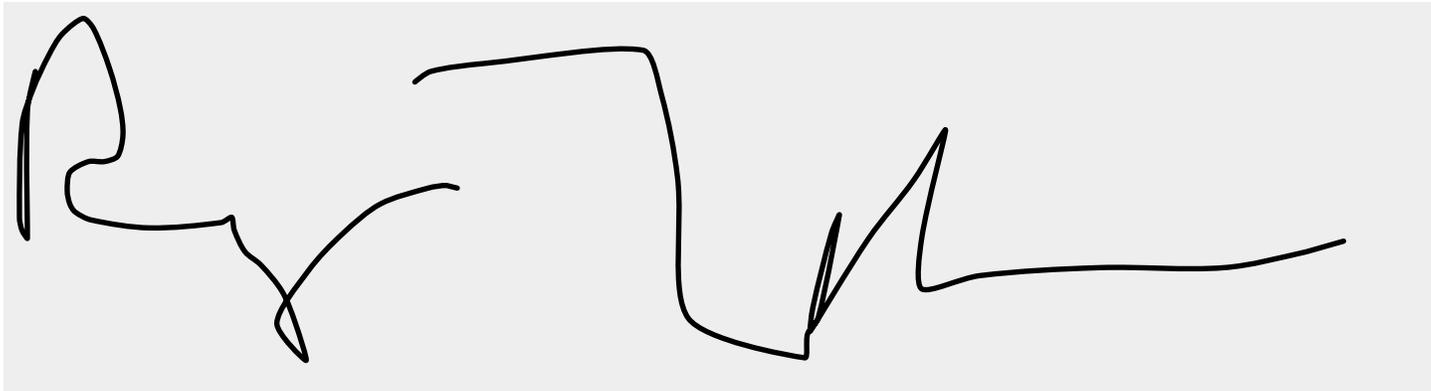
In a unit on personal testimonies and oral storytelling, students complete an exam on evaluating three different types of testimony for value of information; they also complete multiple online discussions via the LMS on a variety of storytelling and testimony performances, analyzing the authority of the storyteller and analyzing the value of the performance's supporting information. Students, for their own persuasive speeches, study the value of authority of information by completing secondary research and then assembling this research into a purposeful outline. For all speeches, students use a performance feedback rubric to evaluate one another's speeches, providing evidence to support their constructive comments. They are assessed on their understanding of ethical incorporation of research via a textbook exam and smaller speech preparatory assignments. This research also requires students to engage in the inquiry process, as they delineate a social or political issue they will define and explore in their persuasive speeches. Students are required to communicate and create in a digital environment by: participating in online LMS discussions; recording their demonstration speeches using a video-making tool and posting them in the LMS; completing an assignment for which they must learn a screencasting software; composing feedback to one another digitally via the LMS; and watching digital recordings of famous speeches which they then reenact portions of. These reenactments, most semesters, are recorded and also posted online as part of the course's final assignment.

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

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

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



Date

Sep 22 2020

Upload Assessment

Completed - Sep 22 2020

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

[ENMU-Ruidoso COMM 1130 Sample Assignment](#)

Filename: ENMU-Ruidoso_COMM_1130_Sample_Assignment.pdf **Size:** 95.1 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: 0000001297

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001297

Status: Under Review

Last submitted: Oct 23 2020 11:52 AM (MDT)

Application Form

Completed - Oct 23 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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	BIO
Number	113
Title	General Biology
Number of credits	3

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

Yes

Co-requisite Course

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

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 the fundamental processes of molecular biology
6. Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow
7. Understanding 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), conservations of species, and the complexity of ecosystems
10. Explain the importance of the scientific method and 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.

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.*

Students will develop inferences and problem solving solutions based on data that they derive from the labs and observations. Students will collect evidence, and evaluate that evidence continually throughout the course using the different labs, lectures, and articles. They will have to form conclusions that are scientifically valid given their research and data. Critical Thinking is key to this course and developing scientific logic, students are constantly challenged to think beyond the given facts and postulates and see if they appear to be applicable in each research area in the course.

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

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

Students are given data practice activities throughout the course in which they are to examine quantitative information and assess its relevance and analyze the data for cumulative conclusions. Students are asked to use scientific equipment to quantitatively determine data. Triple beam and analytical balances are used to collect much of the data that the students analyze. Scientific charts and graphs are used constantly throughout the course to determine the effectiveness of the student's quantitative collection skills.

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

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

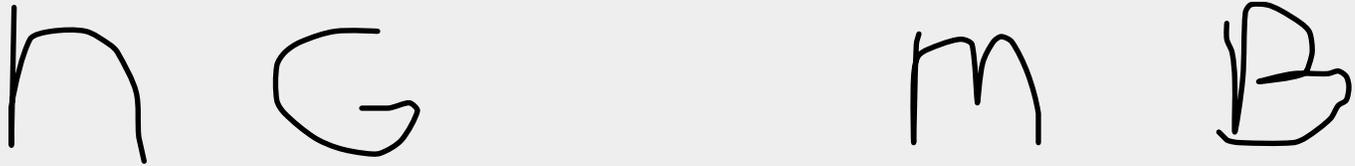
Students are asked to ethically reason on scientific issues on both local and global levels. The mix of science and the people that both formulate and use the science is experienced by the students as they develop intercultural reasoning and intercultural differences. Students have to collaborate and use teamwork in the labs as the course data is often synthesized for the total research data to be relevant. The diversity of how to handle civic issues and world concerns is a vital area for the course and students have the effects of science, but have to look at the effect of the research on people and society.

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).

A handwritten signature in black ink on a light gray background. The signature consists of the letters 'h', 'G', 'm', and 'B' written in a cursive, connected style.

Date

Oct 23 2020

Upload Assessment

Completed - Oct 23 2020

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

[Bio 113 Sample assignment_cell_lab](#)

Filename: Bio_113_Sample_assignment_cell_lab.pdf **Size:** 83.8 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: 0000001313

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

Summary

ID: 0000001313

Status: Under Review

Last submitted: Oct 30 2020 09:19 AM (MDT)

Application Form

Completed - Oct 30 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	Ian Williamson
Title	AVPAA
Phone	5054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Art

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	ARTS
Number	1710
Title	Introduction to Printmaking 1
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTS
Number	1710
Name	Introduction to Printmaking 1

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>)

State Mandated Student Learning Outcomes: 1. Properly operate a printing press and safely handle materials and equipment. 2. Demonstrate an adequate ability to utilize basic historical printmaking techniques that are widely relevant to contemporary, artistic expressions. 3. Utilize formal elements of art and design (line, shape, value, texture, space, and color), to create prints that are formally sophisticated. 4. Create imagery that contains conceptual depth, which can be interpreted by viewers with regard to social, cultural, political, geographical, and/or psychological experiences and relevance.

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 instructor teaches processes of relief, intaglio, lithography, monotype and serigraphy, which introduces students to genre and medium awareness in printmaking. Each area also engages the student differently in application and versatility. Printmaking students work in a group environment where they are encouraged to also learn about and process a variety of printmaking techniques from each other, as well as the instructor, improving their strategies for understanding and evaluation of printmaking expressions or “messages”. The instructor gives assignments for students to engage with genre and medium awareness of printmaking that progress toward greater difficulty both technically and conceptually. Group discussion and critique occur on a regular basis in the printmaking classroom as a strategy for understanding and evaluating messages. Students are encouraged to discuss their prints with each other for the purpose of growth and improvement of basic skills with art materials and conceptual understanding, assisting them in evaluating and understanding messages inherent to the work, and improving their ability to apply this knowledge to their own art with greater versatility. The printmaking instructor works directly with each student to guide them in the learning process through printmaking demonstrations and verbal instruction on step-by-step application. The visual language of printmaking is one that is acquired and understood through practice, repetition, and refinement along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process and the essential skill of communication is accelerated. Printmaking students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and about observed printmaking imagery. Students communicate best with printed images when they are competent with their materials and have properly assessed the way in which their artwork impacts others through comparison to other professional artists, other student arts, and guided assistance from the instructor.

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.

Printmaking students will be given assignments that challenge them to solve problems, while learning how to work with a variety of printing processes through a hands-on approach. They will work with printing presses, stones, plates, acid, ground and grease crayon, along with cutting tools to produce images through a wide range of processes as they begin problem setting for their art. Printed imagery will be explored in both photographs of printed materials and the imagination in lectures and homework assignments that provide an even broader framework for problem setting. The instructor will discuss types of paper and ink, and students will make evaluations of the evidence for choices regarding the visual impact of colors and textures. Students will be encouraged to be creative and to approach the course as an opportunity to make art while deciding how to reason toward an artistic solution in their assigned task. They will be required to demonstrate increasing skill in handling a variety of printing techniques and processes and are expected to acquire a greater understanding for how, when, and why to work with a particular technique (i.e., show improved artistic reasoning). Printmaking students must consider aesthetics through choices they make regarding shape, color, design and pattern. When engaging with a printmaking assignment, students will first research previous examples of prints, evaluate style and content and make selections for their research and application based on the acquisition of evidence. Students are encouraged to research online and with physical texts to evaluate options and to accomplish a reasoned solution to the set problem. Printmaking students will learn some history of prints through this preliminary research and will be required to inform their work with historical precedent. While engaged in the process of making prints students are encouraged to think creatively and to learn from the process as a way to critically think and reach more interesting and reasoned 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

Printmaking students learn teamwork and intercultural reasoning and intercultural competence by sharing space, equipment and material in a communal production setting with others of varied backgrounds. Printmaking students must work together to maintain the studio and to successfully accomplish a wide range of technical processes thus building collaboration and teamwork. The shared space is one which demands a respectful atmosphere of cooperation, and students are asked to work in teams to produce their own art. Printmaking students are encouraged to socialize in the classroom, to discuss their own value systems as it relates to their art, and must be mindful of the group feedback environment.

Printmaking students work in a group environment where they are expected to respect everyone else in the room regardless of cultural, ideological, or other differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. New Mexico Highlands University is a Hispanic Serving Institution and the student body includes students from diverse backgrounds all over the world. This environment demands intercultural engagement and tolerance for difference, where students will be coached in appropriate safe zone behavior when expressing critiques and opinions of each other's work. Printmaking students are encouraged to express themselves through personal politics and perspectives, while they are expected to also deal respectfully with differing viewpoints and to reach an understanding that can expand their intercultural horizon. They also learn this intellectually in course critiques by sharing their personal ideas and experiences found through the research part of the assignment. The printmaking classrooms allow for personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Civic discourse that engages with difference while offering an environment of inclusiveness is an essential learning experience for the printmaking students.

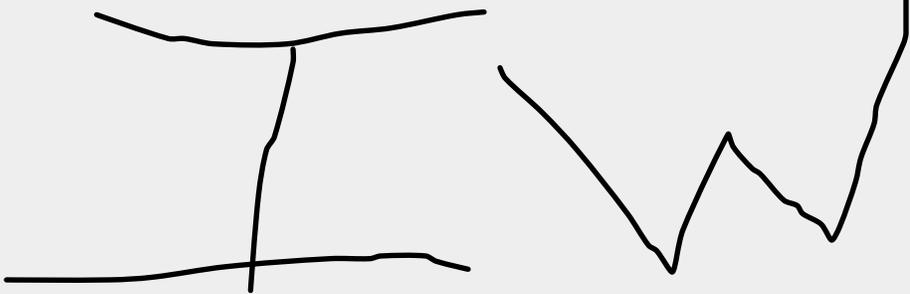
The instructor encourages students to express themselves regarding civic concerns through their visual imagery which will provoke discussion about current events. Social responsibility and awareness are valuable parts of artistic expression, and will be cultivated in lectures and the presentation of printmakers who make these considerations in producing their art, and in discussions and instructor mentorship in the classroom. Regional civic engagement is encouraged through participation in local art productions or exhibition opportunities. For instance, each year in Las Vegas on the Dia De Los Muertos, a celebration of indigenous Mexico, students produce artwork that represents imagery inherent to this holiday.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be a combination of letters and a flourish.

Date

Oct 30 2020

Upload Assessment

Completed - Oct 30 2020

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

[Arts 1710 Sample Assessment](#)

Filename: Arts_1710_Sample_Assessment.pdf **Size:** 82.9 kB

Upload Rubric

Completed - Oct 30 2020

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

[Arts 1710 Course Rubric](#)

Application: 0000001316

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

Summary

ID: 0000001316
Status: Under Review
Last submitted: Oct 30 2020 12:02 PM (MDT)

Application Form

Completed - Oct 30 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Art

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	ARTS
Number	1630
Title	Painting 1
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTS
Number	1630
Name	Painting 1

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>)

State Mandated Student Learning Outcomes: 1. Produce paintings that demonstrate the tradition of methods, techniques, materials, and tools of oil painting. 2. Construct a variety of support structures and grounds on which paintings are created 3. Examine the historical origins and practices of painting from the personal, social and cultural perspective. 4. Identify and apply environmentally safe painting practices, care of tools, equipment, and facilities, as well as disposal of mediums, solvents and paints. 5. Apply basic color theory to representational and non-representational painting.

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.*

Painting students work in a group environment where they are encouraged to learn about painting mediums and genres from each other, as well as the instructor. Assignments given by the painting instructor engages with genre and medium awareness by lecturing, discussing and assigning students work in a variety of methods and materials, engaging with acrylic, tempera and oil with some experimenting with under-drawings or paintings. Students are expected to progress toward greater difficulty both technically and conceptually showing improvement in application and versatility by improved painting using diverse materials and refined concepts. Group discussion and critique occur on a regular basis in the painting classroom as a strategy for understanding and evaluating messages conveyed by art. Painting students are encouraged to discuss their own paintings with each other for the purpose of growth and improvement of basic skills related to painting, materials and conceptual understanding, assisting them in evaluating and understanding messages they are personally producing. The painting instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction showing strategies for understanding and producing painting. The visual language of painting is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the painting instructor and fellow students the learning process is augmented and facilitated. Painting students are expected to progress technically for the purpose of clearly communicating ideas through their self-produced and observed imagery. Painting communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others. Painting students will be presented with imagery and examples from the history of art to build their understanding of various genres and the potential usage of various media, another example of building genre and medium awareness. Through engagement with historical examples of paintings students will be able to more effectively evaluate the effectiveness of their intended messages.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled in the painting classroom throughout the semester to train the students in assessing their progress as well as that of their peers. Students are expected to learn the process of self-criticism for the purpose of improvement in both technical painting skills and conceptual presentation, evaluating work and making conclusions about success or failure both technically and conceptually. Communicating clearly through a visual image is a difficult problem at first, while the student works through the process of mastering the various painting materials. The goal of painting, when produced by educated artists, is to communicate ideas and/or concepts. Students must learn how to self-criticize, to identify weaknesses, and to accept criticism from their peers and painting instructor for the sake of learning. Beginning level courses in the painting studio provide a learning environment with a large amount of continual feedback and hands on training from the instructor, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces paintings where meaning and/or intent is clear and decipherable by others. Painting assignments are set as problems to solve, and students acquire evidence through technical training and conceptual exploration to reach more accomplished and reasoned 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.

Painting students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared painting space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. New Mexico Highlands University is a Hispanic Serving Institution and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference in expression, where students will be coached in appropriate safe zone behavior. Students are encouraged to express themselves through personal politics and perspectives in their paintings, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. The painting studio classroom allows for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Painting students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

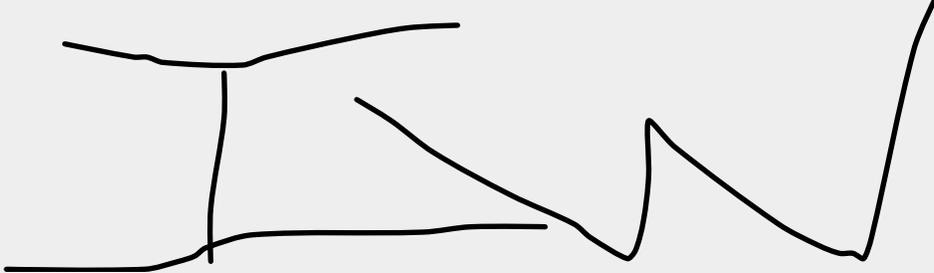
Regional civic engagement is encouraged through a participation in local art showings. Students are encouraged to publicly share their work in a common space and the community visits these common spaces. They are asked to produce paintings that represent imagery based on a civic theme such as celebrating place. Students are invited to paint on themes of civic, cultural, or political significance to them and explore with the class as to the meaning of these explorations to them.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be the initials 'J. W.' followed by a surname that is partially obscured by the end of the line.

Date

Oct 30 2020

Upload Assessment

Completed - Oct 30 2020

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

[ARTS 1630 Sample Assessment](#)

Filename: ARTS_1630_Sample_Assessment.pdf **Size:** 83.3 kB

Upload Rubric

Completed - Oct 30 2020

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

[ARTS 1630 Course Rubric](#)

Filename: ARTS_1630_Course_Rubric.pdf **Size:** 74.6 kB

Application: 0000001294

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001294

Status: Under Review

Last submitted: Oct 19 2020 04:59 PM (MDT)

Application Form

Completed - Oct 19 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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ENG
Number	201 E
Title	Types of Literature: Science Fiction
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2580
Name	Science Fiction

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. To understand the way science fiction texts reflect larger culture issues, fears, and desires.
2. To apply the techniques of literary analysis and cultural analysis to a wide variety of science fiction texts.
3. To discuss the development and evolution of science fiction.
4. To practice critically speaking and writing about science fiction.
5. To explore the full range and complexity of science fiction.

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.*

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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

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

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and

desires will help students develop a greater appreciation for the ways art (literature) may illuminate psychology and the human condition.

Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a 'moral life'.

Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

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 acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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).

Handwritten signature in black ink, appearing to read 'h G m B'.

Date

Oct 19 2020

Upload Assessment

Completed - Oct 19 2020

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

[ENG 201E Science Fiction sample assignment](#)

Filename: ENG_201E_Science_Fiction_sample_assignment.pdf **Size:** 171.1 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: 0000001307

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

Summary

ID: 0000001307

Status: Under Review

Last submitted: Nov 2 2020 11:37 AM (MST)

Application Form

Completed - Nov 2 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	David Smith
Title	Associate Provost for Curriculum and Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	History

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	AFST
Number	2140
Title	Black Women in the African Diaspora
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	AFST
Number	2140
Name	Black Women in the African Diaspora

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 gain theoretical knowledge of the field of Black feminist thought.
2. Students will explore the relationship between Black feminist theory and the larger more general body of work on feminism.
3. Students will study the historical, political and social experiences of Black women in the Americas.
4. Students will understand the intersecting relationship between race, gender, class and sexuality.
5. Students will critically analyze the representations of Black women in popular culture.
6. Students will engage in critical thinking and critical dialogues 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.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 design, evaluate, and implement strategies to answer open-ended questions in multiple ways. Student learners will take an interdisciplinary approach to connect perspectives and integrate relevant experience and academic knowledge from fields like Art, Cultural Studies, History, Music, Psychology, Sociology, and Gender & Sexuality Studies. Formative and summative assessments will be used to engage students in critically reflecting on theories and key concepts as they relate to historical, political, and societal contexts of Black women's experiences. Students will prepare purposeful presentations designed to increase knowledge, foster understanding, or promote change in the listener's values, beliefs, or behaviors about Black women's experiences across the African Diaspora. By including three reflective journals, five discussion board postings, and three short-answer quiz questions, students will have the opportunity to demonstrate their critical thinking in written and video formats.

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 work to make a difference in communities' civic life and develop the combination of knowledge, skills and values, and motivation to make a difference. Students will develop their cognitive, affective, and behavioral skills and characteristics to support effective and appropriate interaction in various cultures. Students will engage in self-reflection regarding their history and position in contemporary U.S. society and a global context. Three journal entries and five discussion board assignments will be used to engage students in developing their ethical self-identity as they practice proper decision-making skills while learning how to describe and analyze positions on ethical issues. Students will participate in group projects to learn about team building and further develop their ability to communicate with diverse people.

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 demonstrate the ability to know a need for information or visual literacy and understand the dynamics of historical and contemporary inequality and how they shape individual and community power, biases, structural arrangements, and social justice bias. Course content, including textbook readings, videos, and virtual explorations, will provide students with information about Black women's experiences across the African Diaspora. With the acquisition of new knowledge about Black women's experiences, students can form and express ideas on one journal entry and discussion boards. Students will learn about many genres and styles using different writing technologies, mixing texts, data, and images that relate to the dynamics of diversity, equity, inclusion, and social change. Students will also demonstrate their knowledge in the "I, Too, Am NMSU Project."

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink that reads "D. Smith for C. Parker". The signature is written in a cursive style.

Date

Oct 27 2020

Upload Assessment

Completed - Nov 2 2020

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

[AFST 2140 Sample Assessment 11](#)

Filename: AFST_2140_Sample_Assessment_11.02.2020.pdf **Size:** 848.7 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: 0000001285

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001285

Status: Under Review

Last submitted: Oct 9 2020 12:10 PM (MDT)

Application Form

Completed - Oct 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

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	Michael Bilopavlovich
Title	Faculty
Phone	5754674413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	MUS
Number	101
Title	Music Appreciation
Number of credits	3

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

Yes

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. 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.

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.

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

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

Throughout the semester, students are assessed genre and medium awareness, application, and versatility by way of quizzes and exams that include aural/visual identification and comprehension of a variety of performance ensembles, instruments, and vocal styles ranging across a diverse history of stylistic eras and practices.

Students frequently communicate further awareness of the application and versatility of genre and medium through a series of discussion topics in which they are invited to present and describe to their classmates, works of music of their choosing using musical terminology introduced in the corresponding lesson module.

Woven throughout the course is an appreciation for how music is used as a means of communication, not only for entertainment and diversion but intellectual formula and depth of emotion as well. Students demonstrate through listening exercises how to apply strategies for understanding and evaluating messages such as listening for the main structural points of musical organization and compositional procedures developed by composers throughout history. In this regard, with an understanding of historical and cultural context, students are challenged in both short-answer questions and a long-form essay to begin evaluating musical works as messages of human expression by their composers across time and place.

Discussion forums cover a wide range of music-related applications, from religious and folk contexts to film and freelance composition. Routinely, students are required to produce and evaluate arguments that make a distinction between supported and unsupported claims within their own discussion posts and those of their classmates. A long-form research essay prompts students to integrate recognized and reliable sources with personal insight and reflection. All outside sources must be cited appropriately using either MLA or APA formatting.

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 a focused set of critical thinking skills by reviewing well-known musical works, representative of the major stylistic periods in Western musical history, through multimedia, books, and online resources, to be compared and contrasted as well as delineated by genre (problem setting).

Students will use the process of music-related interpretation and weekly assessment to:

1. Explain the historical significance of each musical stylistic period (i.e., Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20th Century).
2. Explain the stylistic practices of each musical period.
3. Demonstrate a basic understanding of music notational practices.
4. Define the common language and musical terms used in music.
5. Identify the composer of a given piece by listening to it.
6. Identify the title of a given piece by listening to it.
7. Identify the musical genre of a given piece by listening to it.
8. Identify the historical musical period classification of a given piece by listening to it.
9. Identify the sound of the most common instruments throughout Western classical music.

To develop well-reasoned conclusions, students will need to acquire evidence by gathering information regarding composer biographies and stylistic traits presented in the lessons and outside web sources. Further qualifying aspects of the compositions/performances, such as instrument recognition, ensemble type, etc., must be gathered and evaluated by students to make an educated analysis.

Along with effective communication skills, critical thinking skills will be assessed in a long-form essay assignment during the semester. Students will be given a list of topics (problem settings) from which they will choose one. These results will provide an accomplished vocabulary and the intellectual resources with which the student will make well-reasoned evaluation and 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.

Intercultural reasoning and competence play a fundamental part in the course, with students closely examining the role of music as a cultural “voice” of a given society or time period. Lessons and assignments explore the language and practice of music as it has evolved across time and place, with special consideration given to the socio-economic forces (e.g., religious, political, and commercial) that not only shaped the music but the composers themselves. Students also broaden intercultural perspective with assessments that call for comparisons between the historical roles of composers, performers, and audiences with those of today.

Both personal and social responsibility serve as overarching themes throughout the course with respectful student-to-student and student-to-instructor communication etiquette (“netiquette”) being of the highest importance. Students are expected to remain mindful of their writing style and to take responsibility in helping to maintain a classroom environment that is collegiate and conducive to learning.

Essay prompts and multiple discussion forums deal with current and sometimes unresolved social topics surrounding music, such as issues concerning censorship, influence, and aesthetics. Students routinely express both their personal reactions to works of music as well as reflect upon their own listening preferences, practices, and value systems. Discussion forums and small group activities also work to incentivize professionalism in student teamwork relationships and collaboration as they share listening tips, music recommendations, and study practices with one another.

Regular class announcements both alert students of local performances and provide tools for seeking out events within the arts community through digital media and printed publications. Keeping in mind that for most students, this course serves as their first academic experience with issues concerning the fine arts, discussion forum assignments gear toward introducing them to both the larger society of the arts as well as their role and civic engagement as patrons and consumers therein.

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

Oct 9 2020

Upload Assessment

Completed - Oct 9 2020

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

[MUS101 Sample Assignment Rubric](#)

Filename: MUS101_Sample_Assignment_Rubric.pdf **Size:** 120.9 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: 0000001301

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001301

Status: Under Review

Last submitted: Nov 4 2020 10:28 AM (MST)

Application Form

Completed - Nov 4 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	Jessica Dowell
Title	Lecturer III
Phone	(505) 277-2616
Email	jldowell@unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Physics

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	PHYS
Number	1125L
Title	Physics of Music Lab
Number of credits	1

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	PHYS
Number	1125L
Name	Physics of Music Lab

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

1. Draw appropriate conclusions from quantitative scientific experiments.
2. Accurately and clearly communicate the results of scientific experiments.
3. Test ideas using modern laboratory equipment.
4. Use computer to analyze and report laboratory results.

Page

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.

Communicate and cooperate as a team to accomplish technical goals

Read and interpret procedural instructions

Gather and analyze data using computers interfaced to various probes

Interpret graphical data

Observe a variety of acoustical phenomena in a hands on environment

Relate musical terminology to physical phenomena and terminology

Apply lab techniques to a novel situation in an end of semester project

C. Narrative

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

Physics 1125L is a laboratory course designed to help students learn about the physics of sound and music. Students perform a series of hands-on experiments throughout the course that require them to solve problems and implement the principles of scientific reasoning to explore this topic. In order to successfully be able to perform these experiments, critical thinking is a fundamental skill that students must be able to exercise.

Problem Setting: In order to obtain data that will be useful for completing the lab, students must first be able to identify the purpose of the experiment and the quantity to be measured. After reading the lab material and performing the experiments, students must answer a series of questions. These include mathematical word problems that require students to be able to identify what the problem is asking them to find as well as the appropriate mathematical equation to use.

Evidence Acquisition: Students must regularly gather data and record observations in order to complete the experiments in the course. To do this, they must understand how to use a combination of real lab equipment and computer-based tools. Some example activities include: producing and measuring audio signals using an oscilloscope computer program, using a motion detector to determine the oscillation period of a pendulum, and observing standing waves using a resonance tube.

Evidence Evaluation: The questions that accompany each lab activity require students to interpret the data that they have recorded and information that they have read. Students are asked to determine whether their answers make sense and are reasonable. They are also required to discuss how the equipment and experimental procedure might influence their final data. As an example, after students have completed an experiment to measure the period of a pendulum using a stop watch, they are asked "Why is measuring 10 periods a better method than trying to measure one period alone?" and "What might account for the some of the small differences between measurements?" In these questions, the students must consider the factors that influence experimental data and articulate how their method of taking data might affect their results.

Reasoning/Conclusion: The natural outcomes of any lab experiment are conclusions about the behavior of the physical world. Accordingly, the questions in the lab manual require students to draw conclusions about the overarching physics concepts based on their experiments. In the pendulum experiment described above, the students use their data to determine whether the length of the string or mass of the pendulum bob affect the rate at which the pendulum swings. In another example experiment, students observe the wave patterns that form inside a resonance tube, and then use their results to

make predictions about what would happen for a tube with different properties.

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.

Since Physics as a science depends mathematical tools, quantitative reasoning is an integral part of this course.

Analysis of Quantitative Arguments: In any laboratory course, students must be able to analyze and interpret data in the form of tables or graphs in order to make sense of their experiments. When working with a partner or in a group, students must also be able to critique the data reported to them by their colleagues.

Application of Quantitative Models: Students in the lab are routinely presented with new models in the form of graphs of wave shapes, scale-drawings of equipment setups, and mathematical equations that they must be able to interpret to complete the experiment. They must also be able to correctly translate between the properties of waves represented in a two-dimensional diagram and the properties of real waves in a three-dimensional experiment.

Communication/Representation of Quantitative Information: Throughout the lab, students are asked to create and interpret graphs of their measurements of sound waves. In scientific experiments, the number of digits provided in a numeric value for a measurement communicates to scientists the precision of that measurement. Students are asked to practice this by providing all measured values with the correct number of significant figures. Students are also asked to explain or show their procedure for calculation problems. Finally, students must be able to communicate quantitative information in written form using ratios and proportionalities. For example: "If quantity x is doubled, then quantity y will also be doubled".

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: Students are required to work in groups for all labs. This teaches collaboration and teamwork since students must work together to set up the equipment, perform the experiment, and answer the lab report questions. There is also limited equipment available for some experiments, which requires the entire class to practice teamwork to share resources.

Ethical Reasoning: Science relies on the careful, transparent performance of experiments and the honest, unbiased analysis of data. Students are expected to model this as they perform experiments during lab. They are encouraged to repeat experiments when they use an incorrect procedure, and to report their measurements accurately, even when they do not line up with the "expected" result. Students are also expected to turn in their own lab report that contains their own individual data analysis.

Intercultural reasoning and intercultural competence: Students are required to complete an end of the semester project that consists of a short paper and a 10 minute in-class presentation about a topic of their choice that is related to music or acoustics. Students are encouraged to write about the properties of musical instruments or the characteristics of musical sounds from cultures around the world.

Sustainability and the natural and human worlds, and Civic discourse, civic knowledge and engagement - local and global: The goal of physics as a science is to understand the natural world. This lab teaches students the principles of one of the most fundamental natural phenomena - sound. Civic discourse is achieved through the interactions of the student with the instructor and in between students as they work together to complete the labs. This physics lab draws students from many different backgrounds, so this discourse exposes students to a variety of perspectives.

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

Oct 27 2020

Upload Assessment

Completed - Nov 4 2020

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

[PHYS_1125L_combined](#)

Filename: PHYS_1125L_combined.pdf **Size:** 5.6 MB

Upload Rubric

Incomplete

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

Application: 0000001289

Jeff Frawley - jeff.frawley@enmu.edu
NM General Education Curriculum

Summary

ID: 0000001289

Status: Under Review

Last submitted: Nov 2 2020 10:05 AM (MST)

Application Form

Completed - Nov 2 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	Jeff Frawley
Title	Department Chair
Phone	575-315-1140
Email	Jeff.Frawley@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso
Submitting Department	Language and Fine Arts

Chief Academic Officer

Name	Ryan Trospen
Email	Ryan.Trospen@enmu.edu

Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@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

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. 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.*

Students demonstrate genre and rhetorical awareness by: completing regular online discussions using the learning management system; by writing a concert report using conventions and structure typical to the genre of music reviews; and by participating in a collaborative full-class discussion of an opera performance. Particularly for the concert report, students learn about audience, purpose, and context by completing textbook quizzes on concert review conventions. They are then expected to employ these rhetorical strategies in their own reviews. For the collaborative opera performance discussion, they must first research and then describe important historical, language-based, and artistic contexts that influence how audiences might perceive the performance. (For example, students must be able to state how a historical musical period influenced the style, the adaptation, and the reception of a specific piece of music.) For weekly quizzes using the online textbook, students complete short answer responses that in part require them to apply cultural and historical lenses to analyzing and understanding musical genres and specific musical pieces. Students are expected in their performance discussion, their online discussions, and their concert reports to employ effective argumentative structure, including an evaluative claim, supporting reasons, and any necessary citations. Students, to prepare for their own evaluations of musical performances, use the textbook to analyze published musical reviews, studying and discussing via the LMS common features and argumentative elements within these reviews.

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.*

Weekly quizzes and weekly online flashcard activities require students to listen to clips of music before identifying and evaluating musical features necessary to develop a conclusion on the excerpt. For instance, students might use a clip of music to properly identify a musical style, movement, or period. In composing a concert report and also an evaluation of an opera performance, students must delineate a question (the value of the performance) before using notes, observations, and research to evaluate the performance. They must use their notes and observations to support their reasoning. In these formal writing assignments, and also in more informal writing assignments such as online discussions and short-answer quizzes, students must use concepts learned from textbook lessons to reach an informed, well-reasoned answer to an exam question or analysis of a piece of music. Throughout the semester students complete "Listening Activity" assignments using the online textbook in order to develop conclusions and interpretations of elements of a piece of music, using "evidence" from recordings to support their interpretations.

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

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

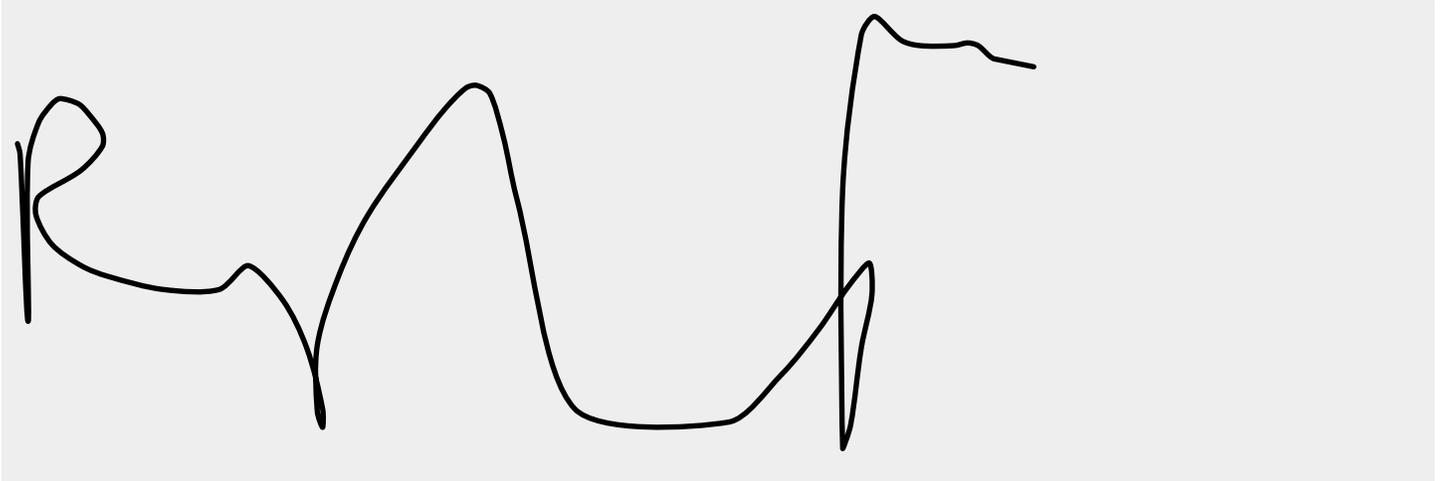
Throughout the semester students are required to demonstrate intercultural reasoning and intercultural competence by studying a wide range of Western musical styles, periods, and composers, from the Middle Ages through 21st Century Postmodern styles, and by studying both European and North American musical history. Students are assessed on this competence via weekly quizzes, flashcard activities, discussions, and listening activities. They also complete an outlining assignment for each chapter in the textbook, to better understand intercultural contexts within broader periods of music. Students must research a particular period and style of music, and also a composer, before applying this research to longer written assignments (concert report and performance evaluation), thus demonstrating both intercultural competence and reasoning. Additionally, for their concert report, students must research and discuss intercultural elements of the performance, including the location of the performance, the particular performing ensemble, the conductor's background, and any additional cultural context influencing the performance. Students are required to participate in civic engagement by livestreaming (when the course is offered online) or physically attending (when offered live, and when possible for students) musical performances in the local area. Students are thus exposed to local community musical performances and performances offered through regional college campuses. In sharing drafts of their concert reports with one another, via rough draft feedback sessions, students are sharing this localized civic knowledge with one another and making one another more aware of local arts-focused offerings and opportunities while also supporting local arts.

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

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

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 on a light gray background. The signature is stylized and appears to be 'R. J. ...'.

Date

Oct 13 2020

Upload Assessment

Completed - Oct 14 2020

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

[MUSC 1130 Sample Assignment](#)

Filename: MUSC_1130_Sample_Assignment.pdf **Size:** 352.6 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: 0000001326

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001326

Status: Under Review

Application Form

Completed - Nov 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

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	Roli Varma
Title	Professor
Phone	(505) 277-7756
Email	varma@unm.edu

Submitting Institution

Name of HEI	UNM Main
Submitting Department	Engineering

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	ENG
Number	200
Title	Technology in Society
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	NA
Number	NA
Name	NA

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>)

NA

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. By the end of the course, students will be able to articulate the impact of technology on people and society.
2. By the end of the course, students will be able to select and use appropriate resources to examine technology from the perspective of social sciences.
3. By the end of the course, students will be able to interpret information and write critically.
4. By the end of the course, students will be able to discuss, explain and share their ideas and arguments with peers regarding societal concerns with technology.
5. By the end of the course, students will be able to examine and evaluate various approaches to real-world problems involving technology.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 are addressed throughout the course with its focuses on how our lives have been changing with the development and diffusion of technology. Students are required to read scholarly articles, watch documentary film clips on key topics, for example, the fast-food industry, and evaluate how images, argument, evidence, and emotional touchstones are mobilized in each genre to make a set of claims about the relationship between consumers and an industry and its related technologies. Students express their ideas/strategies in both written and oral mediums and communicate them to diverse audiences. Oral communication is accomplished in small groups where 1 to 2 groups find cultural, economic, political, and technological support for a technical artifact, and 1 to 2 groups find counterarguments for the same artifact. Students present and defend their point of view; other students and the instructor asks questions to debate the position presented. Students have the freedom to express and show support for their position(s) in weekly written essays. Yet, they are to counter the opposite point of view to make their own argument strong. They are to separate arguments that can and cannot be supported with evidence. Students use concepts from social sciences to assess why technological endeavors work out well or do not work out well. They use inclusive language in both written and oral communication. Assessment rubrics from 1 to 4 evaluate the substance and support for their arguments on a weekly basis as the instructor assesses written communication through weekly essays. Feedback on their written communication is provided weekly. Informally, the instructor assesses oral communication through group work and in-class activities. Just before the fall/spring break, the instructor provides a mid-semester assessment of oral 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 are achieved throughout the course with discussions around assigned readings, in-class activities, small group debates, and essay writing. Students are not to take the assigned material at its face value and draw conclusions too quickly. Instead, they are to question arguments presented, recognize gaps or contradictions in the arguments, and re-evaluate their own thinking. Students are to present both the argument and counterargument in their written work. They learn the basic concepts pertaining to technology and society through readings, lectures, and film clippings. Through class discussion, students try to find what is missing. For some in-class activities, students are asked to bring their own material, for example, for social media, they bring their own cases, and in-class they explain why they picked a particular case. Another example is that after watching a film clip, they write the questions, which they think the clip has answered. Essay questions make them answer “how” and “why” that is the case. Periodically, students are asked to explain concepts from readings in the class. In group activities, they critically evaluate the main argument of the reading by noting 3 strengths and 3 weaknesses. They examine both the logic behind the main argument and evidence for its support. Through such activities, students learn to analyze and then synthesize.

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 personal and social responsibility skills are achieved with the ability to assess their own values; identify and become knowledgeable of ethical issues pertain to technology; do ethical reasoning; engage in local and global knowledge; appreciate intercultural knowledge and perspective. For all writing assignments and oral presentations, students remove names and pronouns as they invariably suggest both gender and ethnicity. So, students write “person A” or “person B”. They use examples that would appeal to a broad range of people, especially women and ethnic minorities. This way students become aware of implicit bias and do not perpetuate stereotypes. Students write weekly essay about various aspects of interaction between technology and society. The power of writing makes them think about these issues.

In addition, students perform a series of in class activities. In one activity, they write their understanding of ethics in science and technology and submit prior to the class. The instructor compiles the list and goes over in the class. So, students see what they think and what others are talking about. In another activity, students bring at least one relevant example and talk through their example while other students suggest at least one modification. This allows students to see different perspectives and why (or why not) to incorporate changes.

In class discussions, students are put together in a small group. They are given actual cases which show ethical dilemmas. Students are assigned different roles as shown in the case.

This opens opportunities for students to debate the issue. It also leads to their personal growth, self-

reflection, and awareness of different perspectives. For the environment assignment, they interview their family members (or older generation) to see how consciousness has evolved.

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

Nov 9 2020

Upload Assessment

Completed - Nov 9 2020

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

[ENG 200 Weekly Assignments](#)

Filename: ENG_200_Weekly_Assignments.pdf **Size:** 84.5 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: 0000001321

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

Summary

ID: 0000001321

Status: Under Review

Last submitted: Nov 2 2020 03:03 PM (MST)

Application Form

Completed - Nov 2 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Biology

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	Biol
Number	1170
Title	Conservation Biology in a Changing World with Lab
Number of credits	4

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	Biol
Number	1170
Name	Conservation Biology in a Changing World with Lab

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Students who successfully complete this course will be able to: 1) Be able to explain how human activities affect ecological processes at the different levels and its implications for conservation. 2) Be able to apply the scientific method to explain the main threats for biodiversity in the planet. 3) Be able to interpret a dataset from scientific studies about conservation issues and draw conclusions regarding the cause of the problem based on the data presented. 4) Be able to explain how human activities affect biodiversity in the planet and rank development practices and policies from more to less hazardous. 5) Be able to explain how different ethnic and socioeconomic groups are differently affected by environmental problems such as pollution, environmental degradation, and access to needed resources. 6) Students also need to be able use basic forms of measurement and instrumentation commonly employed in biological studies, analyze data for the solution of conservation and communicate biological concepts using proper scientific terminology.

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 this course students will acquire experience in critical learning skills by addressing real and pressing problems in conservation biology. Students will be presented with local or regional conservation problems so they can implement the scientific method, formulating hypothesis, gathering data, analyze their data, and synthesize conclusions in the context of our current extinction crisis. The course will involve lab activities collecting data on a real life conservation problem on the use of environmental resources, pollution, or environmental degradation. Students reason about their experiment through the process of writing a formal scientific report. Furthermore, students will analyze how environmental degradation affects differentially different socio economic groups, and ethnic minorities. By using local or regional cases studies students will discuss the impact of environmental racism and structural violence affecting local communities well-being and environmental health.

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 skills are developed and assessed in this course through lab activities requiring experimental design, data collection, analysis, and written reporting of results for four major lab reports. One lab project is a multi-week experiment requiring deep thinking and extended quantitative analysis and reasoning of data outcomes and overall meaning. Students apply mathematical skills in problem sets and experimental data relating to, for example, how variety of independent variables may affect diversity indexes and other (e.g. Shannon Diversity Index). Students acquire skills in Excel data analysis, involving histograms, scatter plots, and regressions analyzing their data and making presentation for oral and written 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.

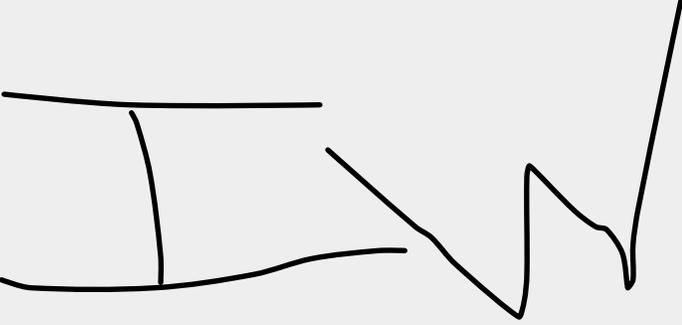
Students gain skills in personal and social responsibility in this course through case studies and lab projects carried out in a collaborative learning environment. With case studies, students discuss ethical challenges of environmental refugees created through climate change processes, tradeoffs of values assigned to biodiversity, ecosystem services, and humanitarian needs of human populations in the United States and globally as well as the extent in which they can affect change with their own behavior. Labs include local trips to National Wildlife Refuge(s) or other local ecological restoration sites where students engage in service learning and work in groups on a specific project for the community partner thereby strengthening collaboration, teamwork, and civic engagement. The course has a strong component of environmental justice where students become acquainted with the impact of environmental degradation in different ethnic and socioeconomic groups and their role in the future of environmental conservation.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



Date

Nov 2 2020

Upload Assessment

Completed - Nov 2 2020

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

[Biol 1170 Sample Assessment](#)

Filename: Biol_1170_Sample_Assessment.pdf **Size:** 99.3 kB

Upload Rubric

Completed - Nov 2 2020

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

[Biol 1170 Course Rubric](#)

Filename: Biol_1170_Course_Rubric.pdf **Size:** 123.7 kB

Application: 0000001287

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001287

Status: Under Review

Last submitted: Oct 9 2020 04:10 PM (MDT)

Application Form

Completed - Oct 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

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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

Institutional Course Information

Prefix	ENG
Number	235
Title	Advanced Composition
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2120
Name	Intermediate Composition

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. Use a variety of writing styles and sets of conventions to compose documents for academic, business, technical, scientific, popular publishing or professional settings.
2. Analyze the subjects, purposes, audiences, and constraints that influence and determine document creation.
3. Develop research strategies for writing, gathering information from primary and secondary sources.
4. Use appropriate documentation and document design in writing.
5. Describe and evaluate rhetorical choices.

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.

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 engage in reading, writing, analysis, research, and discussion activities in which they identify, evaluate and respond to diverse rhetorical situations. Students will use diverse and appropriate communication strategies in various mediums. Students will pursue various reading strategies to seek out, evaluate, and support or rebut key points in diverse example texts. Students will practice applying both theoretical and cultural templates to contextualize their analysis and their written responses. Students will formulate hypotheses, opinions, and position statements – and communicate their conclusions using appropriate rhetorical forms. They will evaluate sources and evidence to support their theses through organized presentation of arguments and appropriately cited references using a designated citation system such as MLA or APA.

Written Communications skills will be assessed through multiple diverse composition assignments, including at least 4 completed and revised formal essays which integrate reading, research, evaluation and analysis, and quotation and citation of sources, as well as diverse homework and reading response assignments requiring different reading and reasoning strategies. Students will receive both formative and summative feedback which they will be expected to incorporate into their revisions. Effective use of digital media and appropriate document formatting will also be assessed.

Oral Communication skills will be assessed through documented participation in class discussion and oral argument (for in-person courses), as well as ability to give and follow instructions and collaborate with other students.

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 define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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 acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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

Oct 9 2020

Upload Assessment

Completed - Oct 9 2020

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

[ENG 235 Sample assignment ADV COMP](#)

Filename: ENG_235_Sample_assignment_ADV_COMP.pdf **Size:** 132.5 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: 0000001322

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

Summary

ID: 0000001322

Status: Under Review

Last submitted: Nov 2 2020 03:24 PM (MST)

Application Form

Completed - Nov 2 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Biology

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	Biol
Number	1110
Title	General Biological plus Lab
Number of credits	4

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	Biol
Number	1110
Name	General Biological plus Lab

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. 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. 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.*

To develop critical thinking skills in General Biology, students engage in activities that challenge them to gather observations, implement the scientific method, deliberate about evidence, and draw conclusions in biological systems from cells to ecosystems. One lab activity is a two-week study where students identify a biodiversity problem, observe habitat, collect field data using their identified variables, analyze and evaluate their data using spreadsheet and other analytical tools, and determine the data trends and conclusions that can be reached given their observations. Students reason about their experiment through the process of writing a scientific lab report.

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 communication of quantitative data will be taught by presenting and discussing and analyze data from biological case studies. They will be assessed by their presentation of data in lab reports and in group presentations. Students will learn how to analyze quantitative arguments by processing data from field experiments. Students will practice their ability to analyze quantitative arguments by using their own data and asking questions about it, including histograms, scatter plots and correlations. The assessment of this skill will come from their written lab reports in which they should analyze and interpret results and use a quantitative argument to support 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.*

Students gain skills in personal and social responsibility in this course through case studies and lab projects carried out in a collaborative learning environment. Labs include engagement with the local environment and learning about natural resource management, sustainability, and conservation in the local community. Students will discuss and have in class debates regarding ethical issues such as cloning, eugenics and access to natural resources. The course will involve a service learning module or field experience that would help students understand the impact of humans on the local environment. The course will involve group projects through the semester that focus on enhancing students collaboration, group oral presentations, and teamwork skills.

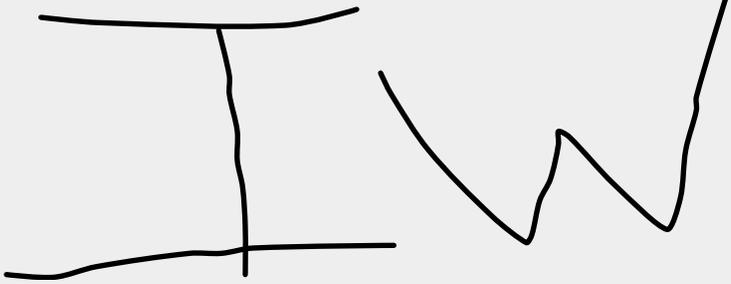
D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan

<http://www.nmhu.edu/wpcontent/uploads/2018/10/NMHUGeneral-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature consists of a stylized 'I' followed by a 'W'.

Date

Nov 2 2020

Upload Assessment

Completed - Nov 2 2020

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

[Biol 1110 Sample Assessment](#)

Filename: Biol_1110_Sample_Assessment.pdf **Size:** 75.5 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: 0000001310

Summary

ID: 0000001310

Status: Under Review

Last submitted: Oct 28 2020 03:37 PM (MDT)

Application Form

Completed - Oct 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

Name	Robert Moore
Title	Assistant VP
Phone	5756247001
Email	robert.moore@roswell.enmu.edu

Submitting Institution

Name of HEI	ENMU-Roswell
Submitting Department	Behavioral Science

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@roswell.enmu.edu

Registrar

Name	Linda Neel
Email	linda.neel@roswell.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

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>)

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.

None.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 use a variety of methods to learn and measure communication skills within this course. Students are required and supported to engage in both informal and formal conversations and discussions revolving around selected course content. This is accomplished on a weekly basis through strategic questions and prompts, think-pair-share activities, interactive mini-lectures, and a Learning Gallery exercise. The Learning Gallery involves a simple, collaborative process where groups of students are given a topic/question/problem and a white board (or other resources), and are asked to answer, explain, and illustrate by creating a low-stakes mini-presentation to share with the class. Students then walk through the learning gallery while each group shares their creation. Questions, lively discussion, and “gap-filling” by the instructor take place during the gallery walk. This weekly process involves and invests students in all aspects of this communication skill. The assessment of the communication skills involves photographic artifacts and informal checks for understanding during each learning gallery activity. In the online version of this course, the discussion board feature is used to try to recreate this F2F feature as much as possible.

In addition, students utilize an online learning software to develop strategies for understanding and evaluating messages by working through a series of robust questions designed to help with content mastery, application of concepts, and connections to other learning. Students also respond weekly to targeted reading reaction questions to develop the skill of evaluating and producing effective arguments, summarizing their learning, and applying concepts to their everyday lives.

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 sharpen their critical thinking skills in this class by interacting with selected readings, videos, and activities designed to encourage and support problem-based learning. All weekly group work requires students to understand the problem/question, listen to their sources (book, research, each other, etc.), gather good evidence, and then be able to share their learning with other students in a concise, reasonable manner. For example, Learning Gallery assignments routinely involve groups of students critically working through selected problem-based prompts in their workbooks, discussing with their group members, and then creating a way to explain and illustrate their conclusions to the class.

From analyzing TED talks, to learning to read academic journal articles, to writing short children's stories, students are regularly expected, encouraged, and supported to apply all the assessed aspects of critical thinking. This is assessed through writing assignments, research gathering and evaluation, and participation in various student events on campus where we employ the problem setting, evidence acquisition and evaluation, and reasoning/concluding model of thinking. For example, we take students every semester to at least one workshop or event held by the Student Success Center, participate wholeheartedly, then move to the debriefing room where we ask and discuss the following questions: (1) What problem/issue/need is this event trying to address? (2) Was there any observable or presented evidence that this event was based on evidence or data that this is a problem/issue/need? (3) Did this event effectively address/resolve/help students with the intended outcomes? These assessment discussions often involve, or are shared with Success Center staff to help improve their events. Students appreciate being a part of this and soon start to think more critically about other activities, information, and events in their lives. Even their Psychology class!

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

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

Students are consistently reminded of how their individual roles as influential participants in the whole of society, and in their own worlds. They practice intercultural reasoning and competence as they listen to one another in targeted discussions about nature vs. nurture, personality, motivation theory, perception, and other topics. This is assessed through share out questions that guide them in sharing what they have learned from one another's experiences, perspective, and cultures. Ethical considerations are woven throughout the study of Psychology as both human and animal experiments are discussed at strategic intervals. This is assessed by perspective-taking exercises where students are asked to assume roles as social scientists in conducting experiments, or in assessing case studies presented. The Little Albert study, the Milgram experiment, the Stanford Prison Study, and various learning/conditioning studies are frequently used. Students also engage in group work and problem-based learning activities centered on cognitive biases, decision-making, and heuristics. This gives them opportunity to evaluate and assess their own perspectives and prejudices, and to engage in civil discourse with classmates. Collaboration and teamwork is an absolute pedagogical staple in this course with almost weekly assignments (low and high stakes) designed to challenge students to practice active listening skills, engage in collaborative learning, and evaluate various value systems. For example, several of the semester portfolio projects allow students to work in pairs to complete a rigorous experiment-type assignment revolving around key course concepts (see attachment).

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 on a light gray background. The signature appears to read "David Smith" in a cursive, stylized font.

Date

Oct 28 2020

Upload Assessment

Completed - Oct 28 2020

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

[Sample LP_PSYC 1110_W2D2](#)

Filename: Sample_LP_PSYC_1110_W2D2.pdf **Size:** 237.8 kB

Upload Rubric

Completed - Oct 28 2020

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

[PSYCH_ChapterProjects_01](#)

Filename: PSYCH_ChapterProjects_01.pdf **Size:** 419.1 kB

Application: 0000001305

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

Summary

ID: 0000001305

Status: Under Review

Last submitted: Nov 2 2020 11:36 AM (MST)

Application Form

Completed - Nov 2 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	David Smith
Title	Associate Provost for Curriculum and Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	History

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	AFST
Number	1110
Title	Introduction to Africana Studies
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	AFST
Number	1110
Name	Introduction to Africana Studies

A. Content Area and Essential Skills

To which area should this course be added?

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

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 carry out critical analysis and engagement with complex, interdependent global systems and legacies (natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability
2. Students will explore issues/objects/works through collection and analysis of evidence that result in informed conclusions/judgments, understanding and analysis of critical literacy and ethics pertaining to the dynamics of diversity, equity, inclusion and social change
3. Students will examine habits of mind characterized by the comprehensive exploration of issues, ideas, artifacts and events related to diversity, equity and inclusion before accepting or formulating an opinion or conclusion
4. Students will demonstrate the capacity to combine or synthesize existing ideas, images, or expertise in original ways
5. Students will prepare, purposeful presentations designed to increase knowledge, foster understanding, or promote change in listener's values, beliefs, or behaviors pertaining to the dynamics of diversity, equity, inclusion and social change
6. Students will develop and express ideas in writing and learning in many genres and styles using different writing technologies, mixing texts, data and images that relate to the dynamics of diversity, equity, inclusion and social change
7. Students will show the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situation
8. Students will demonstrate the ability to know a need for information or visual literacy and

understanding of the dynamics of historic and contemporary inequality and how they shape individual and community power, biases, structural arrangements and social justice bias

9. Students will enact behaviors and efforts and interact with others on the team to enhance the quality and quantity of contributions made to team discussions

10. Students will design, evaluate and implement strategies to answer open-ended questions in multiple ways

11. Students will work to make a difference in the civic life of communities and develop the combination of knowledge, skills and values and motivation to make a difference

12. Students will develop their cognitive, affective and behavioral skills and characteristics to support effective and appropriate interaction in a variety of cultures

13. Students will develop their ethical self-identity as they practice ethical decision making skills while learning how to describe and analyze positions on ethical issues

14. Students will engage in self-reflection regarding one's own history and position in contemporary U.S. society as well as in a global context

15. Student learners will connect perspectives and integrate relevant experience and academic knowledge from multiple disciplines

Institution-specific Student Learning Outcomes

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

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general 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 design, evaluate, and implement strategies to answer open-ended questions in multiple ways. Student learners will take an interdisciplinary approach to connect perspectives and integrate relevant experience and academic knowledge from fields like Art, Cultural Studies, History, Music, Psychology, Sociology, and Gender & Sexuality Studies. Formative and summative assessments will be used to engage students in critically reflecting on theories and key concepts as they relate to Africana Studies as an academic field of study. Students will prepare purposeful presentations designed to increase knowledge, foster understanding, or promote change in the listener's values, beliefs, or behaviors about the dynamics of diversity, equity, inclusion, and social change. By including three (3) reflective journals, five (5) discussion board postings, and (2) short-answer quiz questions, students will have the opportunity to demonstrate their critical thinking in written and video formats.

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 develop their cognitive, affective, and behavioral skills and characteristics to support effective and appropriate interaction in various cultures. Students will engage in self-reflection regarding their history and position in contemporary U.S. society and a global context. Formative and summative assessments will be used to engage students in developing their ethical self-identity as they practice proper decision-making skills while learning how to describe and analyze positions on ethical issues. Students will participate in group projects on one discussion board project to learn about team building and further develop their ability to communicate with diverse people. They will also have an opportunity to reflect on their personal and social responsibilities in the three (3) journal entries.

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 demonstrate the ability to know a need for information or visual literacy and understand the dynamics of historical and contemporary inequality and how they shape individual and community power, biases, structural arrangements, and social justice bias. Course content, including textbook readings, videos, and virtual explorations, will provide students with information about Blacks' experiences across the African Diaspora. With the acquisition of new knowledge about the Black experience, students can form and express ideas in writing and learning in many genres and styles using different writing technologies, mixing texts, data, and images that relate to the dynamics of diversity, equity, inclusion, and social change. Assessment will be through a written Technology Backup Plan and a Pecha Kucha video presentation.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink on a light gray background. The signature reads "D. Smith for C. Parker". The "D" is large and stylized, followed by "Smith" in a cursive script. "for C. Parker" is written in a simpler, more legible cursive.

Date

Oct 27 2020

Upload Assessment

Completed - Nov 2 2020

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

[AFST 1110 Sample Assessment 11](#)

Filename: AFST_1110_Sample_Assessment_11.02.2020.pdf **Size:** 795.1 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: 0000001302

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001302

Status: Under Review

Last submitted: Nov 4 2020 10:28 AM (MST)

Application Form

Completed - Nov 4 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	Damián C. Wilson
Title	Associate Professor
Phone	505 250 5118
Email	damianvw@unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Spanish

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	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?

Yes

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.

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. 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 and narrate events in the past with some degree of ease and confidence.
2. Written expression: Students can write an essay/poem/story/creative sketch/lyric in the target language, and that effectively conveys a series of past (fictional) events to the reader that may include recent and distant past.
3. Interpretive listening: Students can identify the main idea and key information in short straightforward conversations.
4. Interpretive reading: Students can understand the main idea and key information in short straightforward 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.

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.

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.*

As this is an intermediate-level language class, one of the main focuses is to raise communicative competence. By the time students reach this level, they are able to describe their daily lives and activities, and have a basic knowledge of past-tense narration. One of the chief goals of this level is to enhance students' ability to narrate events in the past, including recent, distant and habitual past, which requires capability in multiple verb tenses. In addition to past tense narration, students work on expressing future and hypothetical situations. One way to enhance students' language abilities is through the final project: learners use the heritage language to gain insight into cultural narratives through a recorded interview. Most of the students interview a grandparent or other family member and frequently report that it is the first time to sustain a conversation in Spanish with them.

GENRE AND MEDIUM AWARENESS, APPLICATION, AND VERSATILITY:

The final project provides an opportunity for students to communicate in a variety of genres and mediums. First, students engage in in-class communication in order to plan the interview, which will reflect informal communication and terms of address (e.g. using informal tú instead of formal usted for 'you'). Second, the students conduct the interview and adapt to the context through forms of address and other cues that are appropriate to the situation. Third, students create a short presentation of their interview that attends to the audience of their learning community, with the purpose of sharing their findings in the context of the classroom. Finally, students create a formal written report on important elements of the interview and also create a zine (a self-created miniature illustrated magazine with

images and text that uses visual and textual modes to illustrate brief points).

STRATEGIES FOR UNDERSTANDING AND EVALUATING MESSAGES: As this is a language class with communicative goals, students read authentic texts (e.g. short stories, newspaper articles, academic articles) in order to identify main points and arguments. One example comes from a unit on La Llorona ‘the crying woman’ (this is a mythical figure who haunts rivers and irrigation ditches and is said to kidnap naughty children after dark) where students read different versions, tell their own families’ versions, and then read an article on the two Lloronas of Santa Fe—one for tourist consumption and the other who is an authentic community artifact. Since this myth is prevalent among many students’ families, they read through a stakeholder lens while also applying a broader sociocultural lens that invites questions such as: Why does La Llorona have a strong appeal to tourists? How do these stories interact with notions of feminism? Are these tales of resistance or do they reinforce obedience?

EVALUATION AND PRODUCTION OF ARGUMENTS: Returning to La Llorona, students engage with the aforementioned questions and write an essay in which they interpret the significance of La Llorona. While this is a mythical figure, students are able to analyze different versions and reflect on the commercial aspects of this figure through the article on the two Lloronas of Santa Fe. Students engage with different claims regarding La Llorona and different opinions in order to complete this essay.

Returning to the final project students write about an interview that they conducted with a Spanish-speaking community member, often a grandparent. Therefore, this final project requires attention to a variety of matters and modes. Students prepare by writing interview questions, then by conducting the interview, transcribing salient sections, reporting to the class in a presentation, and writing about how the process has impacted them. Therefore, students do form claims and arguments that are supported by the data from the interviews conducted.

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 SHL program one of the goals is to raise critical language awareness to delineate problems related to language maintenance among Hispanics in the United States. To address these

problems, students in SPAN 2210 identify useful information and data, evaluate this data, and to come to informed and well-reasoned conclusions.

PROBLEM: While the previous decennial census (2010) recorded a boom in the Hispanic/Latino population in the US, it also recorded another trend: language loss, which tends to be overlooked. Pew Research Center has documented that in 2008, 78% of Hispanics in the US claimed that they spoke Spanish at home, which declined to 73% in 2016. In New Mexico, census data reveals that only 63% of Hispanics speak Spanish at home. This problem of interrupted intergenerational transmission of Spanish affects SHL students directly because they tend to come from homes where Spanish is a community language, but that is not necessarily passed on to them. One of the primary aims of the Spanish as a Heritage Language program is to serve these students who have not fully learned their heritage language. In SPAN 2210 we address the following question: Why didn't my family pass the language on to the younger generation?

EVIDENCE ACQUISITION: While loss of language transmission is a complicated phenomena that often stems from families' efforts to assimilate into the mainstream culture, we use a very obvious resources that our students have: their families. For the final project students conduct interviews with a family member regarding their linguistic history. Before the interview, the instructor assigns the students to write their own linguistic autobiography (see attached assignment) and then gives students some of the interview questions (e.g. What are some adversities that Spanish speakers face in the US?). Before the interview students work in small groups to propose their own additional questions.

EVIDENCE EVALUATION: Each student presents important elements of their interview to the rest of the class. While each interview represents one individual's experience with the language, the students are able to compare stories in order to determine whether certain claims are credible (e.g. reports of being punished physically at school for speaking Spanish). Because one of the chief goals is to raise critical language awareness through critical reasoning, students determine the relevance of these narratives to the larger question regarding language transmission.

REASONING/CONCLUSION: Many students in SPAN 2210 feel very isolated because their family did not pass on the language fully to them and feel as though it is an individual defect. By examining narratives from the entire group, the students inevitably conclude that language shift is a societal phenomenon and not a family defect. Common conclusions are that the lack of intergenerational transmission is the culmination of many individual families not passing on the language and that it represents a misguided effort to help children be more successful in a society that marginalizes Spanish speakers. Regardless of the person interviewed, the student comes away with answers to critical questions regarding their particular situation and a better awareness of the heritage language in the community setting. Students witness firsthand some of the attitudinal and emotional issues that contributed to the present situation of language loss in the US and are able to ask questions that help them understand this dynamic of a massive shift to English among US Hispanics.

One way to address this problem is to promote what we call re-contact in which learners use the heritage language to gain insight into cultural narratives through a recorded interview. Most of the students interview a grandparent or other family member and frequently report that it is the first time to sustain a conversation in Spanish with them.

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.

INTERCULTURAL REASONING AND INTERCULTURAL COMPETENCE: This course encourages intercultural reasoning and intercultural competence by teaching Spanish from a community-based perspective that highlights the importance of the varieties spoken in New Mexico and the US as: a.) valid varieties that will open doors for students to understand their own communities better, and b.) tools that will open doors in the broader Spanish speaking world. Because SPAN 2210 students largely come from families in which the language was not transmitted from one generation to the next, and because this happened largely through assimilative pressures whereby Hispanics have historically been deprived of education in their heritage language and subject to marginalization, this effort to teach from a community-based perspective is essentially a task that engages issues of social justice, cultural, social, and personal issues. For example, we examine marginalization as a phenomenon that happens in our own communities through the final project.

SUSTAINABILITY AND THE NATURAL AND HUMAN WORLDS: Because we encourage language maintenance and revitalization, we promote sustainability of an important human product, our communities' languages. By addressing issues that affect language maintenance and by teaching from a community-based perspective, we go beyond the traditional foreign language class and allow for an understanding that combats negative attitudes toward that language. By fostering positive attitudes, students will embrace the heritage language in a way that encourages maintenance. Returning to the final project, this interview often represents the first time that the student converses with the community member in Spanish and many students report that they continue to speak in Spanish to this person. Therefore, the final project itself contributes to sustainability of the language.

ETHICAL REASONING: In terms of ethical reasoning, we hold that SHL classes provide a space for Spanish as a Heritage Language learners to unite and discuss issues revolving around our communities such as factors that have led to language loss, such as marginalization and assimilation of Hispanic cultures by the dominant society.

COLLABORATION SKILLS, TEAMWORK AND VALUE SYSTEMS: Collaboration is a key element to language learning, especially in the SHL format. While there is almost daily collaboration on the smaller scale of work in group activities as students raise competency in the target language, the final project requires that pairs or trios collaborate in the design, implementation and analysis of data.

CIVIL DISCOURSE, CIVIC KNOWLEDGE AND ENGAGEMENT: SHL classes attract a diverse community and not all will share the same attitudes and perceptions directed upon Spanish. Some may value prestige varieties of the language as a key to professional development while others uplift their community variety and see it as a tool for personal enrichment. All students will have inherited linguistic baggage from the context of communal language shift to English and the top priority in any SHL class is to create a safe space for students to use vocabulary that reflects their communities or to express opinions that may not be popular.

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

Oct 27 2020

Upload Assessment

Completed - Nov 4 2020

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

[SPAN 2210 Composición 1 - Tu autobiografía lingüística](#)

Filename: SPAN_2210_Composicion_1_-_Tu_autobiogr_Us0eTXI.pdf **Size:** 33.2 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: 0000001317

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

Summary

ID: 0000001317

Status: Under Review

Last submitted: Oct 30 2020 12:38 PM (MDT)

Application Form

Completed - Oct 30 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Art

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	ART
Number	1810
Title	Introduction to Jewelry and Small Metals Construction 1
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ART
Number	1810
Name	Introduction to Jewelry and Small Metals Construction 1

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>)

State Mandated Student Learning Outcomes: 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.

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--

The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction in jewelry making. Projects will progress in difficulty, beginning with cutting and soldering, and moving forward into careful shaping, stone setting and eventually casting. Students are expected to progress technically as jewelers for the purpose of more clearly communicating ideas through their self-produced and observed imagery. Jewelry making assignments given by the instructor engage with genre and media awareness within jewelry-making and progress toward greater difficulty both technically and conceptually. The visual language of small metal arts is one that is acquired through practice and repetition, enhanced by regular conversation and feedback.

Strategies for Understanding and Evaluating Messages, and Producing Arguments--

Group discussion and critique occur on a regular basis in the jewelry classroom as a strategy for understanding and evaluating intended messages. Students also work in a group workshop environment that is where they are encouraged to learn about jewelry making and genres from each other while co-creating together. Students are encouraged to discuss their metal work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding, along with evaluation and production of arguments. Students “defend” their work to each other arguing in support of the jewelry they created.

Visual artists students communicate best when they are competent with their materials and they have properly assessed the way in which their artwork impacts others.

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

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

Critical thinking is vital to a competent artist and regular 'critiques' are scheduled in the jewelry classroom throughout the semester to train the students in assessing their progress as well as that of their peers.

Problem Setting--

Setting a problem involves making choices regarding materials within the range of small metal working, such as silver, copper, brass and various natural stones. Jewelry assignments are set as problems to solve, and students

acquire evidence through technical training in jewelry making and conceptual exploration to reach for more challenging problems in their jewelry making. Communicating clearly through a visual image is a difficult problem at first, while the student works through the process of mastering small metals materials. Through guidance, practice, workshops, and more practice, students learn to both set and resolve more challenging types of jewelry making challenges.

Evidence Acquisition and Evaluation--

Students are expected to learn the process of self-criticism for the purpose of improvement in both technical skills and conceptual presentation, evaluating work and making conclusions about success or failure both technically and conceptually. Students assignments direct them to study and understand works from the history of metal crafting, to inform them in making choices that reflect the acquisition of evidence and an evaluation of the wide range of choices.

Reasoning and Conclusion: The goal of art, when produced by educated artists, is to communicate ideas or concepts. Jewelry students learn how to self-criticize through production and group dialogue in which they identify weaknesses in their work, and learn to accept criticism from their peers and jewelry instructor for the sake of learning. Beginning level courses in the jewelry studio provide a learning environment with a large amount of continual feedback and hands on training from the instructor, which is balanced by assessments organized as group and individual critique to guide each student's artistic voice and shape it into something that produces artwork where meaning or intent is clear and decipherable by others. Jewelry students must arrive at a reasoned conclusion, evidenced through a sketch and descriptive writing before beginning a project.

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--

Jewelry students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during jewelry studio work sessions requires interaction, feedback, critique and communication. The shared jewelry studio space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively.

Intercultural Reasoning and Competence--

New Mexico Highlands University is a 'Hispanic Serving University' and the student body also includes students from all over the world. The jewelry making group environment demands intercultural engagement and tolerance

for difference, where students will be coached in appropriate safe zone behavior. In some jewelry and small metals assignments, students must reflect on how their own artistic expression might be informed by their cultural

background. The jewelry studio classroom allows personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding.

Civic discourse, civic knowledge and engagement—local and global--

Jewelry students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their

world. Jewelry students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events in artistic workshop environments.

Social responsibility

and awareness is a valuable part of the artistic expression.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be the initials 'I' followed by a series of connected loops and a sharp upward stroke.

Date

Oct 30 2020

Upload Assessment

Completed - Oct 30 2020

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

[ART 1810 Sample Assessment](#)

Filename: ART_1810_Sample_Assessment.pdf **Size:** 92.8 kB

Upload Rubric

Completed - Oct 30 2020

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

[ART 1810 Course Rubric](#)

Filename: ART_1810_Course_Rubric.pdf **Size:** 77.3 kB

Application: 0000001288

Michael Bilopavlovich - michaelb@mesalands.edu
NM General Education Curriculum

Summary

ID: 0000001288

Status: Under Review

Last submitted: Oct 9 2020 04:40 PM (MDT)

Application Form

Completed - Oct 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

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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	michaelb@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	Forrest Kaatz
Email	forrestk@mesalands.edu

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

No

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

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 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. 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.

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.

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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

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

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate

psychology and the human condition.

Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a 'moral life'.

Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

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 acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

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

Oct 9 2020

Upload Assessment

Completed - Oct 9 2020

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

[ENG 211 Sample assignment](#)

Filename: ENG_211_Sample_assignment.pdf **Size:** 93.6 kB

Upload Rubric

Incomplete

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

Application: 0000001324

Michael Ottinger - ottingerm@sanjuancollege.edu
NM General Education Curriculum

Summary

ID: 0000001324

Status: Under Review

Last submitted: Nov 6 2020 02:36 PM (MST)

Application Form

Completed - Nov 6 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	Eddy Rawlinson
Title	Dean of Business and Information Technology
Phone	5055663301
Email	rawlinsone@sanjuancollege.edu

Submitting Institution

Name of HEI	San Juan College
Submitting Department	School of Business and Information Technology

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 response)

Institutional Course Information

Prefix	COMM
Number	1130
Title	Public Speaking
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	COMM
Number	1130
Name	Public Speaking

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Demonstrate effective speech preparation.
 2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
 3. Analyze a potential audience and tailor a speech to that audience.
 4. Evaluate presentations according to specific criteria.
 5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
 6. Recognize diversity and ethical considerations in public speaking.
-

Institution-specific Student Learning Outcomes

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

1. Become proficient at presenting informative and persuasive speeches
2. Relate critical thinking and problem solving principles to public speaking
3. Demonstrate the ability to research issues
4. Write and present an impromptu speech
5. Conduct an audience analysis
6. Write and deliver an informative speech, which meets the follow criteria: cites at least 2 credible sources; contains an introduction, body and conclusion; organizes body into main points using an informative organizational pattern; incorporates visual aids using multi-media technology; displays techniques of effective delivery.
7. Write and deliver a persuasive speech which meets the following criteria: cites at least 3 credible sources; contains an introduction, body, and conclusion; organizes body into main points using a persuasive organizational pattern; uses techniques of persuasion throughout the speech; incorporates visual aids using multimedia technology; and displays techniques of effective delivery.
8. Identify effective speaking techniques in contemporary and historical speeches.
9. Identify personal strengths and weaknesses in your speaking style.

C. Narrative

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

Be sure to address the component skills listed next to each essential 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 develop their communication skills by giving several public speeches throughout the semester. As they learn about audience analysis they will be able to choose appropriate topics for their speeches and tailor their speeches to fit the needs of their audience. They will also learn about the importance of understanding and evaluating messages through both writing their own speeches as well as listening to the other speeches that are given in the course.

Students will be evaluated in the following ways:

A) Genre and Medium Awareness: Students will be evaluated based on their ability to deliver an informative and persuasive speech in an extemporaneous manner (with an outline or note cards but not read) for a specific amount of time. They will also practice giving impromptu (given the topic with only a few minutes to prepare) speeches to increase their critical thinking skills. Other types of speeches may be assigned as necessary.

B) Application and Versatility: Students will be evaluated on their tone, delivery, gestures, and other nonverbal forms of communication. They will understand the importance of keeping their speeches interesting and engaging for their audience, and will be graded based on how effectively they met their objectives.

C) Strategies for Understanding and Evaluating Messages: Students will be evaluated on their ability to cite credible sources.

D) Evaluation and Production of Arguments: Students will be evaluated on their ability to argue from facts to a credible thesis that the value for which they are arguing is a value the audience should share.

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

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

Students will develop their critical thinking skills through preparing, giving, and listening to speeches throughout the semester. As they learn to apply what they have learned in a public-speaking setting, they will better understand both what works and what doesn't, and thus increase their ability to think critically in the future. Furthermore, students will understand the difference between creating a persuasive argument that actually persuades vs. a persuasive argument that does not. As students learn these different techniques, they will be able to both give better speeches and understand how to better form arguments in all areas of life.

Students will be evaluated in the following ways:

- A) Problem Setting: Students will be evaluated on their ability to define a problem and then present a solution which will satisfy their audience. (Persuasive speech.)
- B) Evidence Acquisition: Students will be evaluated on their ability to find quality sources which make their arguments stronger than they otherwise would be.
- C) Evidence Evaluation: Students will be evaluated on their ability to use quality sources and to be able to explain why a source is "good" or "bad."
- D) Reasoning/Conclusion: Students will be evaluated on their ability to reason logically and use facts to arrive at a generally agreed upon conclusion. (Informative and Persuasive speeches.)

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 develop their information and digital literacy skills as they research information for their various speeches. As they do so they will understand the critical importance of research in strengthening the information they present to their audience – whether in an informational or persuasive setting.

Students will be evaluated in the following ways:

A) Authority and Value of Information: Students will be evaluated on their ability to find credible, peer-reviewed sources. They will learn why such sources are valuable and understand the difference between those sources and sources which aren't as credible (Wikipedia, for example).

B) Digital Literacy: The students will be evaluated on their ability to find digital library sources that make their speeches – both informative and persuasive – more credible. A set number of sources will be required such that the student is encouraged to use their own logic and reasoning in addition to the logic and reasoning of several other credible sources.

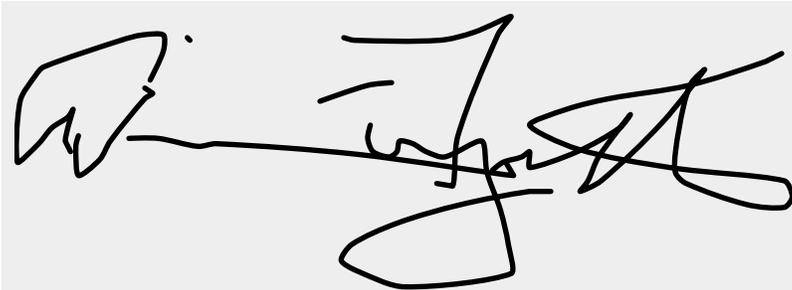
C) Research as Inquiry: Students will be evaluated on their ability to reason logically and use facts to arrive at a generally agreed upon conclusion. They will also learn the importance of being willing to modify their speech topics when the research leads to a different conclusion than expected. (Informative and Persuasive speeches.)

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

Nov 5 2020

Upload Assessment

Completed - Nov 5 2020

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

[COMM1130-Assessment](#)

Filename: COMM1130-Assessment.pdf **Size:** 175.8 kB

Upload Rubric

Completed - Nov 6 2020

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

[PERSUASIVE SPEECH EVALUATION FORM](#)

Filename: PERSUASIVE_SPEECH_EVALUATION_FORM.pdf **Size:** 113.2 kB

Application: 0000001298

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001298

Status: Under Review

Last submitted: Nov 4 2020 08:53 AM (MST)

Application Form

Completed - Nov 4 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	John Matthews
Title	Professor
Phone	505-277-2616
Email	johnm@phys.unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Physics

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	ASTR
Number	1115
Title	Introduction to Astronomy
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ASTR
Number	1115
Name	Introduction to Astronomy

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
4. Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
5. Students will describe the formation scenarios and properties of solar system objects.
6. Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
7. Students will describe methods by which planets are discovered around other stars and current results.
8. Students will describe the structure, energy generation, and activity of the sun.
9. Students will compare our sun to other stars and outline the evolution of stars of different masses and its end products, including black holes.
10. Students will describe the structure of the Milky Way and other galaxies and galaxy clusters.
11. Students will describe the origin, evolution, and expansion of the universe based on the Big Bang Theory and recent Astronomical observations.
12. Students will describe conditions for life, its origins, and possible locations in the universe.

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 laws of physics are universal: Students will be able to apply the laws of physics as we know them on Earth to other objects in the universe.
2. Electromagnetic radiation as an astronomical tool: Students will be able to identify ways in which electromagnetic radiation can be used to interpret information about the universe.
3. The scientific method: Students will be able to recognize use of the scientific method in refinement of our understanding of the universe.
4. Our place in the universe: Students will be able to recognize how astronomy informs them of their own origin and place in the universe.

C. Narrative

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

Astronomy, starting from planet Earth, is the study of the Universe. Of the sciences astronomy is special in relying completely on observation. In practice properties of electromagnetic radiation are used to analyze observational data based on known physics to determine the properties of distant planets, stars, star forming regions, galaxies, the 3-dimensional distribution of matter (galaxies) and the time history of the universe. In summary astronomy is a vast collection of observations that must be correctly interpreted. Thus astronomy, and the Astro1115 class, mostly emphasizes Critical Thinking skills.

As Critical Thinking is so central to the day to day practice of Astronomy, these skills begin on the first day of class and go through the final exam. A good example is provided by the motions of the Earth and the Moon. Why is there day and night? Why are different stars visible at different times of the year? Why are there seasons? Why are there Solar and/or Lunar eclipses? Often what we consider familiar provides some of the best opportunities to grow Critical Thinking skills. When challenged with even this short list of questions students must understand what each problem is asking (problem setting), then associate relevant personal experiences and course material (evidence acquisition) and then use Critical Thinking to sort the more relevant from less relevant/irrelevant information (evidence evaluation). Students are then encouraged to apply the scientific method to appreciate that the many observations are explained by a handful of basic facts (reasoning/conclusion).

Students develop their Critical Thinking skills profiting from many standard learning tools including class lectures and demonstrations, online homework, tests, in class discussions including use of clicker, etc. Students get feedback on their progress from their homework (which uses the online Pearson Mastering Astronomy), from the 4 midterm/final examinations and from in-class and email questions. With this high level of feedback there are no options for "extra credit" or other ways to avoid taking the class seriously from the very onset. Lectures, homework assignments and tests evolve with time to address (with the goal to resolve) areas of confusion.

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.*

Astronomy, starting from planet Earth, is the study of the Universe. Of the sciences astronomy is special in relying completely on observation. In practice properties of electromagnetic radiation are used to analyze observational data based on known physics to determine the properties of distant planets, stars, star forming regions, galaxies, the 3-dimensional distribution of matter (galaxies) and the time history of the universe. In summary astronomy is a vast collection of observations that must be effectively interpreted. Thus astronomy, and the Astro1115 class, needs and emphasizes Quantitative Reasoning skills.

Typically Quantitative Reasoning is required to optimize the collection of and the interpretation of astronomical data. Examples range from the design and optimization of astronomical telescopes, to the application of Black Body physics to obtain detailed information of star properties, to the use of the distance luminosity relation to measure source distances based on standard-candle light sources, to the use of Newton's laws (including gravity) to detect and map dark matter in the universe.

Astronomy provides a natural opportunity to develop and use effective communication skills (communication/representation of quantitative information), thus e.g. essentially unimaginable quantities are expressed as simple ratios: luminosity of a star to the luminosity of our Sun, or mass of a star to the mass of our Sun. Astronomy also provides an ideal opportunity to use known quantitative relationships, e.g. stars' apparent brightnesses to their intrinsic brightness and distance, to guide which measurements will let us learn about things that we do not know (analysis of quantitative arguments, application of quantitative models).

Students develop their Quantitative Reasoning skills profiting from many standard learning tools including class lectures and demonstrations, online homework, tests, in class discussions including use of clicker, etc. Students get feedback on their progress from their homework (which uses the online Pearson Mastering Astronomy), from the 4 midterm/final examinations and from in-class and email questions. With this high level of feedback there are no options for "extra credit" or other ways to avoid taking the class seriously from the very onset. Lectures, homework assignments and tests evolve with time to address (with the goal to resolve) areas of confusion.

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.

Astronomy, starting from planet Earth, is the study of the Universe. Of the sciences astronomy is special in relying completely on observation. In practice properties of electromagnetic radiation are used to analyze observational data based on known physics to determine the properties of distant planets, stars, star forming regions, galaxies, the 3-dimensional distribution of matter (galaxies) and the time history of the universe. In summary astronomy is a vast collection of observations that must be effectively and correctly interpreted. Thus astronomy, and the Astro1115 class, emphasizes the need for unbiased data obtained as uniformly as is possible (intercultural reasoning and intercultural competence), realizing that data quality typically improves with time as data collecting instrumentation improves. This is true even when the science is uncomfortable, such as human impact on Global Warming and the need to be aware of scarce world resources such as helium that is not retained in Earth's atmosphere (sustainability and the natural and human worlds, and ethical reasoning). Students are confronted with stark data and then asked: what are healthful alternatives for humanity (collaboration skills, teamwork and value systems, and civic discourse, civic knowledge and engagement - local and global)? In this way the class contributes to students' growth in Personal and Social Responsibility skills.

Examples of multiple choice questions from recent midterm exams show how the students are challenged to apply Personal and Social Responsibility skills in astronomical applications.

Students develop their Personal and Social Responsibility skills profiting from many standard learning tools including class lectures and demonstrations, online homework, tests, in class discussions including use of clicker, etc. Students get feedback on their progress from their homework (which uses the online Pearson Mastering Astronomy), from the 4 midterm/final examinations and from in-class or email questions. With this high level of feedback there are no options for "extra credit" or other ways to avoid taking the class seriously from the very onset. Lectures, homework assignments and tests evolve with time to address (with the goal to resolve) areas of confusion.

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

Oct 27 2020

Upload Assessment

Completed - Nov 4 2020

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

[ASTR_1115_combined](#)

Filename: ASTR_1115_combined.pdf **Size:** 716.5 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: 0000001315

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

Summary

ID: 0000001315

Status: Under Review

Last submitted: Oct 30 2020 11:09 AM (MDT)

Application Form

Completed - Oct 30 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	Ian Williamson
Title	AVPAA
Phone	15054543342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Visual and Performing Arts

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Henrietta Romero
Email	hromero@nmhu.edu

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

Yes

Institutional Course Information

Prefix	THEA
Number	100
Title	Introduction to Theatre
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	THEA
Number	100
Name	Introduction to Theatre

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Define and discuss basic theater terms and concepts. 2. Discuss the fundamental elements of theatre, and the ways in which theatre differs from other art forms. 3. Analyze and critique the elements of a live theatrical production. 4. Identify and describe the roles of various theatre artists including actors, directors, playwrights, dramaturges, and designers.

Institution-specific Student Learning Outcomes

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

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 is gained by the students through the examination of the various components that comprise theatre. Acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, and theory comprise many of the media choices available. Various Genres of theatre, and the media used to produce theatre are examined. Students learn to examine theatre through criticism.

A variety of strategies for understanding and evaluating messages aid students in processing the messages and methodology of theatrical critique. Understanding and evaluating theatrical events requires an understanding of the history of theatre. It requires examining the nature of society and social norms during the time and place of the theatrical event's first production. The Students attend lectures on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism.

Evaluating Messages occurs through exposure to, and discussion of, theatrical content.

After each of the lectures, verbal notes, PowerPoint presentations and video presentations, we discuss the activity. They communicate their understanding of its components Through the production of arguments regarding their evaluation of messages delivered to them. They analyze and communicate any meaning that they are able to understand from the messages present in the event.

For the Evaluation and production of Arguments, students attend theatrical presentations. After each event, they discuss the event. They communicate their understanding of its components through the production of a variety of arguments for their evaluation of messages delivered to them. They describe any meaning that they are able to evaluate from the messages potentially present in the event. They utilize a variety of communication methods to provide Their reasoning and their conclusions.

Students will be assigned research projects on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism at a scheduled point during the early portion of the semester. The students will give presentations on those assigned research projects to their classmates and the instructor during the regularly scheduled semester. They will present the research projects at assigned dates and times during the course of the semester in sequence with the scheduled lectures. After each class, students discuss the presentation, its components and describe any meaning that they are able to glean from the event. The students in the class will additionally communicate their knowledge of the material presented through quizzes and tests.

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 learned while observing Theatre. The students conceive, research and develop their theatrical works, building arguments from historical precedent and then reasoning from evidence to form coherent, artistic interpretations of what that evidence means. Evidence acquisition is demonstrated through presentations of their research of assignments, which provide practice in the analysis and evaluation of established materials. Assignments provide practice in the evidence evaluation of primary source materials: students answer questions in writing based on event presentations, which they further delve into through class discussions. Evidence evaluation comes to students as they acquire, evaluate, and logically reason from evidence in study sessions before each exam. Written exams assess whether students have mastered these skills. Students will be assigned research projects on various components that comprise theatre, such as acting, directing, playwriting, dramaturgy, scenic and costume design, stagecraft, spectatorship, history, theory, and criticism at a scheduled point during the early portion of the semester. The students will give presentations on those assigned research projects to their classmates and the instructor during the regularly scheduled semester. They will present the research projects at assigned dates and times during the course of the semester in sequence with the scheduled lectures. After each the class we will discuss the presentation, its components and describe any meaning that they are able to glean from the event. The students in the class will additionally communicate their knowledge of the material presented through quizzes and tests.

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

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

Students develop intercultural reasoning skills through analysis of various presentations of culturally diverse styles of theatre productions. Students demonstrate intercultural competence through written assignment work and intercultural-based group work. Students will demonstrate ethical reasoning, collaboration skills, and teamwork through written assignment work, presentation and intercultural-based group work. Final assessment occurs within the context of writing assignments that include the use of research sources, require the use of specific digital media such as discussion boards to demonstrate and deepen their knowledge of theatrical and civil discourse, and to demonstrate intercultural reasoning and competence learning as they compose digital texts.

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

Link to Institution's General Education Assessment Plan

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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



Date

Oct 30 2020

Upload Assessment

Completed - Oct 30 2020

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

[THEA 100 Sample Assessment](#)

Filename: THEA_100_Sample_Assessment.pdf **Size:** 26.4 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: 0000001309

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

Summary

ID: 0000001309

Status: Under Review

Last submitted: Oct 28 2020 01:15 PM (MDT)

Application Form

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- 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 VP
Phone	5756247001
Email	robert.moore@roswell.enmu.edu

Submitting Institution

Name of HEI	ENMU-Roswell
Submitting Department	Behavioral Science

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@roswell.enmu.edu

Registrar

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

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

No

Institutional Course Information

Prefix	SOCI
Number	1110
Title	Introduction to Sociology
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	SOCI
Number	1110
Name	Introduction to Sociology

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Define sociological perspectives and the contributions that sociological knowledge can bring to the social sciences.
2. Understand the sociological imagination and explain the relationships between social structures, social forces and individuals.
3. Demonstrate the ability to apply the perspectives of symbolic interactionist theory, conflict theory, and structural-functionalist theory to qualitative and/or quantitative data.
4. Understand and explain intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality.

Institution-specific Student Learning Outcomes

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

None.

C. Narrative

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

This course covers a diverse range of topics related to essential theories and practices of sociology. Critical issues of social inequalities are examined using sociological perspectives and the sociological imagination. Further, both the perspectives and the sociological imagination provide the lens to examine fundamental issues of social behavior, such as social institutions/structures, intersectionality and the connections between race, gender, class, ability, and sexual identify (as well as other forms of institutional inequalities). Students demonstrate genre and medium awareness, application, and versatility through weekly discussions (both written and oral), which correspond to weekly reading/writing (current events and portfolio projects) assignments, which relate to evaluating and critiquing videos that address the applicable/relevant social issues.

Strategies for Understanding and Evaluating Messages:

Students practice strategies for understanding and evaluating messages by the close and critical reading/viewing of assigned course materials, while also applying course content to sociological issues. Students practice critical thinking skills (in conjunction to the application of course content) by providing evidence-based arguments and ideas about sociological issues during the participation of class discussions and the completion of current event and portfolio projects.

Evaluation and Production of Arguments:

Evaluation and production of arguments is demonstrated by students' applying sociological concepts when engaging in class discussions and by the completion of targeted current event projects which guide them to critically examine videos/readings. Students are evaluated on the thoroughness of their responses during discussions and current event assignments. The current event assignments and class discussions are scaffolded to provide guidance for evaluating arguments, which in turn models best practices for the 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.*

Critical Thinking skills will be practiced by students in a variety of contexts, such as: class discussions, critical readings of assignment texts and/or viewing of assigned videos, current event projects, and final portfolio projects. Such assignments provide students with diverse opportunities to demonstrate their ability to develop and express their positions, gather evidence, evaluate evidence, and reach reasonable solutions.

Problem Setting:

Through the use of weekly class discussions and writing assignments, critical thinking is re-enforced based on the close reading of assigned readings, as well as close viewing of critical videos. The discussions and written assignments require that students demonstrate their newly developed critical thinking skills as evidenced in the reasoned thinking used to evaluate others' arguments (discussions, readings, and videos), and in supporting their own positions on the topics presented.

Evidence Acquisition:

Students gather evidence through the careful reading of assigned texts and viewing of videos, while also evaluating the credibility of sources in weekly discussions and written assignments. Additionally, students are able to demonstrate mastery of content (i.e. the weekly reading/videos) during the class discussions and in their weekly written assignments. The weekly written assignments (current events and portfolio projects) require that students gather information from credible sources, critique the information gathered, and properly cite their sources.

Evidence Evaluation:

Students evaluate their own (and others') positions during the class discussions. They analyze and evaluate the data gathered/reviewed in the weekly discussions and writing (current events and portfolio projects) assignments, which assists them in drawing reasonable conclusions based on evidence.

Reasoning/Conclusion:

Students then explain their understanding of and solution for the problems addressed in class (focus on social inequalities with a solution-based lens). This focus on solutions is evidenced in their class discussions and current event assignments.

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

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

Ethical Reasoning:

Ethical Reasoning is nurtured and developed by exploring topics from a variety of perspectives, cultures, traditions, and belief systems, with a focus on power dynamics, conflict, and systemic inequalities across a variety of intersectionality markers. The concepts of ethnocentrism and cultural relativism are introduced at the beginning of the course, but are revisited throughout the course in class discussions and assignments. Students also demonstrate their understanding of ethical reasoning in their class discussions and written assignments.

Civic Discourse:

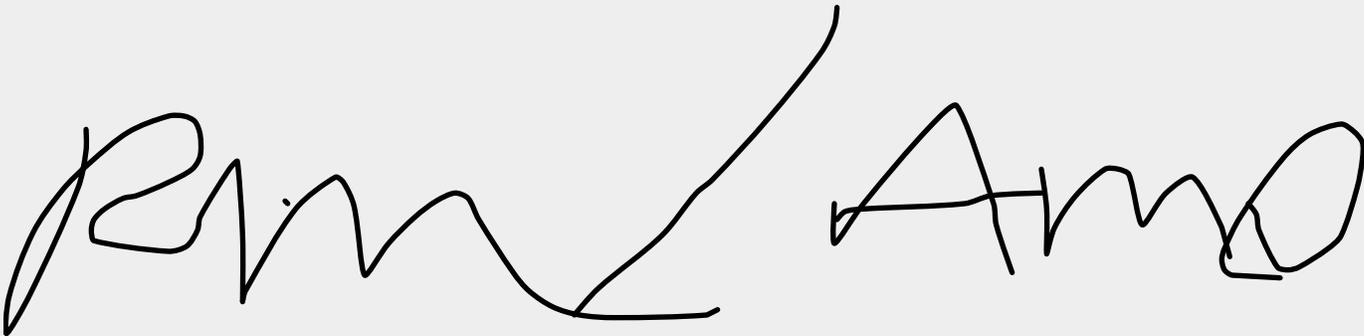
Class discussion promotes collaboration in examining a variety of perspectives and viewpoints, and in identifying and discussing social and ethical issues. Additionally, civic discourse is encouraged in identifying the connections between society, the individual, social/cultural artifacts and beliefs, and the natural world in class discussions and in class collaborative projects (like jigsaws). Students demonstrate their understanding of varied value systems in their class discussions and weekly writing assignments. Finally, students are guided through the process of engaging in civic discourse during their weekly discussions as evidenced through their participation in respectful civic dialogue that shares differing perspectives and recognizes that there are multiple valid responses to local and global issues. These abilities are evident in their initial response, as well as their subsequent responses (i.e. dialogue).

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 on a light gray background. The signature is cursive and appears to read "Michael Raine".

Date

Oct 28 2020

Upload Assessment

Completed - Oct 28 2020

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

[Current Event Developed Fall 2020 - ENMUR SOCI 1110](#)

Filename: Current_Event_Developed_Fall_2020_-_EN_aIoJWRF.pdf **Size:** 284.5 kB

Upload Rubric

Completed - Oct 28 2020

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

[SOCI 1110 Gen Ed Support document Current Event Rubric - ENMUR](#)

Filename: SOCI_1110_Gen_Ed_Support_document_Curr_P0wSoDG.pdf **Size:** 120.0 kB

Application: 0000001300

Michael Raine - mraine@unm.edu
NM General Education Curriculum

Summary

ID: 0000001300

Status: Under Review

Last submitted: Nov 4 2020 10:29 AM (MST)

Application Form

Completed - Nov 4 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	James L. Thomas
Title	Associate Professor
Phone	505-235-7321
Email	jthomas@unm.edu

Submitting Institution

Name of HEI	UNM
Submitting Department	Physics

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	PHYS
Number	1125
Title	Physics of Music
Number of credits	3

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

Yes

Co-requisite Course

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

New Mexico Common Course Information

Prefix	PHYS
Number	1125
Name	Physics of Music

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

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

1. Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.
2. Apply basic classical mechanics to static and dynamic fluids, including Archimedes' principle and Bernoulli's principle.
3. Apply the general properties of waves to simple models of musical instruments.
4. Demonstrate knowledge of basic operating principles of wind, string, and percussion instruments.
5. Demonstrate knowledge of how objectively measurable properties of sound waves correspond to the perceptions of pitch, loudness, and timbre.
6. Demonstrate understanding of the description of vibrations and waves in terms of Fourier's Theorem and normal modes.
7. Demonstrate understanding of vocalization in terms of physical principles such as resonance and fluid dynamics.
8. Demonstrate understanding of how the ear works.

Optional Topics:

1. basics of music theory, modes, temperaments, consonance and dissonance
2. building acoustics
3. connections to other physical topics such as but not limited to: cosmology, microwave background radiation, quantum theory, Bohr model, entropy, electromagnetic waves and special relativity, string theory...

Institution-specific Student Learning Outcomes

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

Outcome 1: Students will demonstrate understanding of the basic properties of waves, including wavelength, frequency, and velocity. They will answer qualitative questions on the relationship between frequency, wavelength, and velocity, and quantitative problems involving simple calculations and interpreting graphs regarding waves. NM HED Area III competencies 2, 4 and 5

Outcome 2: Students will demonstrate understanding of wave reflection, diffraction, and interference, through graphical representation, and quantitative problems. NM HED Area III competencies 2, 4 and 5

Outcome 3: Students will demonstrate understanding of the relationship between intensity of sound, and the human perception of loudness. This is shown through qualitative, quantitative, and graphical questions. They will understand the relationship between frequency and pitch. NM HED Area III competencies 2, 4 and 5

Outcome 4: Students will demonstrate recognition of vibrational modes in a variety of instruments, and the relationship to frequencies produced, and how humans can control these modes and thus the timbre of sound. NM HED Area III competencies 2, 4 and 5

Outcome 5: Students will demonstrate understanding, from a basic physical standpoint, of how sound energy is translated to perceived sound by the human ear/brain system. NM HED Area III competencies 2, 4 and 5

C. Narrative

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

Practice at Critical Thinking is integral to the course activities. Problem Setting skills are advanced through LEARN quizzes that require “translation” into appropriate mathematical formulations. For example, a sample question asks “By what factor does the frequency of a mass and spring oscillation change if the mass is tripled?” To address this question, the students must recognize the appropriate physical quantities and mathematical formulation, setting the problem in a mathematical context. Evidence Acquisition, Evidence Evaluation, and Reasoning/Conclusion are most enhanced through worksheet activities. For example, using online simulations from The University of Colorado, students explore the behavior of coupled oscillators. They observe complex motions (Evidence Acquisition), as well as simple (“normal”) modes of motion, and demonstrate that complex motions may be represented as combinations of simple motions (Reasoning/ Conclusion.) In other worksheet activities, they use an online 2-dimensional wave simulation to study the behavior of sound waves in pipes. In this exercise, the students themselves sketch the wave they wish to study, and must Evaluate their observed results in comparison to an idealized theory. In this case, theory does not provide an exact match (Evidence Evaluation; initial sketched waves all differ slightly) and students must understand the distinction between real and ideal. There are numerous other worksheets and similar quiz questions.

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

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

Communication/Representation of Quantitative Information is central to this course. Students begin the semester learning how to graph motions of objects and waves. This study includes a non-calculus-based discussion of the meaning of the slope of graphs. Graphical communication is also taught with representations of standing waves in pipes and on strings. Students must correctly interpret such diagrams to find wavelengths and frequencies of modes. Analysis of Quantitative Arguments: a substantial effort is made early in the course to develop students' abilities to reason about mathematical relationships and about proportions. Students learn how to "read" mathematical equations to understand relationships between "inputs" and "outputs" (for example, whether doubling an input doubles and output, or quadruples it.) They also learn to carefully distinguish different physical quantities that are easily confused, such as particle motion vs. wave motion. Quantitative Models are applied throughout the term to explain the behavior of string instruments, woodwind instruments, brass instruments. In the latter case, an in-depth study of the trumpet demonstrates how ideas about wave reflection at the bell and small resonators ("Helmholtz resonators") that the students have already studied come into play in shaping the modes and overtones of the instrument.

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.

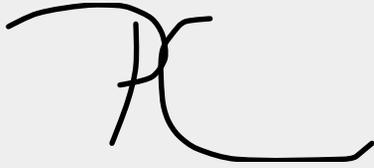
The course design promotes 3 components of "Personal and Social Responsibility." "Collaboration skills, teamwork, and value systems" is supported by a requirement that students work in teams to complete worksheets on musical acoustics concepts and applications. The worksheets require students to work together to solve difficult and challenging problems, and students gain important group skills by thoughtful discussions with groupmates. "Intercultural reasoning and intercultural competence" are incorporated by the discussion of musical instruments (and musical styles) from around the world, and the development of musical instruments throughout history. Finally, although not included as a component of Personal Responsibility above, Personal Responsibility certainly includes the ability for self-discipline and the ability to meet deadlines. The course is integrated into UNM LEARN, with weekly quizzes. Students are responsible for their own progress through the quizzes. The system of worksheets also promotes self-discipline. Rather than requiring worksheets be turning in every week, students are simply required to complete 8 during the semester (for A-level work). They are permitted to turn in at most one per week, so they must choose which worksheets they wish to do, and make sure they do them in a timely fashion. (Postponing until the end of semester won't work, since only 1 can be turned in each week.) Furthermore, poorly-done work is returned to be re-done. This approach (as opposed to simply awarding a low score) is likely to be more effective at encouraging students to be aware of their own competencies and weaknesses, and to encourage them to seek help (in class or in extensive office hours) for material they do not understand well.

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

Oct 27 2020

Upload Assessment

Completed - Nov 4 2020

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

[PHYS_1125_combined](#)

Filename: PHYS_1125_combined.pdf **Size:** 8.0 MB

Upload Rubric

Incomplete

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

Application: 0000001306

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

Summary

ID: 0000001306

Status: Under Review

Last submitted: Nov 2 2020 11:37 AM (MST)

Application Form

Completed - Nov 2 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	David Smith
Title	Associate Provost for Curriculum and Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	History

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	AFST
Number	2110
Title	African American History
Number of credits	3

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	AFST
Number	2110
Name	African American History

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 a full ability to analyze and interpret how enslavement and oppression shape the racial, gendered, social, economic, and political realities of African descended people in the U.S.
2. Recognize and respond to ethical challenges/social justice issues that affect African American people.
3. Acquire a critical understanding of the human condition.

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

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

Students will develop their critical thinking skills over the span of the course through close reading of primary and secondary sources, including documents generated by African Americans during the period of enslavement, the Jim Crow period, and the Civil Rights movement. Students will examine evidence presented in primary and secondary sources and determine how the author(s) define and present their ideas. Students will weigh the arguments and identify the main ideas presented. Students will analyze and evaluate the evidence and ideas for reliability and accuracy, including understanding and empathizing with people in their historical contexts. As part of these exercises, students will evaluate the credibility and perspectives of the sources. For some of these assignments, students will express what they have learned through creating and writing analytical papers, and by engaging in reasoned discourse in asynchronous discussions with their peers. The students will develop conclusions about the sources based on a well-supported and well-reasoned evaluation. During the course, students will analyze how societies develop and change over time.

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

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

In this course, students will evaluate issues that have impacted systems in the natural and human environments over the time period covered in the course, including mercantilism, colonialism, and the institution of slavery. Students will consider the ethical impact of the inclusion of slavery within the governmental framework of the United States, and evaluate possible conflicts between expressed values (as in the Declaration of Independence) and praxis. Students will explore the impact of segregation on American society, and evaluate ethical questions including under what circumstances civil disobedience is warranted.

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 to recognize and analyze primary and secondary sources. They will evaluate digital secondary resources for their authority and value for historical understanding, and will learn about the differences between peer-reviewed and non-peer-reviewed publications (see the sample assignment below). Students will learn how to effectively communicate their ideas in various formats, including digital environments. Students will perform their own research into relevant historical figures and convey that research in an organized and well-documented manner.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink on a light gray background. The signature reads "J. Smith for C. Parker". The "J" is large and stylized, followed by "Smith" in a cursive script. "for C. Parker" is written in a simpler, more legible cursive.

Date

Oct 27 2020

Upload Assessment

Completed - Nov 2 2020

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

[AFST 2110 Sample Assessment 10](#)

Filename: AFST_2110_Sample_Assessment_10.8.2020_Revised.pdf **Size:** 124.8 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.

Sample Assessment:

Ceramics Class Research Project

This project is designed to increase student knowledge about interesting artwork being produced in the ceramic medium. Students taking the course for credit are required to participate.

1. Choose an artist to research that is working creatively with clay. The work must transcend simple craft and display a clear connection to fine art. Technical craft must merge with intellectual concerns in order for a work to be categorized as fine art.
2. Research the artist online and collect digital imagery of their work.
3. Prepare a PowerPoint that combines images of, and facts about the artwork. Combine written information with imagery on each slide, with a minimum of 15 slides.
4. Present the PowerPoint to the class. This needs to include narration about meaning and intent, alongside descriptions of process. The student is expected to engage with meaning, concept, regional influence and style, and artistic intent.

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

Students will develop a more substantial awareness of genres in this medium, while researching their selected artist. Achieving a deeper understanding of intended meaning or messages inherent to specific contemporary artworks can lead to a more sophisticated ability for evaluating intended messages. This research will assist the student in becoming more informed about ceramic art history, leading to the application of this knowledge to their own artwork.

Expectations for the Online Concert Report (Fall 2020)

Please read this in its entirety before selecting a concert to watch.

Watch an ENMU Music Dept. Concert

- Any of the following are acceptable: band concert, solo/chamber recital, orchestral concert, opera, or jazz concert from the [ENMU Music Department YouTube page](https://www.youtube.com/channel/UCQTeNzWdqPOj8YAYxrvGszw) (<https://www.youtube.com/channel/UCQTeNzWdqPOj8YAYxrvGszw> (Links to an external site.)).
 - Select a concert that lists the names of each piece, the composers, arrangers, etc. and the names of the performing ensembles, etc.
- Copy and paste those notes into a separate Word document and print out for easy reference when you are writing your report.
- **Take notes during the concert!** This can help you to remember important details about the concert when you are writing your report. The YouTube page should contain basic information about the concert itself that you will want to include in the report, such as where and when the performance took place, the name of any ensembles, any conductors, if applicable, the types of instruments/voices, any soloists, the composers/arrangers, title of each work, and so on.

Tips

- A multi-movement work, such as Beethoven's 5th Symphony, counts as ONE (1) work, so you would include 3 additional musical works in your report.
- A popular music performance does not fulfill the requirements of the concert report.

Preparing to Write your Concert Report

- Conduct research on the 4 musical pieces from the concert that you will be writing about.
- Read Chapters 12 and 13 in your textbook.
 - Review Chapters 1 - 11 in your textbook as needed for help utilizing musical terms accurately.
 - Read about the composers whose works you are writing about. Start with your textbook. Research online as needed to learn about the composers, the works you are writing about, any key features, etc.
- Take notes on what you read for easy reference when you are writing your report.

Writing your Concert Report

- Gather your notes on the concert itself, any notes you took as you attached, any research on the composers, etc.
- You will be writing about 4 separate pieces from the one concert.
- Begin the concert report with a paragraph or two about the performance itself. Include all of the pertinent information about the performance, such as the name of the concert, the location of the concert, the name of the musical ensemble, the conductor, the performers and their instruments, etc. (All of the who, what, where, and when facts of the concert). This introduction provides context to the reader. Do not assume the reader knows anything about the concert you are writing about.
- Next, write about each of the 4 pieces from the concert that you selected. *Follow the format example below for each piece.*
- Accurately use the music vocabulary you have learned from your textbook when writing about each musical work. Use terms you understand to describe what you heard. *You are not expected to analyze these pieces.* Simply note observations
- In the description paragraph of each piece, answer the question, “What is it about this piece that makes it sound as though it was composed in a specific stylistic or time period?” Be specific with your answers (see the example below).
- Write at least one draft, proofread it, edit it, and check your final draft to be sure it has punctuation, capitalization, etc. This is a college paper and points will be deducted for typos, incorrect grammar, misspellings, incomplete sentences, incorrect use of music vocabulary, etc.
- Credit any sources you quote. Papers with plagiarized content will receive 0 points.

Submissions after the due date will receive a grade reduction of at least 10%.

Sample Assessment:

Jewelry 1 Project #1 "SPIRIT TAGS" Jewelry & Small Metal Construction G E
Grossman

This project, "Spirit Tags" was developed to have a personal identity and spiritual connection with the maker/wearer. Its roots stem from "coming of age" talisman/amulets given as a symbol of rites of passage in tribal Africa and with other indigenous peoples. *THIS PROJECT LASTS FOR 2 CLASSES 1. Lecture and Demonstrations *SAFETY 2. Design consideration/sketches. 3. Using the Jewelers Saw cut two (2) 1"X2" pieces of 18 gauge Bronze & Nickel Silver. 4. Using a flat/single cut File, even & level each side of both pieces. Round off each of the 4 corners of both pieces. 5. Use coarse to fine sand paper on surfaces.

6. Using a very fine Sharpie, draw Your Spirit Animal or Force. Drill a hole and pierce the interior line with the saw. Use either metal (this is the front tag piece). 7. Clean your second tag with soap/water. With a Sharpie, draw an even border around the edge. Then, Print 3-4 Similes (as or like) descriptive adjectives of Your Spirit animal/force. Handle by the edge so no oil is transferred to the surface. 8. With a Sharpie, blacken in all the edges of the tag. Attach Gorilla tape to the back 9. I will take your piece and using a solution of distilled water and coarse salt, attach your tag to a 6 volt battery, and submerge it for an hour. Salts in the electric bath will etch (eat away the metal) & resist around your printed words and border.

10. After the etch, wash & dry your tag, punch 2 matching holes at the top of both tags. Make 2 Jump Rings to attach the tags to a chain, thong, or leather to wear. 11. Using the Buffer/Polisher, buff first with Tripoli, then polish with Rouge. Clean. 12. Attach Jump Rings to Your Tags and add your choice of neck attachment to the tags. Photograph your first Project. Upon completion of this project, the student should be able to identify and use all the tools and equipment used to complete this project. * Know the alloys found in Bronze and Nickel Silver. * Know and explain the safe use and problem solving of each tool/equipment in use. * Explain any difficulties encountered in the progress/steps of completing this project, and any input to improve the experience. This will be a class and instructor critique for all.

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

Students are asked to engage with visual imagery that represents personal identity, while producing work in the metalsmithing medium. Completed jewelry projects will be presented to the class group for discussion, raising the students' awareness of self-

identity and difference. Critique is a vital finish to the jewelry assignment in order to provide understanding and to produce arguments that lead to self-evaluation and improvement.

Appendix B – Sample Assignment

Pecha Kucha Assignment

AFST 1110 – Introduction to Africana Studies

Pecha Kucha is a presentation delivered by using 20 slides, with high-quality images, which are shown for only 20 seconds each. The presenter speaks as the slides run automatically. It is an excellent way to deliver an engaging speech. You can see examples of Pecha Kuchas on various subjects at the PechaKucha.org website. (<http://www.pechakucha.org/watch>) .

Assignment Instructions

For this assignment, imagine you are a teacher or a corporate trainer, depending on the area you select below, and you want to deliver a lecture on a topic to your students. This assignment will give you the opportunity to meet that goal.

1. **Sign up for an area.** Access the group area in the course (via the *People* link on the navigation bar) and choose an education or training level. Sign-up for one of the following:
 1. Area 1: African and African American History
 2. Area 2: Black Social Movements
 3. Area 3: African Americans and Schooling
 4. Area 4: African American Religion
 5. Area 5: Blacks & the Social Sciences
 6. Area 6: Blacks, Pop Culture and Afrofuturism

There are a limited number of slots per area so that everyone doesn't do the same one.

NOTE: This is NOT a group project. I am just using the group tool in Canvas to organize areas. However, I am not opposed to members of the same topic area working together to submit a group project rather than individual projects. All group members would receive the same grade for the final submitted Pecha Kucha. If you are interested in that type of submission option, please let me know.

2. **Choose a topic.** Pick a topic that relates to the course content for your lecture. It should be appropriate for the students in the area you selected. Be sure to pick a topic you find interesting but it must relate to this course. If you are interested then your students will be too.
3. **Create your presentation.** After choosing your topic, create a 20-slide presentation that includes high-quality images that represent your chosen topic. Feel free to use a screen-recording tool like Screencast-O-Matic, QuickTime Player, or other screen recorder, to include narrative in your presentation.

Pecha Kucha Requirements

- It must be 20 slides.
- It should be 6 minutes and 40 seconds. You will not lose points if it is between 6 minutes 30 seconds and 6 minutes 50 seconds.
- A list of references and citations should be included in a separate document.

4. **Post it to YouTube or your G-Drive.** Once you have the Pecha Kucha done, post it to your YouTube channel or your Google Drive folder.
5. **Post your Pecha Kucha link in the Discussion Board 5.** Once you have completed your Pecha Kucha, please fill out the form below and submit it for grading.

Looking forward to viewing your finished product!

Assignment Completion Form

Name: _____

Topic: _____

I confirmed that I posted my Pecha Kucha link video in the Discussion Board 5.

Pecha Kucha Rubric
(adopted from Canvas Creative Commons Repository)

Criteria	Exemplary	Proficient	Developing
	25 pts.	15 pts.	5 pts.
Content Analysis	Student gives a thorough and detailed analysis that fully addresses the topic in all of its complexity. The analysis produces interesting and thoughtful discussion among the audience after the presentation ends.	Student analyzes the topic details to the Pecha Kucha standard. The analysis produces some discussion with the audience after the presentation ends.	Student gives a partial analysis or overlooks key components about the topic. The analysis does not produce any thoughtful discussion with the audience after the presentation ends.
Organization of Presentation	The presentation material was extremely organized and the ideas and images flowed in a manner that was easily followed and understood. The material transitioned seamlessly from slide to slide.	The presentation was fairly organized and the ideas flowed well. Slide transitions were not timed as closely with the speech as they should. The audience found the presentation enjoyable	The Pecha Kucha was unorganized and difficult to follow. Ideas and images were put together with little thought to audience understanding.
Analysis of Digital Elements & Media	The images/text chosen were appropriate and extremely thoughtful to the topic and conveyed in an excellent manner. The audience was informed and entertained.	The images/text chosen were appropriate and considered the topic in a thoughtful way. No yawns were elicited from your audience.	The images/text chosen distracted from the presentation. We were restless, so very restless.
Communication & Presentation of the Speech	The speech by student was polished and professional manner. It was obvious the student had rehearsed the speech pertaining to each slide and spoke in a manner that was thoughtful and showed a command of the subject matter.	The speech by student was not as polished and the student spoke in causal manner. Overall the speech conveyed the message adequately.	Little rehearsal was done by the student. The speech seemed improvised and distracted from the message.

ENG 201E types of Literature: Science Fiction

Thematic Essay Two

Thematic Essay Two: Identity

After reading the stories and supplemental lessons, write an essay of 4 to 5 pages addressing the issue/issues of Identity as they are explored and extrapolated within the science fiction genre.

Your essay must include a clearly articulated thesis statement, and any suppositions or interpretations must be supported by textual evidence.

You *could* write this paper based only on the story texts – but you may want to consult external sources and critical material. All quotations and specific references to the texts should be appropriately and accurately cited using MLA 8 format.

There are two different options for this essay. Choose one that interests you. Responses are due - the correctly revised and proofread versions – by Thursday April 16th.

Option One: Gender/Sexuality

Discuss some aspect of the nature of 'gender', 'love', 'sexuality' or 'identity' with reference to at least three of the texts you have read. Essays should be at least 4 pages.

Many of the stories we have read raise issues related to gender and sexuality. Here are some questions and ideas to start your thinking process:

What do futuristic or “experimental” models of gender/sexual relationships say about contemporary norms and values?

How do gender and colonialism intersect?

How are gender identities and/or sexual practices transformed by technological developments? By encounters with other lifeforms?

If gender roles are in some sense dependent on historical/social contexts, what do sf texts achieve by manipulating or rearranging these contexts?

How might ongoing contact with ‘anatomically compatible’ other species affect our moral, religious and social values?

Option Two: The 'alien' and the 'familiar'

Discuss some aspect of the nature of 'the alien' and 'the human' with reference to at least three of the texts you have read. Essays should be at least four pages

A milestone theme of science fiction is the encounter between humans and the "alien" – but sometimes the 'alien' is us! Many of these stories involve complex depictions of alienness and otherness, as well as showing aspects of the 'new' which are nonetheless eerily familiar.

Here are some questions and ideas to start your thinking process:

What if other species shared our values? Our flaws? Our religion? Can robots "love" humans and vice versa? What does each work have to say about what it means to be human?

What does an encounter with the alien/other reveal about the human self and its assumptions and values?

Does the confrontation with alienness transform human beings' sense of possibility or does it produce xenophobic reactions, or both?

How can sf's aliens be seen as metaphorical extrapolations of human qualities and desires?

Where is the dividing line between human and non-human: animal, machine, artificial intelligence, created being, alien, or clone?

What are some of the ethical, philosophical, and/or moral implications raised concerning these issues? How could we possibly go about answering them?

Mini-Lesson Plan: Research Methods

VISION-SETTING	OBJECTIVE. What is your objective?	KEY POINTS. What knowledge and skills are embedded in the objective? □
	SWBAT: 1) Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.	Research methods Communication Civil Dialogue Collaboration Text to self-connections
	ASSESSMENT. Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.	
	The Instructor will be conducting an informal assessment, using observation, to monitor understanding of the various components of the Learning Gallery. The instructor will also use the brainstorm during the Reading Reaction overview to verify knowledge of students. Think of this as taking the temperature of the class.	
	CONNECTION TO STUDENT LEARNING OUTCOMES How does the objective connect to the Teaching philosophy and Course Description □	
These activities will address two of the course CLOs. This is an introductory assignment which will lay the ground work for the rest of the class.		
DETERMINING METHODS	4. Merits of an Education in Psychology (10 min.)	MATERIALS.
	Think-Pair-Share: Students will respond to the prompt on p. 2 of their workbook. They will initially respond via writing (either in their workbook or on a piece of paper if they do not yet have their workbook) for 3-5 minutes. Then they will turn to a shoulder partner and share out. Finally, select groups will share out their responses. Prompt: List a job you're interested in and something you enjoy doing in your free time that would be enhanced by a better understanding of the mind and behavior. Explain how that knowledge would help.	Workbook and/or blank paper
	3. Learning Gallery (50 min.)	
	Instructor will break up the class into four-five groups (depending on the size of the class). Each group should have no more than 6 people. Each group will be assigned a component of research methods: Group 1: Lesson 1.3: Use of Research Methods (pgs. 15-16) Group 2: Lesson 1.3: The Process of Scientific Research (pgs. 16-19) Group 3: Lesson 1.4: Approaches to Research (pgs. 20-25) Group 4: Lesson 1.5: Correlational Research (pgs. 26-30) Group 5: Lesson 1.6: Ethics (pgs. 33-34) If class is small, you can combine Groups 1 and 2 into one group. Each group will complete the activities on the identified pages of their workbooks. They will take 20 minutes on this section. Each group will then summarize (explain and illustrate) their content onto their whiteboard. Once completed, each group will “teach” the class their section. During this time, the instructor will fill in any gaps and be supportive to each group.	Expo markers, Workbook

2. Reading Reaction Overview (Think-Pair-Share) (15 min.)	
<p>The instructor provides a printed copy of the reading reaction to all students. Additionally, they will pull up the Blackboard shell and go over the following:</p> <ol style="list-style-type: none">1) Where to find assignment2) How to submit assignment3) Go over any particulars (such as .doc only, single spaced/double spaced, etc) <p>Then, they will choose 1-2 of the 3 questions from the reading reaction to go over in class. You could either:</p> <ol style="list-style-type: none">a) Conduct a whole group discussion and brainstorm possible answers <p>OR</p> <ol style="list-style-type: none">b) Small group the questions out where students brainstorm possible answers to specific questions. This second option might take more time.	<p>Handout of Reading Reactions and computer access.</p>

ENG 233 Business and Technical Writing

Project Two

Review the textbook section on Usability Reports (Chapter 13).

The Usability Assessment Checklist on Page 356 will keep you on track.

Usability Report Guidelines

Grade Criteria

- 1) Write a report examining the usability of a college web site of your choice
- 2) Minimum 3 page length, double spaced
- 3) Report must include headings for each section and discuss various usability issues not limited to but including navigation, design, and information hierarchy
- 4) Demonstrated knowledge of usability practices in technical communication
- 5) Best practices of English grammar, syntax and mechanics

Project Three

Document Design Project

Design a document using a software program of your choice. Microsoft Word may be used if you wish. This document may be fictional or nonfictional. Color images aren't necessary. If I can't open the document on my computer, surface mail may be a necessary delivery method.

Grade Criteria

- 1) Best design practices as specified by Markley
- 2) Standard English spelling, grammar, and mechanics
- 3) Use of at least one graphic
- 4) Demonstration of audience analysis in connection to the content
- 5) Text which relates to content, audience, and general design of the

Learning to See Chapter 1-3 (Wilcox and Wilcox) and The History of Deafness (Wilcox)
Reflection and Review

Myths and Misconceptions about ASL

1. Please list at least two myths or misconceptions you had before reading Chapter 1. Please explain each and discuss how your thinking has changed for each.

History

2. ASL originated from what two sources?
3. Where was there a high population of genetic deafness occurring in United States from 1690 to the mid-twentieth century? What language was used there among the deaf and hard-of-hearing inhabitants?
4. Who is Thomas Hopkins Gallaudet?
5. Who is Laurent Clerc?

Learning to See Chapter 1-3 (Wilcox and Wilcox) and The History of Deafness (Wilcox)
Reflection and Review

6. Describe the overall impact of the Second International Conference of Teachers of the Deaf, also known as, the Milan Conference.

Language

7. Is ASL a Language or a Communication System? Please explain.

8. Is ASL used all over the world? Please explain.

9. What is the difference between a language and a mode?

Culture

10. Summarize what culture is (generally NOT specific to deaf culture).

11. What are at least three examples of Deaf culture values? Please explain.

Learning to See Chapter 1-3 (Wilcox and Wilcox) and The History of Deafness (Wilcox)
Reflection and Review

12. In your own words, summarize the Model of Deaf Culture.

Overall

13. What was the most interesting thing you learned from the reading?

14. What responsibilities do you have as a student who is studying sign language and learning ASL?

THEA 100 INTRODUCTION TO THEATRE

Instructor: Don Evans Office: Mu 04 454-3572 dwevans@nmhu.edu

SAMPLE EXAM QUESTION for the DEMONSTRATION of COMMUNICATION SKILLS.

NAME:

Please provide the best answer for the following essay questions:

Explain how Tragic and Comedic characterizations differ?

Your Name:

Section 1:

Source Evaluation for Article/Video

What was the name of the article you read OR the video that you watched? Type it here:

<p>Summarize the article/video here. What were the main points? This section should be approximately 1-2 paragraphs. <i>I want you to practice watching or reading something and being able to pull out the main points. This will also help you answer the rest of the questions by providing you a platform to use as examples for your statements below.</i></p>	
<p>Open-Ended Questions* Write an open-ended question in regard to the article/video. It can be an open-ended question that you feel was being answered by the video/article OR one that was sparked by the video/article and you would now like answered. <i>You can create an open ended question about something you would like to know more about from watching the video and/or reading the article. This is an essential critical thinking skill that will help you in your work after college.</i> <i>When coming up with a question, remember that it has to be open ended. That means that it cannot be a “yes/no” question or Do you like chocolate or vanilla ice cream. Instead, an open-ended question would be “What kind of ice cream do you like?”</i> <i>Chapter 2 of your textbook addresses these types of questions. If you are stuck, start your sentence with “why,” “how,” or “what.” Remember, your question CANNOT have a “yes/no” or similar type of answer; that would be a closed-ended question.</i></p>	
<p>Strategies for Understanding and Evaluating Messages** Address the delivery method of the article/video. Make sure to explore how the message would be different between print versus video. <i>Think about how this information was delivered to you: print or video. Was that a good way for you to receive this information? If it was a video, think about the background images and the sound effects; how did they influence how the message was delivered. Think about the language used (in either print or video);</i></p>	

<p><i>was any of more inflammatory than necessary? Why would these things impact the message or argument of this specific article/video?</i></p>	
<p>Evaluation and Production of Arguments, Part 1** Did you feel that the author/speaker had “authority” over the topic? Why or why not. How did the authority or lack thereof impact your belief or understanding of the argument presented? <i>For example, was the speaker/author an economist when talking about business OR was it a celebrity talking about human rights violations? This is <u>not</u> a question about the speaker’s tone or voice level. I want you to research and figure out if this person is an expert on this topic or a specialist. Do they have a degree in the topic they are addressing?</i></p>	
<p>Evaluation and Production of Arguments, Part 2** Did you feel that the claims by the author/speaker were supported? If yes, please give examples. If not, please identify how this lack influenced your belief of the speaker/author. <i>For example, did they cite anything in the article or video? Did they reference any sources when addressing certain facts? If they didn’t cite anything, how did this impact the believability or “validity” of what they were saying? Did they say/write “millions of Americans love pink elephants” or did they say/write, “according to a study, millions of Americans love pink elephants” or did they say/write “According to a study by Harvard University, 30 million Americans love pink elephants” with Harvard University as a hyperlink to the actual study?</i></p>	
<p>Evidence Evaluation* Please identify and describe at least 2 different solutions to the problem identified in this assignment. Each solution should be at least 1 full paragraph (5 sentences) in length, but 2 paragraphs each is better. <i>These solutions should be based on your evaluation of the materials included in the assignment, as well as using your prior knowledge (including but not limited to your newly gained knowledge from the applicable chapters).</i></p>	

*: GEN ED Critical Thinking

** : GEN ED Communication

Unit 5: Cell Lab

1. Watch the following link which helps us quantitatively visualize the size of a cell. Cell Size and Scale: <https://learn.genetics.utah.edu/content/cells/scale/>

Question: Compare and contrast the size and density of the four different types of cells.

2. Explore the following link to see accurate depictions of all of the cell organelles and their functions. Inside a Cell: <https://learn.genetics.utah.edu/content/cells/insideacell20/>

Question: List the cell organelles that you observed in order of microscopic size. Tell the function of each cell organelle and what would be the repercussion if that organelle did not do its job.

Thinking outside the box: Describe each of the cell organelles as if they were people in a society. What would be the function of each organelle and which person/people in the society best depict that cell organelle.

3. This link will show you actual pictures of various cells under a microscope. Often we see organelles in drawing or cartoon form, so take a look at all of the different cells in this gallery. <https://learn.genetics.utah.edu/content/cells/gallery/>

4. Using your compound microscope, examine the different cells; tissue, blood, nerve, muscle.

Question: Compare and contrast the actual cells under the microscope with the picture views from question #3. As you look at the cells from the microscope and see the 3D image, describe the shape, size, and complexity of the cell with its function.



General Education Course NMHED Recertification Form

This form has been designed to guide you through the recertification process for the UNM General Education course in question. Please fill out your contact information below, and then review the information about the course provided to us by the New Mexico Department of Higher Education (NMHED). After this, you will be instructed to fill out three separate narratives concerning the course and its relevance to NMHED's area and skills associated with the course.

UNM Course Information

Prefix	PHYS
Number	1125
Name	Physics of Music

Contact Information

Name	<input type="text"/>
Title	<input type="text"/>
Phone	<input type="text"/>
Email	<input type="text"/>

NMHED's Description and Outcomes for the Common Course

The description and student learning outcomes below come from NMHED's Common Course Catalog, which can be found [here](#), and is meant to designate standard descriptions and outcomes of courses registered as a NMHED Common Course.

PHYS 1125: Physics of Music

Introduction for non-science majors to basic concepts, laws, and skills in physics, in the context of a study of sound, acoustics, and music.

Student Learning Outcomes:

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

1. Demonstrate converting units and other aspects of dimensional analysis in the working of numerical problems.
2. Apply basic classical mechanics to static and dynamic fluids, including Archimedes' principle and Bernoulli's principle.
3. Apply the general properties of waves to simple models of musical instruments.
4. Demonstrate knowledge of basic operating principles of wind, string, and percussion instruments.
5. Demonstrate knowledge of how objectively measurable properties of sound waves correspond to the perceptions of pitch, loudness, and timbre.
6. Demonstrate understanding of the description of vibrations and waves in terms of Fourier's Theorem and normal modes.
7. Demonstrate understanding of vocalization in terms of physical principles such as resonance and fluid dynamics.
8. Demonstrate understanding of how the ear works.

Optional Topics:

1. basics of music theory, modes, temperaments, consonance and dissonance
2. building acoustics
3. connections to other physical topics such as but not limited to: cosmology, microwave background radiation, quantum theory, Bohr model, entropy, electromagnetic waves and special relativity, string theory...

Institution-specific Student Learning Outcomes

Please add additional SLOs of the general education course to the ones provided by NMHED, or if no SLOs are provided by NMHED, input the SLOs used in assessment for the course.

--

Area and Essential Skills

Below gives information concerning the area and associated skills of the course to be re-certified. The area here matches the General Education Area of UNM; the “Essential Skills” and their respective Component Skills are characterizations of the area determined by NMHED. You will use this information to fill out the narratives below.

Area in which *PHYS 1125* resides: **Science**

Essential Skills in the Area:

Critical Thinking

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility

Intercultural reasoning and intercultural competence

Sustainability and the natural and human worlds

Ethical Reasoning

Collaboration skills, teamwork and value systems

Civic discourse, civic knowledge and engagement -- local and global

Quantitative Reasoning

Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.

Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.

Application of Quantitative Models: Apply appropriate quantitative models to real world or other contextual problems.

Narrative Input

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

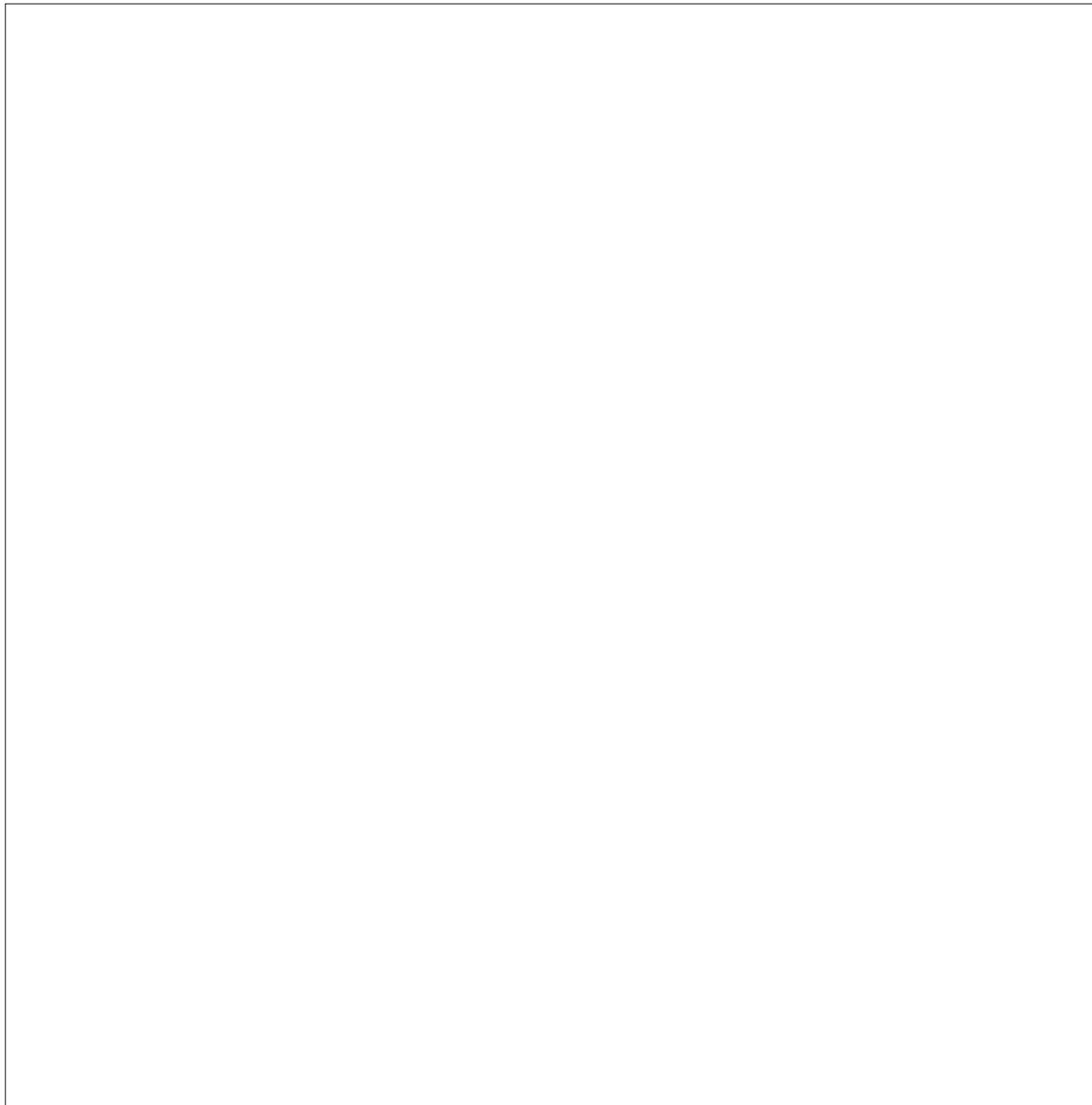
Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

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

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



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



Additional Information

Course Materials

NMHED requires that both a syllabus and a sample course assignment (project, paper, exam, etc.) from the course in question to be attached to the recertification form. Be sure and pick an assignment that correlates with the descriptions provided in the narratives above.

Assessment Plan

When it is submitted to NMHED, each general education course will also have attached the assessment plan that is used for General Education Assessment at UNM. For more information on this process, please visit this [page](#) from UNM's Office of Assessment.

Course Title: Musical Acoustics
Course Number: PHYS 1125
Course Credits: 3

Instructor: JL Thomas
"Office Hours" will be held in Regener 111.
Office Hours: TBD

email: jthomas@unm.edu
Office phone: none

Class Meeting Days: TTh
Class Location: Regener Hall 103

Class time: 11:00 – 12:15
Term: Spring, 2020

Course Description:

Designed to introduce non-science majors to basic concepts, laws and skills in physics, in the context of a study of sound, acoustics and music. Energy and force involved with the physical nature of sound waves; application to harmonics, tone quality, pitch. Sound production, propagation, detection and perception are demonstrated and illustrated by many different musical instruments, building acoustics and the behavior of the voice and the ear.

Course Goals:

1. Students will recognize and be able to describe wave and vibrational phenomena, understanding that waves and vibrations are all around them in the physical world.
2. Students will relate human perception of sound to its production, and propagation through space.
3. Students will gain competency in interpreting graphs, and basic quantitative problem solving skills.
4. Students will develop a general understanding of the logical and quantitative analyses that scientists use to study phenomena and processes.

Student Learning Outcomes:

Outcome 1: Students will demonstrate understanding of the basic properties of waves, including wavelength, frequency, and velocity. They will answer qualitative questions on the relationship between frequency, wavelength, and velocity, and quantitative problems involving simple calculations and interpreting graphs regarding waves.

NM HED Area III competencies 2, 4 and 5: Solve problems scientifically, Apply quantitative analysis to scientific problems, and Apply scientific thinking to real world problems.

Outcome 2: Students will demonstrate understanding of wave reflection, diffraction, and interference, through graphical representation, and quantitative problems.

NM HED Area III competencies 2, 4 and 5: Solve problems scientifically, Apply quantitative analysis to scientific problems, and Apply scientific thinking to real world problems.

Outcome 3: Students will demonstrate understanding of the relationship between intensity of sound, and the human perception of loudness. This is shown through qualitative, quantitative, and graphical questions. They will understand the relationship between frequency and pitch.

NM HED Area III competencies 2, 4 and 5: Solve problems scientifically, Apply quantitative analysis to scientific problems, and Apply scientific thinking to real world problems.

Outcome 4: Students will demonstrate recognition of vibrational modes in a variety of instruments, and the relationship to frequencies produced, and how humans can control these modes and thus the timbre of sound.

NM HED Area III competencies 2, 4 and 5: Solve problems scientifically, Apply quantitative analysis to scientific problems, and Apply scientific thinking to real world problems.

Outcome 5: Students will demonstrate understanding, from a basic physical standpoint, of how sound energy is translated to perceived sound by the human ear/brain system.

NM HED Area III competencies 2, 4 and 5: Solve problems scientifically, Apply quantitative analysis to scientific problems, and Apply scientific thinking to real world problems.

Optional Textbook: Why You Hear What You Hear, Eric Heller. ISBN: 978-0-14859-5

Also required: iClicker, access to internet.

Course Requirements:

Participation in class, effort at passing online quizlets, effort at weekly projects, taking final exam.

Mastery is not required. If you try, you will learn a lot.

There are 4 components to the class; each counts equally.

- iClicker & possible in class quizzes
- LEARN weekly quizlets
- Worksheets
- Final Exam

Course Grading:

Each component above is worth 1000 pts. You will earn

A if you get $\geq 85\%$, with no component $<60\%$

A- 80%, with no component $<55\%$

B+ 75%, with no component $<50\%$

B 65%, with no component $<40\%$

B- 60%, with no component $<35\%$

C+ 55%, with no component $<25\%$

C 40%, with no component $<20\%$

D 20%

A sub-standard performance in one component will lower your grade by one step, e.g. from a B+ to a B.

Online **quizlets** will be due Fridays at 5 pm. (A “late” version of the quizlet will be accessible throughout the semester, but only counts for 60% credit.)

I strongly recommend you attempt the quizlet before Thursday’s class.

You can re-take the quizlet as often as you like: only the highest score counts.

I am happy to help you with questions on quizlets. But I will only answer questions on completed quizlets, not on open ones. So: take a quizlet, and see me afterwards if there are parts you don’t understand.

Worksheets

You should attempt a worksheet every week – they should be turned in on Thursday. You must *absolutely* turn a worksheet every four weeks... if you do not, I will drop you from the class roster. (I will notify you and give you a one-week grace period first.)

Worksheets can be quite difficult and confusing. That's why I have office hours. If a worksheet shows that you have a substantial misconception, it will be returned **ungraded**, so that you can re-do it. It could take you two or three tries to do a worksheet well enough to get a grade.

You should do worksheets as a group of 2. You can put both names on the same sheet.

You can only turn in one worksheet per week. It pays to get help while doing a worksheet, so you don't have to re-do it. Both partners should come to get help together.

iClickers

You will get 2 pts for any answer and 4 pts for a correct answer. You get 8 pts for participating for the whole class. Sometimes I will encourage you to chat with your neighbors about the question, but please do not unless I ask you to. (On difficult questions, we often poll – discuss – poll. So, if you don't know the answer you'll end up with 5/6 points... the extra point is not worth cheating for.)

I will upload iClicker scores to LEARN after each class. You need to make sure your iClicker is working and your scores are being recorded!

Dates, etc.

Spring break: March 15-22.

Field Trip(s) (Cathedral of St. John Organ, UNM Violin Making Workshop) TBD

"In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information."

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Normal Mode Worksheet

Name _____

In this worksheet, you will undertake a thorough study of normal modes.

A normal mode is a motion of an object (or system) in which all parts of the object move sinusoidally at the same frequency. A mass on a spring is the simplest possible example: it has one normal mode.

If we connect two masses with three springs, we can get a system with two normal modes. We will be using a simulation of this system from phet.colorado.edu.

You can click on "Play with Simulations", "Physics", and then scroll down to find "Normal Modes." If you can't get it to run on your machine, you can use computers in Regener 111.

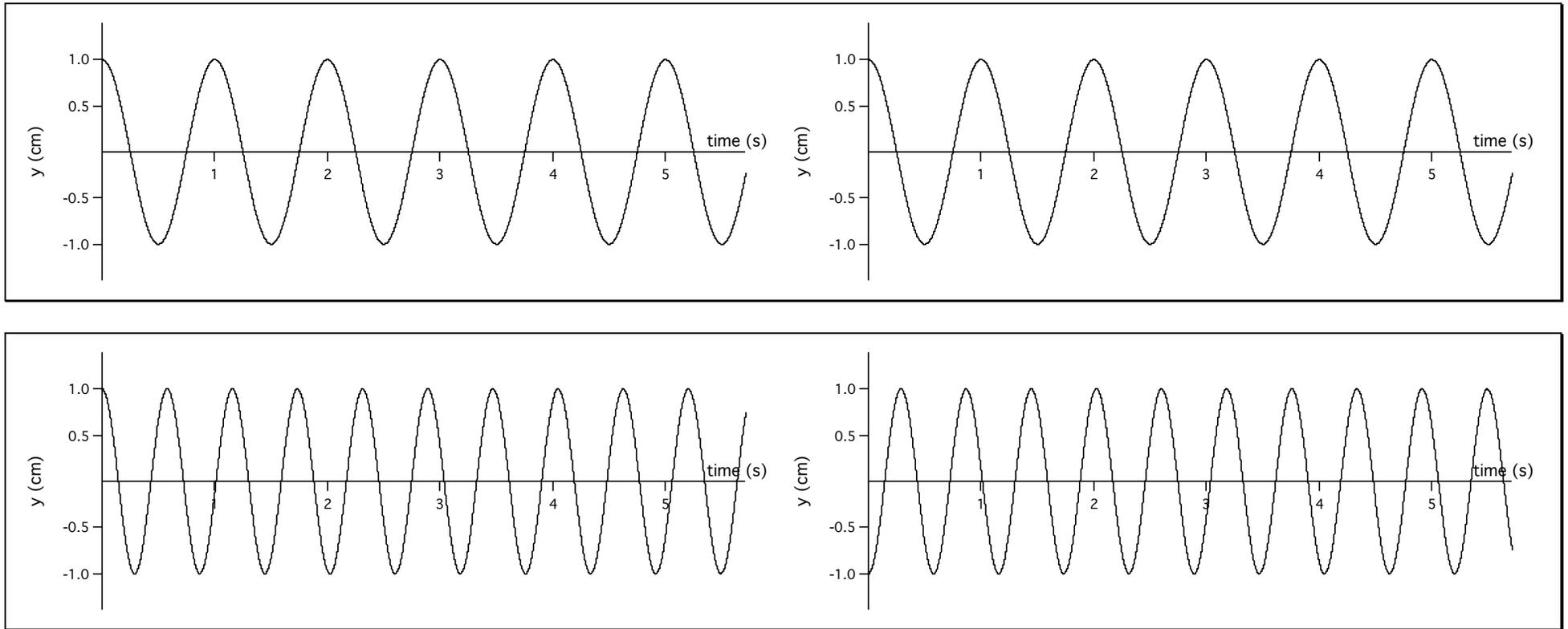
Adjust the slider under "Number of Masses" to get 2 masses and 3 springs. I recommend playing with the simulation a little to see how it works. You can grab each mass with mouse to move it up or down. (Make sure the "Polarization Control" has the up & down arrow clicked. Otherwise the masses move side-to-side.)

You can also adjust the sliders to see what each normal mode vibration looks like.

Describe in words what normal mode 1 looks like:

Describe in words what normal mode 2 looks like:

Which normal mode has a higher frequency? _____



These curves show the motion of the left mass (left curves) and the right mass (right curves), in the two normal modes.

Run each mode in the PhET simulation and observe the motion of the masses.

Which pair of these curves represents "Normal Mode 1"? (Top pair or bottom pair?) _____

Which pair of these curves is the "Antisymmetric Mode"? (Top pair or bottom pair?) _____

What does "antisymmetric" mean, in terms of the motion of the masses? _____

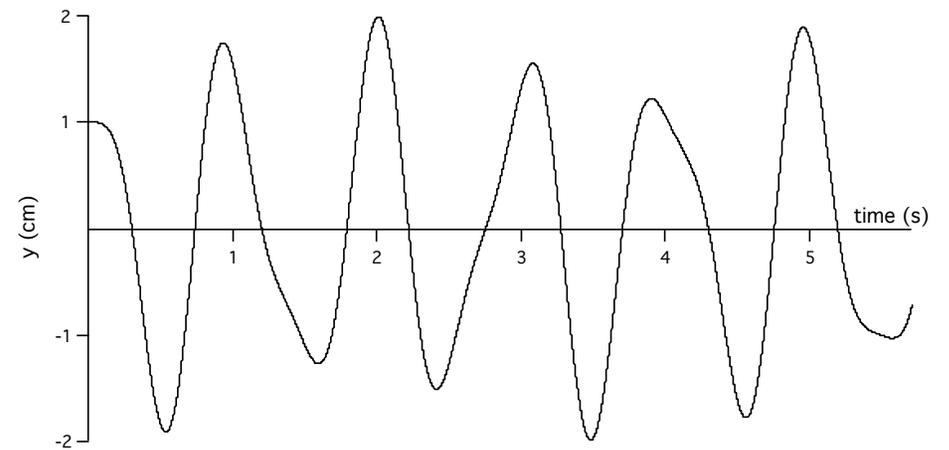
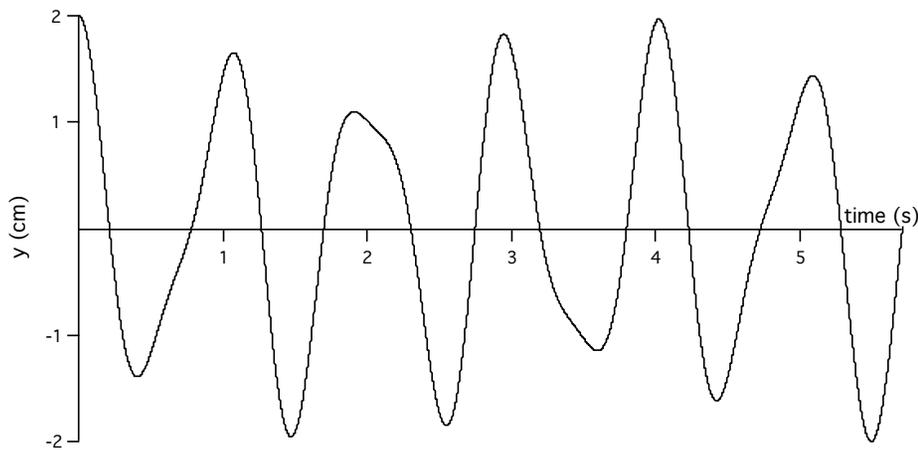
What does "antisymmetric" mean, in terms of the graphs? _____

"Any free motion of the 2 masses is a sum of normal mode motions." This means that the graphs of any free motion of the masses will be some number $P \times$ the top graphs + some number $Q \times$ the bottom graphs.* It turns out that P and Q are uniquely determined by the initial positions of the left and right mass. (Later, you can do an extra credit section of this worksheet to see how to do that *mathematically* for the 2 mass system.)

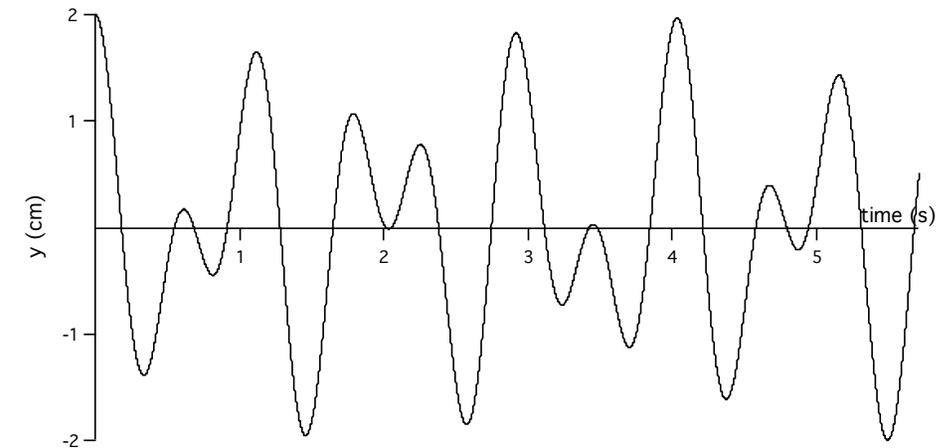
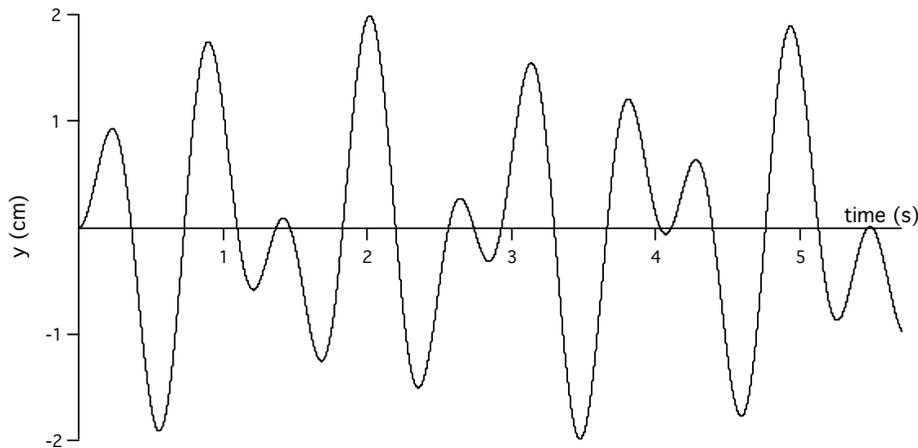
I've added different amounts of the normal modes to get the pairs of curves below. By looking carefully at the graphs, you should figure out how much of each mode I added to get them.

The graphs show $1 \times S + 1 \times A$, $1 \times S - 1 \times A$, $1 \frac{1}{2} \times S + \frac{1}{2} \times A$, where S and A refer to the symmetric and the antisymmetric mode. You need to figure out which graph is which.

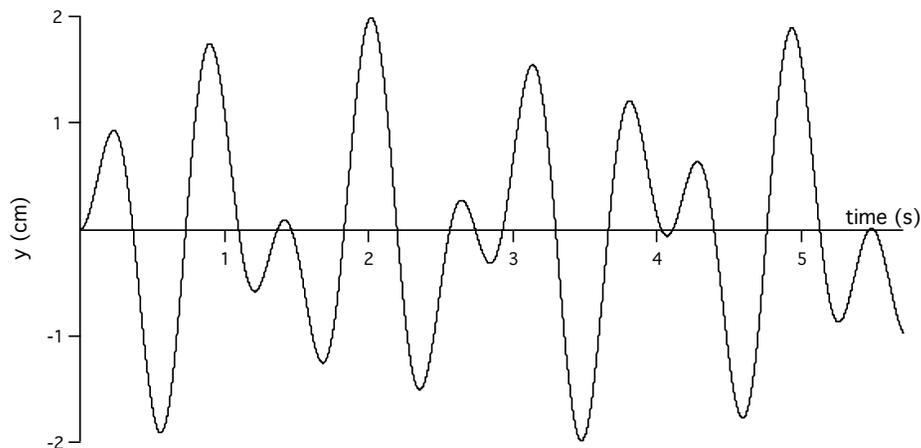
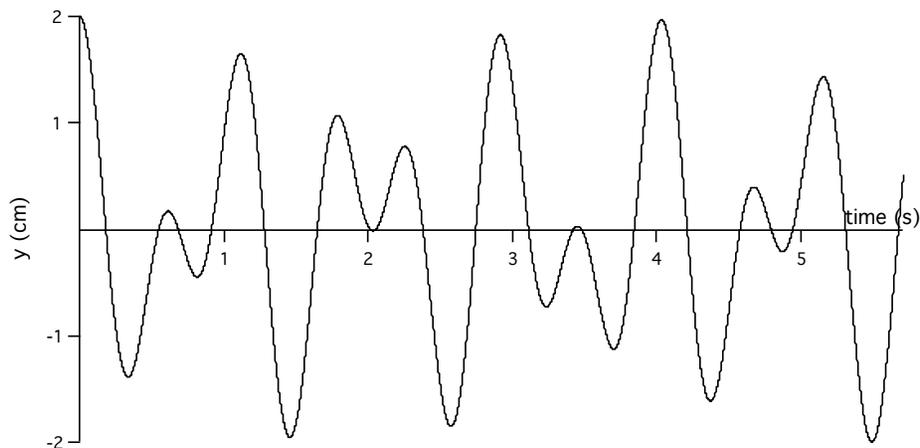
(You might be able to figure this out by checking a few key points on the curves. Or you can draw the added waves yourself and pick the pair that matches your sketch.)



1. These curves are a sum: _____ \times the symmetric mode (S) + _____ \times the antisymmetric mode (A).



2. These curves are a sum: _____ \times the symmetric mode (S) + _____ \times the antisymmetric mode (A).



3. These curves are a sum: _____ × the symmetric mode (S) + _____ × the antisymmetric mode (A).

Suppose I were to start the masses in the positions shown at right.
Which pair of graphs above (1, 2, or 3) shows these starting (t=0) positions? _____

The pair of graphs with these starting positions is actually a prediction of the future motion. Let the PhET simulation run (slow motion, perhaps ¼ full speed, will help).



Does the PhET simulation match the prediction graphs? Explain what features you looked for and found or didn't find, to reach your conclusion.

Suppose you wanted the masses to undergo the motion shown in graph pair 1. Where should you start the left mass? _____

Where should you start the right mass? _____ Position the masses, run the simulation, and see if you succeeded.

Does every pair of complex motion graphs have a unique starting position for the **left** mass? _____

If not, which complex motion graphs have the **left** mass starting in the same position? _____

Among the pairs **1,2,3** : are there any two pairs for which **both** masses start in the same positions? _____

Suppose there were two different pairs of graphs for which **both** masses started in the same position. Is that physically reasonable? (Recall that the graphs are **predictions** of the future motions of the masses. Is it physically reasonable to have two different predictions of what happens if the masses are started in the same places?) Explain.

Summary:

This worksheet has reinforced key concepts about the free vibrations of complex objects:

- Complex objects have **normal modes**, in which each part of the object moves sinusoidally at the same frequency.
- Any free vibration is a sum of normal modes.
- The amount of each normal mode that contributes to a complex motion is determined by matching the initial positions to a sum of normal modes.

The amount of each mode (P and Q on p. 2) **is uniquely** related to the initial positions of both masses.

“Anharmonic Overtones”

The lowest frequency normal mode is called the “fundamental” mode; higher frequencies are “overtones.” For this system, there is only one overtone. From the graphs at the beginning of this worksheet (or by another method), find the **frequencies** of the symmetric and antisymmetric modes. (If you use the graph to find the period, count several cycles and divide to get a more accurate measurement.)

$f_{\text{sym}} = \text{_____ Hz.}$ $f_{\text{asym}} = \text{_____ Hz.}$

Explain how you found these frequencies. _____

All the complex motion graphs above consist of a sum of mode motions, i.e a sum of two sinusoidal curves.

You know how to calculate the frequency of a sum of sinusoids:

it's the largest number that goes into both frequencies an integer number of times. What is the frequency of the combined wave? _____ Hz
(Don't be surprised if it's a very low frequency!)

Suppose, **instead**, that the antisymmetric mode had a frequency exactly twice that of the fundamental.

What would be the frequency of the combined wave then? _____ Hz.

When overtones have frequencies that are exact small multiples of the fundamental, they are called “harmonic”. The two mass system has an anharmonic overtone. That gives the complex waveform a very long period (and low frequency.)

Acoustically, anharmonic overtones can be unpleasant and jarring to the ear. They can make it difficult to sense pitch. Much of musical instrument design is based on the search for objects (or air columns) with harmonic overtones.

Extra Credit:

You found the correct prediction graph by selecting (from among 3 graphs) the one that gave the right initial positions. There's a relatively simple mathematical way to find P and Q directly. In the symmetric mode, the initial positions of the masses are 1,1 (in cm; left mass, right mass.) In the antisymmetric mode, the positions are 1, -1.

We want to find P and Q such that

$$y_L = P \times 1 + Q \times 1 = P + Q$$
$$y_R = P \times 1 + Q \times -1 = P - Q$$

where y_L and y_R are the starting positions of the left and right masses. Solve these equations to find P in terms of y_L and y_R and Q in terms of y_L and y_R . Then find the amount of symmetric mode (P) and amount of antisymmetric mode (Q) for the following starting positions:

$$y_L = 1$$

$$y_R = 1$$

$$y_L = 2$$

$$y_R = 1$$

$$y_L = -2$$

$$y_R = +2$$

Comment on whether your Ps and Qs make sense.

*If you are trained in Fourier expansions as an engineer or physicist, you will note that our graphical approach omits the fact that P and Q may be "complex numbers". Complex numbers are used to represent "phase shifts" – the normal mode graphs may be shifted in time. We won't have to worry about that now, because our "initial condition" always has the masses at rest. So we can use unshifted normal modes (which also have the masses stationary at t=0.)

Musical Acoustics 2018
Final Exam

I tried to make all the numbers easy to work with. If you really don't want to do some arithmetic, you can borrow a calculator (but it won't work for the logs & dBs)

Do your best, but don't worry...

No one will get every question right. The course grades are curved – there will be at least 1 A+ in this course.

Here are some equations that you might find useful:

Speed of sound at 20°C in air = 343 m/s.

$$f\lambda = c \quad \text{Pressure} = \frac{\text{Force}}{\text{Area}} \quad f = \frac{1}{T}$$

$$dB = 10 \log \left(\frac{I_{raw}}{10^{-12} \text{ W/m}^2} \right)$$

$$\text{Raw Intensity} = \frac{\text{Energy}}{\text{Time} \times \text{Area}} = \frac{\text{Power}}{\text{Area}} \quad (\text{in W/m}^2)$$

$$\text{Intensity} \propto \text{amplitude}^2$$

$$\text{Mass \& Spring } f = \frac{1}{2\pi} \sqrt{\frac{k}{m}} \quad Q = \frac{f_{center}}{\Delta f}$$

Helmholtz

$$f = \frac{c}{2\pi} \sqrt{\frac{A}{VL}}$$

Short answer questions. **Answer these in a Blue Book.**

Please be brief!!

1. "Waves measure the universe using their own wavelength". Give a specific example of a behavior of waves that shows this.
2. Describe what "normal mode of vibration" means. (If someone reads your definition, and then looks at a vibrating system, he should be able to determine whether it is vibrating in a normal mode.)
3. Describe the acoustic differences between a clarinet, an oboe, and a flute. All these instruments have about the same length. Do they all have the same lowest note?
4. Discuss how the piano hammer affects the overtones that are excited. Specifically:
How does the location of the hammer along the string matter? How does the duration of time the hammer is in contact with the string matter? How does the hardness of the felt matter, and why?
5. Why does inhaling helium make your voice sound funny?
6. Explain why a vibrating string makes almost no sound.
7. Give one example of an instrument whose shape is designed to bring its partials into better harmonic alignment? (We discussed two such instruments.) What are partials? What does "harmonic alignment" mean?
8. Why does a vibrating string (by itself) make almost no sound?
9. If I pluck a string at a point $1/3$ of the way from the end, are any overtones absent? If so, which ones? If I bow a string at a point $1/3$ of the way from the end, is the answer different? If so, why?
10. What three changes could you make to a string to raise its fundamental frequency? Using $f \lambda = c$, explain why each change raises the fundamental frequency.
11. What does a "register" hole (or key) do? How does it do it?
12. Sketch pressure standing waves for the 3 lowest modes of a pipe closed at one end, and for a pipe open at both ends. Both pipes have a length of 1 m. What are the frequencies of these modes?

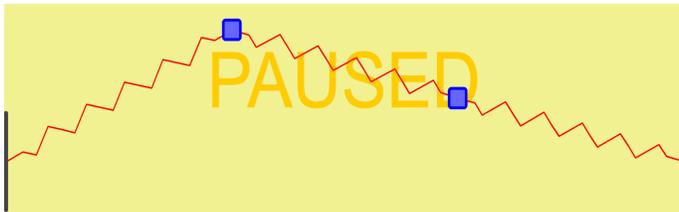
Multiple Choice / Short Answer / Answer **ON THIS TEST.** Name _____

1. Sound waves in air are
- a) longitudinal
 - b) transverse
 - c) a combination of longitudinal and transverse
 - d) none of the above

2. The speed of sound in air
- a) is faster when it's cold
 - b) is faster when it's warm
 - c) doesn't vary with temperature

3. The speed of sound in air
- a) is slower for longer wavelengths
 - b) is slower for shorter wavelengths
 - c) doesn't vary with wavelength

4. When a sound wave goes by, each air molecule moves back and forth a distance equal to the wavelength. **TRUE / FALSE**



A snapshot of the Normal Modes worksheet is shown above. The system has two identical masses and 3 massless springs.

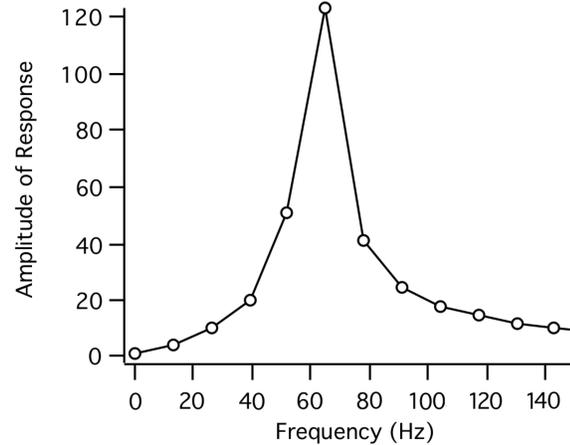
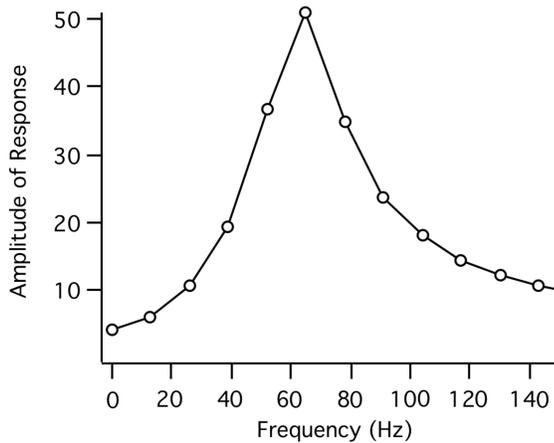
5. What is true about the normal modes of this system?
- a) All parts of the system move sinusoidally with the same frequency
 - b) There are two normal modes: one in which the left mass doesn't move at all, and one in which the right doesn't move at all.
 - c) This system has 3 normal modes because it has 3 springs
6. The speed of waves on this string is 200 m/s. The string is 50 cm long. What is the frequency of the fundamental mode, in Hz?

_____ Hz

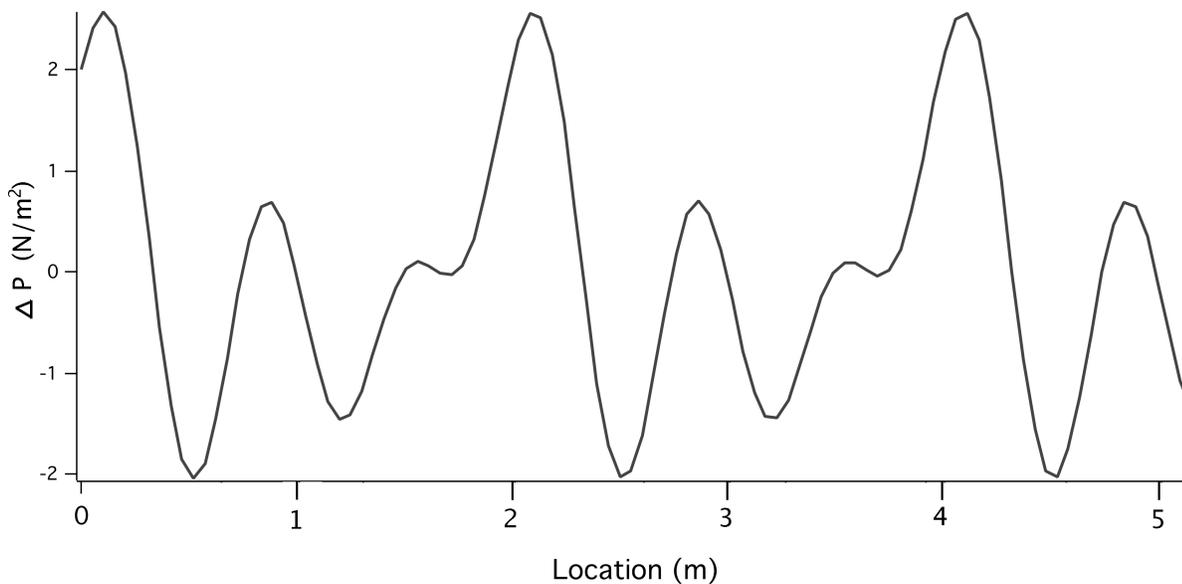
7. What is the frequency of the first overtone?

_____ Hz

You measure the amplitude (in mm) of the oscillation of a mass & spring as you change the frequency of the drive. The results for 2 different mass & spring systems are shown. **Both springs are the same.**



8. Which mass is larger? (a) Left mass (b) Right mass (c) They are the same
9. Which system has more friction (damping)? (a) Left (b) Right (c) Both have same friction
10. If you turn off the drive on the right system, *very roughly* how many times does it oscillate before (essentially) coming to rest?
- it stops immediately (in less than one complete oscillation)
 - it oscillates a few times, less than a dozen
 - it oscillates about 60 times (between 50 and 70 times)
 - it oscillates at least a thousand times



The graph above shows the pressure change (from ambient) in a sound wave. This sound wave is perfectly repetitive.

11. What is the wavelength of the sound wave _____

12. This complex wave is a sum of Fourier component waves. Which of the following sine waves could be a Fourier component of the wave above? (Circle all correct.)

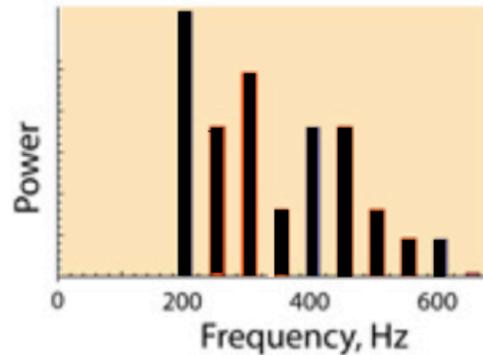
- a) a sine wave with wavelength = $2/3$ m
- b) a sine wave with wavelength = 1 m
- c) a sine wave with wavelength = 2 m
- d) a sine wave with wavelength = 4 m
- e) a sine wave with wavelength = 6 m

13. The sound wave above has a fundamental frequency of 171.5 Hz. What other frequencies *might* it contain? (Circle all correct)

- a) 17.15 Hz
- b) 85.75 Hz
- c) 343 Hz
- d) 514.5 Hz
- e) 1715 Hz

14. A note containing frequencies 200 Hz, 250 Hz, 300 Hz, 350 Hz, etc. (as shown at right) was played. What pitch did we hear?

- a) 50 Hz b) 200 Hz c) 400 Hz

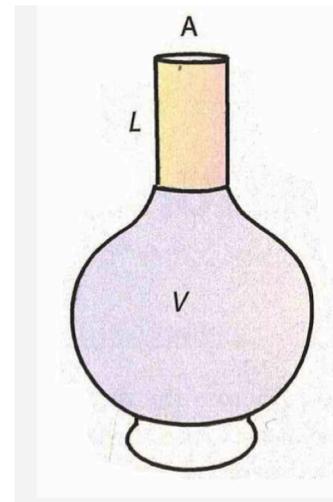


15. Blowing on a wine bottle excites the Helmholtz resonance. How does making the neck longer change the frequency?

- a) it lowers the frequency
- b) it raises the frequency
- c) it has no effect on the frequency

16. Treating the resonator as a mass & spring, what is the explanation for 15? Choose the best answer.

- a) it increases the effective mass
- b) it decreases the effective mass
- c) it increases the spring stiffness
- d) it decreases the spring stiffness
- e) it affects both effective mass and stiffness in opposite ways



17. If you double the size of the bottle, keeping all proportions the same, how do you change the pitch? (In other words, a 20 cm tall bottle is made 40 cm tall, and proportionately wider.)
- a) it goes down an octave
 - b) it goes down a fifth
 - c) it is unchanged
 - d) it goes up a fifth
 - e) it goes up an octave

18. Approximately how many deciBels is the quietest 1 kHz sound you can hear? _____ dB

19. How many deciBels is a sound with raw intensity 10^{-5} W/m^2 ? _____ dB

20. *Approximately* how many deciBels is a sound with raw intensity $3.8 \times 10^{-5} \text{ W/m}^2$? _____ dB

21. If you double the raw intensity (W/m^2) of a sound, how do you change the dB? (in other words, do you add/multiply/divide/subtract some number of dB, and if so, how many?)

22. A trumpet bell widens more and more rapidly as you move “downstream.” Suppose a 1200 Hz wave reflects just well enough at point a to establish a resonance in the instrument. What can you say about how other waves behave?



- a) Frequencies lower than 1200 Hz will need to go farther downstream to find their reflection point.
- b) Frequencies higher than 1200 Hz will need to go farther downstream to find their reflection point.
- c) Both higher and lower frequencies will reflect well much farther upstream.
- d) Waves with half the wavelength (of the 1200 Hz wave) will reflect halfway between the mouthpiece and a.

For each of the instruments below, specify whether it is driven with a **fipple**, with a **soft reed** (resonance frequency *mostly* determined by the tube to which it is attached) or a **hard reed** (resonance frequency NOT determined by the tube to which it is attached).

23. Flute _____

27. Human Voice _____

24. Clarinet _____

28. Human Whistling _____

25. Trumpet _____

29. Oboe _____

26. Harmonica _____

30. Recorder _____

31. Acoustically, a reed is well approximated as

a) a closed tube end b) an open tube end c) neither

32. Acoustically, a fipple is well approximated as

a) a closed tube end b) an open tube end c) neither

33. A singing child has a vocal tract with a resonant frequency of 857 Hz. What may we conclude?

- a) The child is singing a note with $f = 857$ Hz
- b) The child is singing a subharmonic of 857 Hz (428 Hz, or 286 Hz &c.)
- c) The child is singing an overtone of 857 Hz
- d) The child could be singing any note at all, but the overtones near 857 Hz will be relatively strong

For Q34-37, the definition of a wave phenomenon is given. Indicate which phenomenon; choose from INTERFERENCE, DIFFRACTION, REFRACTION, or BEATS.

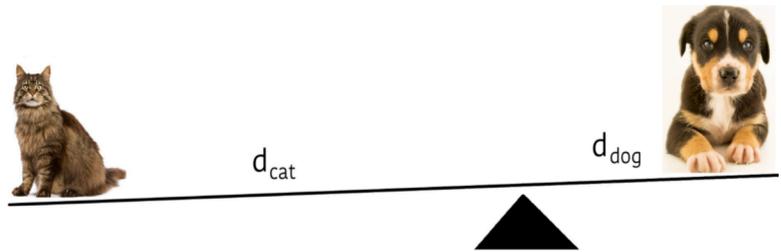
34. A temporal variation (warbling) caused by two sources emitting at slightly different frequencies. _____

35. Bending of waves around obstacles, or spreading after passing through an aperture. _____

36. Bending of waves caused by having different speeds in different media or in different layers of the same medium _____

37. Spatial variation in intensity arising from two sources emitting at the same frequency _____

45. A dog weighs 4 kg and a cat weighs 1 kg. They are balanced on a massless teeter-totter (a lever.) If the dog is 1/2 meter from the fulcrum, how far is the cat from the fulcrum?



46. Use the Fletcher-Munson diagram to order the three tones from quietest to loudest. (1 kHz = 1000 Hz.)

40 dB @ 3.5 kHz

60 dB @ 8.5 kHz

80 dB @ 25 Hz

47. For a human to report that a sound has “doubled in loudness”, the dB level must typically increase by how many dB? _____

48. “JND” stands for _____

49. About how long does it take a student in the UNM violin making workshop to complete a single violin?

- a) One semester b) A year c) Five semesters d) Four years

50. What kind of wood(s) are used to make the violin front (top) plate and back plate?

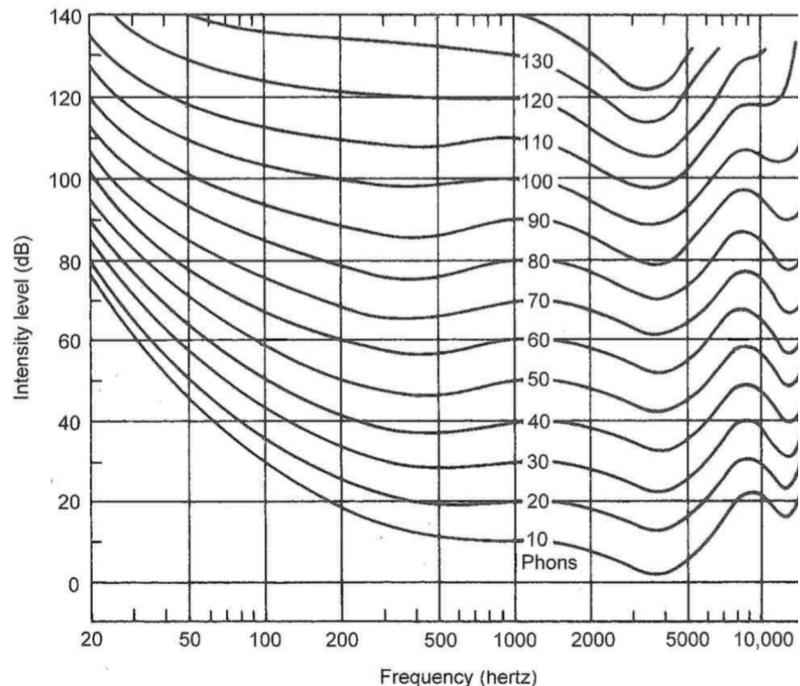
- a) Both are made from hardwood (e.g. maple)
 b) Both are made from softwood (e.g. spruce)
 c) The front plate is made from softwood and the back plate from hardwood
 d) The violin maker can choose any combination- it just changes the looks

51. How many ranks of pipes (i.e. different instrument sounds) does the organ at the Cathedral of St. John have?

- a) 4 b) 8 c) 17 d) 68

52. What are the organ pipes at St. John’s made of? **Circle all correct answers:**

- a) metal
 b) wood
 c) plastic
 d) glass



Persuasive Speech Instructions (Spring 2020)

Comm 1130: Public Speaking

Background & Choosing a Topic

In order to offer a persuasive speech, you must decide precisely what it is you want to talk about, to whom you will be speaking, and to what ends you hope the speech will lead. Persuasive speeches do not normally happen within a vacuum, even in a public speaking course where that might seem to be the case. In fact, most persuasive speeches serve as a response to larger circumstances—gas prices increase dramatically and drivers cannot afford to fill up their tanks; war veterans suffer from post-traumatic stress disorder (PTSD) and can find little governmental assistance for the necessary treatments; an election is forthcoming and candidates need to secure votes. These are just a few times when a persuasive speech would make sense. A driver might try to persuade their employer to embrace telecommuting as a response to the high rate of gasoline. Veterans with PTSD might stage speeches to a national audience imploring them to advocate for better mental health care for people who have fought in wars. And candidates, of course, will give many speeches during a campaign that tease out the various reasons they, and not another candidate, should be elected.

For your Persuasive Speech, you are asked to give a speech that will cover an issue that is currently affecting a population of Americans. It can be a topic of **political, cultural, or social importance**. Consider, for example, the war veteran example above—there is a clearly affected population (veterans), a clear issue (PTSD and lack of governmental assistance), and a clear sense that this is a current issue affecting thousands of veterans. You will brainstorm and pitch your speech topic in the first weeks of this module—see assignments on Canvas.

Using Appendix A in our textbook, you will see many different topic ideas for persuasive speaking, written as propositions that can be defended. Some are propositions of fact, others are propositions of value, and yet others are propositions of policy.

Requirements

For your speech, you should use Chapter 16 in *Persuasive Speaking* to determine the appropriate strategies for your topic. You should use the “Speeches to Convince” section to outline the necessary components of your speech, keeping in mind that you will need an introduction, an argument, a counterargument, a conclusion or call to action, and multiple researched sources (refer back to Ch. 7). Using Ch. 16, you should determine how you will use the persuasive appeals (ethos, pathos, logos) in planning your speech, and you should also use the “Organizing Persuasive Messages” section to structure your outline and speech.

Your speech should incorporate at least **4 academically credible sources** relevant to your topic, and should be at least **8-10 minutes in length**. You will need to provide **MLA citations** and accurately formatted quotes when using your sources in your brainstorming assignments and your outline (see instructions for smaller assignments on Canvas).

If I can get you to laugh with me, you like me better, which makes you more open to my ideas. And if I can persuade you to laugh at the particular point I make, by laughing at it you acknowledge its truth.

~ John Cleese



General Education Course NMHED Recertification Form

This form has been designed to guide you through the recertification process for the UNM General Education course in question. Please fill out your contact information below, and then review the information about the course provided to us by the New Mexico Department of Higher Education (NMHED). After this, you will be instructed to fill out three separate narratives concerning the course and its relevance to NMHED's area and skills associated with the course.

UNM Course Information

Prefix	ASTR
Number	1115
Name	Introduction to Astronomy (LEC)

Contact Information

Name	<input type="text"/>
Title	<input type="text"/>
Phone	<input type="text"/>
Email	<input type="text"/>

NMHED's Description and Outcomes for the Common Course

The description and student learning outcomes below come from NMHED's Common Course Catalog, which can be found [here](#), and is meant to designate standard descriptions and outcomes of courses registered as a NMHED Common Course.

ASTR 1115: Introduction to Astronomy (LEC)

This course surveys observations, theories, and methods of modern astronomy. The course is predominantly for non-science majors, aiming to provide a conceptual understanding of the universe and the basic physics that governs it. Due to the broad coverage of this course, the specific topics and concepts treated may vary. Commonly presented subjects include the general movements of the sky and history of astronomy, followed by an introduction to basic physics concepts like Newton's and Kepler's laws of motion. The course may also provide modern details and facts about celestial bodies in our solar system, as well as differentiation between them -- Terrestrial and Jovian planets, exoplanets, the practical meaning of "dwarf planets", asteroids, comets, and Kuiper Belt and Trans-Neptunian Objects. Beyond this we may study stars and galaxies, star clusters, nebulae, black holes, clusters of galaxies and dark matter. Finally, we may study cosmology -- the structure and history of the universe.

Student Learning Outcomes:

Upon successful completion of the course,

1. Students will discuss the night sky as seen from Earth, including coordinate systems, the apparent daily and yearly motions of the sun, Moon, and stars, and their resulting astronomical phenomena.
2. Students will list and apply the steps of the scientific method.
3. Students will describe the scale of the Solar System, Galaxy, and the Universe.
4. Students will explain telescope design and how telescopes and spectra are used to extract information about Astronomical objects.
5. Students will describe the formation scenarios and properties of solar system objects.
6. Students will describe gravity, electromagnetism, and other physical processes that determine the appearance of the universe and its constituents.
7. Students will describe methods by which planets are discovered around other stars and current results.
8. Students will describe the structure, energy generation, and activity of the sun.
9. Students will compare our sun to other stars and outline the evolution of stars of different masses and its end products, including black holes.
10. Students will describe the structure of the Milky Way and other galaxies and galaxy clusters.
11. Students will describe the origin, evolution, and expansion of the universe based on the Big Bang

Theory and recent Astronomical observations.

12. Students will describe conditions for life, its origins, and possible locations in the universe.

Institution-specific Student Learning Outcomes

Please add additional SLOs of the general education course to the ones provided by NMHED, or if no SLOs are provided by NMHED, input the SLOs used in assessment for the course.

Area and Essential Skills

Below gives information concerning the area and associated skills of the course to be re-certified. The area here matches the General Education Area of UNM; the “Essential Skills” and their respective Component Skills are characterizations of the area determined by NMHED. You will use this information to fill out the narratives below.

Area in which **ASTR 1115** resides: **Science**

Essential Skills in the Area:

Critical Thinking

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility

Intercultural reasoning and intercultural competence

Sustainability and the natural and human worlds

Ethical Reasoning

Collaboration skills, teamwork and value systems

Civic discourse, civic knowledge and engagement -- local and global

Quantitative Reasoning

Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.

Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.

Application of Quantitative Models: Apply appropriate quantitative models to real world or other contextual problems.

Narrative Input

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

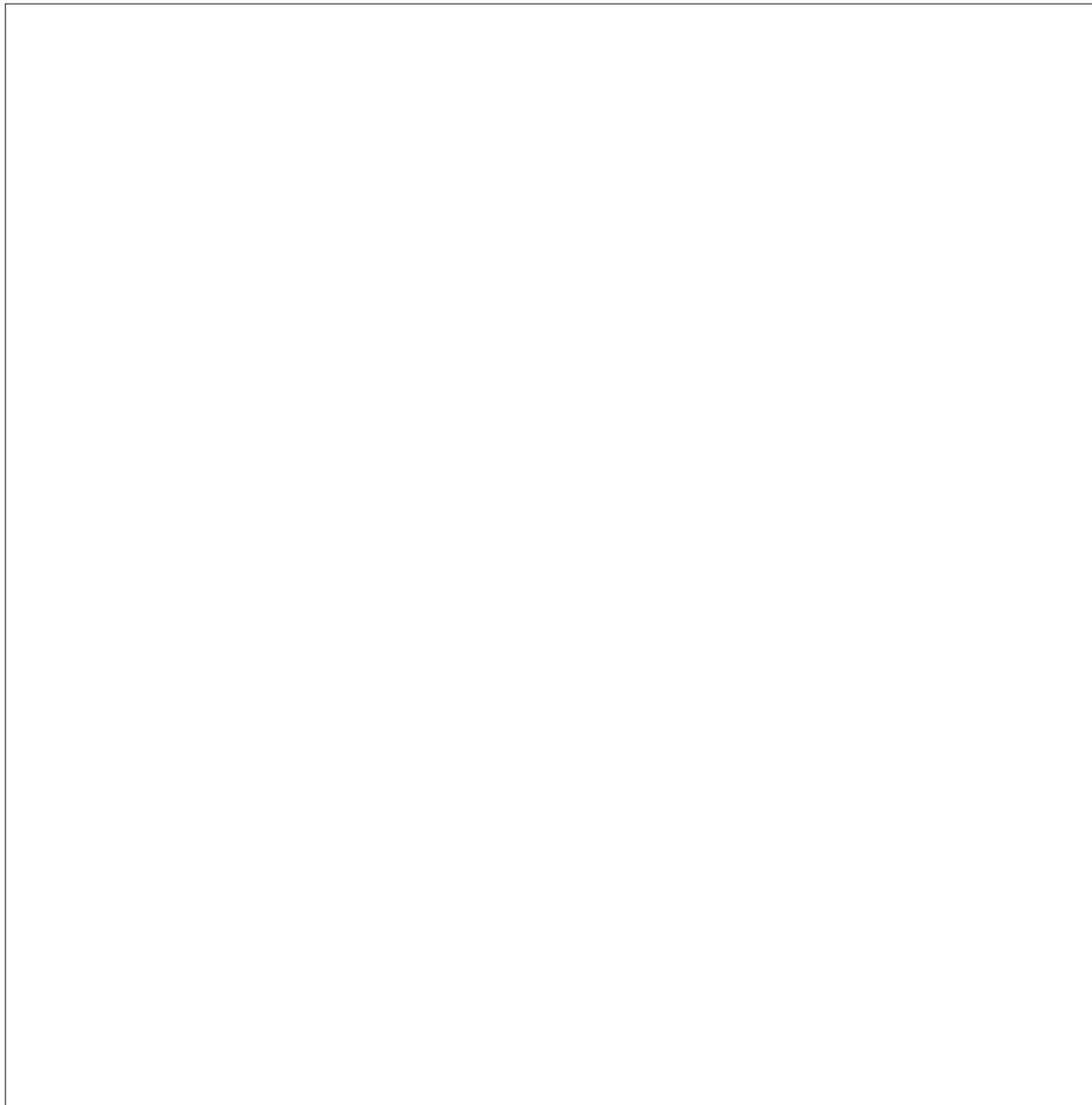
Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

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

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



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



Additional Information

Course Materials

NMHED requires that both a syllabus and a sample course assignment (project, paper, exam, etc.) from the course in question to be attached to the recertification form. Be sure and pick an assignment that correlates with the descriptions provided in the narratives above.

Assessment Plan

When it is submitted to NMHED, each general education course will also have attached the assessment plan that is used for General Education Assessment at UNM. For more information on this process, please visit this [page](#) from UNM's Office of Assessment.

CHAISSON
McMILLAN

Astronomy

A BEGINNER'S GUIDE
TO THE UNIVERSE

EIGHTH EDITION

Astr1115 Class Overview
Professor John Matthews
Physics and Astronomy, UNM

Astronomy: A Beginner's Guide to the Universe

This is a textbook used at major institutions in the US.

As a consequence our course provides a broad introduction to, and overview of, astronomy to help you appreciate the almost daily astronomy news items that you will find on the web.

The structure of the text is:

I. FOUNDATIONS

0. Charting the Heavens: The Foundations of Astronomy [Intro to Scientific Method]
1. The Copernican Revolution: The Birth of Modern Science [Copernicus - Newton]
2. Light and Matter: The Inner Workings of the Cosmos [Getting the most from light]
3. Telescopes: The Tools of Astronomy [Getting the best data at many wavelengths]

II. OUR PLANETARY SYSTEM

4. The Solar System: Interplanetary Matter and the Birth of the Planets
5. Earth and Its Moon: Our Cosmic Backyard
6. The Terrestrial Planets: A Study in Contrasts
7. The Jovian Planets: Giants of the Solar System
8. Moons, Rings, and Plutoids: Small Worlds Among Giants

Astronomy: A Beginner's Guide to the Universe

III. THE STARS

9. The Sun: Our Parent Star
10. Measuring the Stars: Giants, Dwarfs, and the Main Sequence
11. The Interstellar Medium: Star Formation in the Milky Way
12. Stellar Evolution: The Lives and Deaths of Stars
13. Neutron Stars and Black Holes: Strange States of Matter

IV. GALAXIES AND THE UNIVERSE

14. The Milky Way Galaxy: A Spiral in Space
15. Normal and Active Galaxies: Building Blocks of the Universe
16. Hubble's Law and Dark Matter: The Large-Scale Structure of the Cosmos
17. Cosmology: The Big Bang and the Fate of the Universe

Topics: Draft Schedule

Class Intro	Aug 18	
Chapt 0 (0.4 later)	Aug 18 - 20	78 slides
Chapt 1	Aug 25	50 slides
Chapt 2	Aug 27 - Sept 1	82 slides
Chapt 3	Sept 3	46 slides
Chapt 4	Sept 8	50 slides
Chapt 5	Sept 10 - 15	131 slides
Chapt 6 (Mer/Ven)	Sept 17	48 slides
Midterm #1	Sept 22	Chapt 0 - 4

Topics: Draft Schedule

Chapt 6 (Mars)	Sept 24	54 slides
Chapt 7	Sept 29	50 slides
Chapt 8	Oct 1	93 slides
Chapt 9	Oct 6 - 8	66 slides + chapt 9 notes
Chapt 10	Oct 13	73 slides
Midterm #2	Oct 15	Chapt 5 - 8

Topics: Draft Schedule

Chapt 10/11	Oct 20	48 slides
Chapt 12	Oct 22 - 27	69 slides
Chapt 13 (skip 13.5/6)	Oct 29	57 slides
----- Nov 3 one day break -----		
Chapt 14	Nov 5	57 slides
Chapt 15	Nov 10	73 slides
Chapt 16	Nov 12	51 slides
Midterm #3	Nov 17	Chapt 9 - 12

Topics: Draft Schedule

Chapt 17	Nov 19 - 24	88 slides
Review	Dec 1 - 3	19 slides
Final/Midterm #4	Probably Tuesday Dec 8, 2020 Chapt 13 - 17	

Topics: Course grade

20% for Mastering Astronomy **quiz** assignments

20% for Mastering Astronomy **homework** assignments

20% / midterm for 3 midterms

To calculate the exam component of your grade, I will choose your **THREE** best exam scores (from the 4 exams).

Then the letter grades in the course will be:

A	85 - 100+	(Plus and
B	65 - 84	minus grades will
C	45 - 64	be assigned.)
D	30 - 44	
F	below 30	

Critical Thinking

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well reasoned evaluation.

Sample Assessment Questions (Multiple-choice questions could be given on an exam or as a clicker question in class.):

1) What physical property of Earth gives rise to the seasons?

- a) The variation in its distance from the Sun
- b) The precession of its axis
- c) Changes in the day-night cycle
- d) The 23.5 degree tilt of its rotation axis
- e) Its global warming and cooling

2) Night and day have approximately equal length at what time or times of the year?

- a) Summer solstice
- b) Summer equinox
- c) Winter solstice
- d) Winter equinox
- e) Vernal and autumnal equinoxes

3) If Earth rotated twice as fast as it currently does, but its motion around the Sun stayed the same, then:

- a) the year would be half as long.
- b) the year would be twice as long.
- c) the night would be twice as long.
- d) the night would be half as long.

e) the length of the night would be unchanged.

4) What is the cause of the phases of the Moon?

a) One side of the Moon always faces the Earth.

b) As the Moon orbits the Earth, the shadow of the Earth covers the Moon in different amounts.

c) Different percentages of the Moon's surface give off light at different points in the Moon's orbit.

d) As the Moon orbits the Earth, different parts of the side facing the Earth are illuminated by the Sun.

e) As the Moon orbits the Earth, a different fraction of the Moon's surface is illuminated by the Sun.

5) If the Moon's orbit were a little larger, solar eclipses would be:

a) more frequent.

b) more likely to be annular.

c) less likely to be annular.

d) more likely to be total.

e) unchanged in appearance.

Personal and Social Responsibility

Intercultural reasoning and intercultural competence

Sustainability and the natural and human worlds

Ethical Reasoning

Collaboration skills, teamwork and value systems

Civic discourse, civic knowledge and engagement -- local and global

Sample Assessment Questions (Multiple-choice questions could be given on an exam or as a clicker question in class.):

1) What are the roles of theory and experiment (or observation) in science?

- a) Theories are idealizations that do not need to be tested by experiment or observation.
- b) Using repeated experimental testing, scientists modify their theories to best match the theoretical predictions with observations.
- c) Scientists select a subset of experiments and observations until those agree with their theories.
- d) Scientists need to adjust their experiments and observations until they agree with their theories.
- e) Scientists only continue their experiments and observations until the observations agree with their theories and can be published.

2) The critical part of the atmosphere for protecting life on the ground from excessive (UV) ultraviolet radiation is the:

- a) ozone layer.
- b) troposphere.
- c) ionosphere.
- d) hydrosphere.
- e) stratosphere.

3) The principal greenhouse gases in Earth's present atmosphere are:

- a) hydrogen and helium.
- b) oxygen and nitrogen.
- c) water vapor and carbon dioxide.
- d) methane and ammonia.
- e) sulfuric acid vapor and CO₂.

4) Without the greenhouse effect operating in our atmosphere:

- a) the ice in the polar regions would have melted long ago.
- b) Earth would have an average temperature of -18 degrees Celsius (about 0 degrees Fahrenheit)
- c) the ozone layer would not be weakening.
- d) we would still be worrying about global warming
- e) the Earth would have become much more like Venus long ago.

5) Atmospheric "escape speed" (or "escape velocity") means:

- a) how fast air escapes from the surface of a planet/moon
- b) how fast air escapes from the rocks of a planet/moon
- c) the speed an air molecule needs to escape the pull of gravity
- d) how fast water (vapor) escapes from the ocean (to form clouds)
- e) the speed a meteor needs to return to space

Quantitative Reasoning

Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.

Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.

Application of Quantitative Models: Apply appropriate quantitative models to real world or other contextual problems.

Sample Assessment Questions (Multiple-choice questions could be given on an exam or as a clicker question in class.):

1) What is the light-gathering power of an 8 inch telescope compared to a 4 inch telescope?

- a) 2 times larger
- b) 4 times larger
- c) 8 times larger
- d) 16 times larger
- e) 32 times larger

2) Astronomers on Venus would measure a solar constant:

- a) larger than on Earth
- b) the same as on Earth
- c) $7/10$ (the ratio of the orbit radii) the value on Earth
- d) much smaller than on Earth because of Venus' dense atmosphere
- e) none of the above

3) Sunspots are dark splotches on the Sun. Which statement is true?

- a) They are extremely cold objects, as cold as Pluto.
- b) They are hotter than the surrounding areas of the Sun.
- c) They are solid bodies floating on the surface of the Sun.
- d) They are associated with areas of very low magnetic fields.
- e) They are extremely hot, but cooler than the surrounding areas of the Sun.

4) A star has a parallax of .05 arc seconds. It's distance is:

- a) 200 parsecs.
- b) 66 parsecs.
- c) 20 parsecs.
- d) 660 light-years.
- e) 200 light-years.

5) What two observations allow us to calculate the mass of the portion of the Galaxy within the Sun's orbit?

- a) the Sun's mass and its age
- b) the Sun's age and period of the Galactic Year
- c) the Sun's orbital velocity and its distance from the Galactic Center
- d) the Sun's composition and luminosity
- e) the Sun's mass and velocity in orbit of the Galactic Center

The attached assignment meets the requirements for Critical Thinking category for General Education. The assignment requires the students to critically assess documents related to selected African figures, placing them in historical context. The students express their ideas and conclusions through analytical papers. In addition, the assignment also meets the requirements Information and Digital Literacy by requiring students to perform research online. It also meets the requirements for Personal and Social Responsibility by evaluating historical perspectives for different social and cultural relationships.

Discussion Board 2 Assignment

African History is rarely taught in public schools in the United States. As you learned in this week's learning module, Africa is often presented in biased and stereotypic ways when it is included in the historic record. In fact, many textbooks present Africa as contributing nothing to world history. There are only a few Africans that most students learn about, and they are:

Nelson Mandela, Winnie Mandela, and Bishop Desmond TuTu

For this discussion assignment, you will have the opportunity to help increase your knowledge, as well as that of your classmates, about the contributions made by African people to world history. To accomplish this, you will conduct a virtual exploration to identify Africans that have contributed to world history. Here are your instructions:

Part I: Due by 11:59 pm (MST) on Wednesday, August 28, 2019

- **Step 1: Check the discussion board.** Check the discussion board to see who has already been written about in the posts. It is essential to check the boards first because, for this assignment, you must post about someone that no one else has chosen. ***No duplications allowed!***
- **Step 2: Find a person to post about.** Do an online search to identify an African historical figure or find someone in your local community that fits the bill. That person can be any age or gender. They can be currently alive or a historical figure that has passed away. *Remember, they cannot be one of the figures listed in the description above.*
- **Step 3: Learn about that person.** Take some time to learn more about that person and the contribution they made to the topic area you chose. Wikipedia is not an appropriate website to use for your research, except insofar as the “further reading” or cited sources may lead you to other links. Start at lib.nmsu.edu to find peer-reviewed articles.
Be sure to get a picture for your post. Consult the rubric below for the ways in which your research will be evaluated.
- **Step 4: Post about them.** Create a post on this discussion board that provides the following information about the person you chose:
 1. What was your category?
 2. What is the person's name you chose?
 3. Tell us a little about the person's life.
 4. Share about one or two key takeaways you learned from this week's readings, learning module, or from completing this history assignment.
 5. Include a picture of them as part of your post.

Do not copy and paste information from a website! Instead, answer the questions about the person in your own words. Be sure to include the website information where you found the picture too.

That is it for Part I of the post. Remember, your original post is due by 11:59 pm on Wednesday, August 28, 2019.

Part II: Due by 11:59 pm (MST) on Saturday, August 31, 2019

Please read your classmates' threads and respond to at least two (2) of them. The goal in your responses to one another should be to find connections with classmates and to get to know one another better. Please use the following guiding statements as you respond to one another :

- After reading about the figure you chose, I learned ...
- Your historical figure shares the following in common with my figure ...

This assignment is about expanding your knowledge about African people that contributed to our collective histories. Saying, "I like who you picked," or "Cool figure," is an insufficient response to this assignment. I am looking for a meaningful dialogue between you and your classmates.

Rubric Item	Emerging (0-10 points)	Adequate (11-18 points)	Proficient (19-25 points)
Digital Literacy/Academic integrity Student has used the internet responsibly to conduct research and has shown academic integrity by citing appropriately.	Use of information from least one high-quality website, cited appropriately. The student has followed directions by synthesizing information and posting their own analysis.	Use of information from at least 2 high-quality websites and one peer-reviewed journal article, cited appropriately. Student synthesizes information and posts their own analysis, including assessment of historical significance/context.	Student uses > 2 high-quality websites and >1 peer-reviewed journal article, cited appropriately. Student exhibits originality and creativity in the assessment of historical significance/context, which may include making connections to other listed figures.
Accurate completion of assignment	Student may be missing one of the listed elements: What was your category? What is the person's name you chose? Tell us a little about the person's life. Share about one or two key takeaways you learned from this week's readings, learning module, or from completing this history assignment. Include a picture of them as part of your post.	Student has included all the listed elements, but at least one of the elements contains incorrect factual information or is not explicated fully.	Student has included all listed elements, and clearly and in a stylistically competent manner developed each.
Writing	Student's research project contains more than five orthographic	Student's research contains between 2 and orthographic or	Student's research contains fewer than 2 orthographic and

	or grammatical errors or may be poorly-organized, without adequate introduction, conclusion, or topic sentences.	grammatical errors. Student's writing is appropriately structured, but may need to work on refining a thesis, or including smooth transitions.	grammatical errors, is well-organized, contains a thesis in the first paragraph that is supported throughout the rest of the document.
Student responds to others' posts	Discussion posts may not be entirely substantive, or may contain more than 2 orthographic or grammatical errors	Discussion posts are substantive, with two or fewer errors	Student has posted twice or more with substantive information that includes historical context, analysis, analogies or the inclusion of additional documented links or resources.

Sample Assessment:

Introduction to Printmaking, Arts 1710, Assignment 1: Finding Balance

Process: Relief Printmaking (linocut, or woodcut).

Learning Outcome- become proficient in a printing technique (relief printing) and compositional design. Further the effective communication of ideas through this medium.

Students are expected to create a range of values using line and shape, and the creation of both white line and black line relief printing marks.

Theme: Explore the idea of the term balance. What is it? What does it mean?

The imagery should be composed with a concern for balance (symmetrical, asymmetrical or radial), while also engaging conceptually with a symbolic or metaphoric interpretation.

Image Size: minimum of 6" x 9", Edition Size: minimum edition of ten prints.

Essential Skill: visual Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

While learning about compositional balance and practicing technical skills, students are also expected to explore strategies for visual communication. Personal imagery and concerns are encouraged as subject in a search for visual expression, which ultimately engages with an audience. Classroom discussion and group critique help to guide students in ways to effectively communicate through evaluating the work of their peers and internalizing constructive arguments.

- In addition to the guidelines given to students in the syllabus, each assignment had following instructions:
 - Incorporate the lecture and readings into your essay.
 - The essay must be typed and double-spaced with 1” margin and a 12 pt. font.
 - Please proofread and spell-check your essay.
 - Write no more than 2 pages.
 - Use gender-free language.

- **LIST OF ASSIGNMENTS GIVEN IN FALL 2019**
 - a. Describe **two technologies** that people depended on before the 1900s and explain **how** these technologies changed people’s lives (e.g., the wheel made moving things easier); **what** may have been occurring in society that contributed to the technologies creation (e.g., society may have been hauling rocks to build a fortress for protection from other humans or animals and saw the wheel as a means to make the process easier); and **what type of institutions** may have supported these new technologies (e.g., assembly lines to select certain size rocks for shelter, weapons, transportation; training so that they would know what type of rock to look for; or storage capacity to secure stockpile of rocks, etc.).
 - b. How do the technological artifacts that we design and use embody social values? Provide at least two examples from the readings.
 - c. Does improved technology mean progress? Use readings and lectures to justify your position.
 - d. Developing nations have embraced modern technology of the West for their economic development. Do you think they have made progress in achieving their goals? Elaborate your answer with examples from lecture and readings.
 - e. Are scientists/engineers politically neutral? Use examples from the building of the first atomic bomb to argue your position.
 - f. Who, other than the Ford Motor Company and the U.S. Army, were to blame for the Pinto and the M-16? What lessons can we learn from history?
 - g. How is the media used to sell technology? Does the media promote the technology in the best interests of the consumer or the business selling the technology?
 - h. Are there or should there be more enlightened or sophisticated approaches to regulate outsourcing of high technology jobs offshore?
 - i. What do you consider to be the greatest environmental threat facing the world today? What sort of measures need to be taken to counter it? What will be the major sources of resistance to these measures?
 - j. Is science an ideology? Is it like a religion? Use readings to support your argument.
 - k. Describe the people who influenced your decision to come to the University of New Mexico. What gender are they? What roles do they fill? Do they have any authority in your student life?

- l. Some see intelligence as a biological trait that varies across ethnic/racial groups. Others see any attempt to link race/ethnicity to intelligence is unscientific. Argue your position using readings and lectures.
- m. Do you agree that high-tech immigrants are likely to contribute more to American society? Support your position from readings and lectures.
- n. What is the impact of Industrialization on American food culture? Is there a need to change food technology for progress of society? If yes, why?"

Name: _____

Essential Skills: Critical Thinking

How Big is Your Ecological Footprint?

Assessment of Critical Thinking:

This activity assesses critical thinking by measuring whether students can understand their role in nature and their individual contribution to climate change. This assessment encourages reflexion about their personal choices and the larger environmental problems in the context of topics discussed in the course.

1. Go to <http://www.myfootprint.org/> and take the quiz – this will ask you simple questions about your lifestyle,

and calculate for you how much land is actually required to sustain your lifestyle.

2. Answer the following questions:

a. How much area of land and ocean is required to support your consumption of food, goods, services, housing, and energy? Total: _____ global acres (ga)

i. Carbon: _____ ga

ii. Food: _____ ga

iii. Housing: _____ ga

iv. Goods and Services: _____ ga

b. Which kind of consumption is taking up the most “area” for you?

3. Compare your footprint to the country averages by calculating the percent similarity:

Example: my carbon footprint is 44, the national average is 91, so that is $44/91$ which is 48%.

a. Carbon footprint percent similarity to national average: _____

b. Food footprint percent similarity to national average: _____

c. Housing footprint percent similarity to national average: _____

d. Goods and Services footprint percent similarity to national average: _____

e. Total footprint percent similarity to national average: _____

4. The global average ecological footprint is 58 global acres. How does your footprint compare to this?

5. If everyone on the planet lived just like the average American, we would need 6.6 earths to support everyone.

a. How many earths would it take if everyone lived just like you? _____

b. How similar is your number of earths to the average American (percent) _____

6. Now proceed by clicking on the orange “reduce your footprint” button to get more ideas of how to address your

specific footprint issues you wrote down for your answer to question 2b:

a. How can you reduce that consumption? Suggest two ways that you could change your habits to make more room in the world for others.

b. Reflection: On the back write 3-4 sentences reflecting on what you have learned about how your lifestyle relates to the world population and our shared resources. What is most interesting to you about this project? What do you think is most challenging about your ecological footprint?

University of New Mexico
Department of Foreign Languages and Literatures
COMP 2224 *Cultures, Texts, Worlds*

Professor Raji Vallury
rvallury@unm.edu

Sample Assignment
Essay I (Guided Questions)

Write a 3-4 page essay paper (5 pages maximum) on Aimé Césaire's *The Tempest*, using the following questions to guide and structure your composition.

1. **Introduction** (1 page maximum)
 - a. Based on your consultation of peer-reviewed academic materials and scholarly sources, what do you know about the author, his place of origin, the historical and political period in which he wrote his play, his intent in writing it, or any other information that provides a context for the text and an important theme that you have identified in it?

2. **Analysis** (3 pages maximum)
 - a. Based on your reading of the play, what important political question have you identified in the play? (Note that this is a function of your interest and interpretation, but here are some suggestions: the discourse of colonialism, racial oppression, colonial injustice and inequality, the limits of the 'universal' rights of man and the citizen, the contestation of political exclusion). What relation do you see between this theme that you have identified and the literary form of the text (a play)? What elements of the theatrical form allow Césaire to express a political question with greater rhetorical efficacy? Why do you think Césaire chose to rewrite or recast Shakespeare's *The Tempest*?
 - b. Theater as a genre represents a character faced with a moral, existential, or political choice. Which character in Césaire's *Tempest* best exemplifies the complexities of the political question that you have identified? How would you describe their situation or conflict? The actions that they take to resolve the conflict? How does Césaire's depiction of this character (their situation, their conflict, their choice or their actions) differ from Shakespeare's rendition of the same character? To what effect? Base your responses on specific examples or citations drawn from the text(s).

3. **Conclusion** (1 page maximum)
 - a. How would you evaluate Césaire's dialogue with Shakespeare's *The Tempest*? Does it lead the reader to a different perspective on the value systems that enable the discourses and practices of colonialism?

Extra credit question, if addressed in the analysis and/or conclusion:

How would you characterize Césaire's relationship to the concept(s) of humanism(s) (whether of the Renaissance or the Enlightenment)?

ENG 270 Southwestern Literature

Week 8 Assignments

Reading and Discussion

Read pages 3-107 in *Blood Meridian* and see the discussion board for details!

Writing

Begin to reflect upon ideas for this research-based paper. The theme of your paper will concern the text(s) you've read for class so far. While the topic is ultimately your decision, here are a few ideas for your consideration:

- 1) Compare the character of Abel with the character of the kid.
- 2) Explore the character of judge Holden with how non-Native society judges Abel.
- 3) Examine the cultural significance of violence in *Blood Meridian* with the violence in *House Made of Dawn*.
- 4) Discuss the roles of southwestern women in both texts.
- 5) Could the kid and Abel be classified as sociopaths or psychopaths? Discuss.
- 6) Consider cultural differences and outcomes in *Blood Meridian* and *House Made of Dawn*. Discuss time period and race in context to these ideas.

As you can see, many of the ideas listed above concern comparisons of ideas. Writing analytic papers about literature often concerns discussing intersections and gaps in the texts that the writer finds interesting enough to discuss and also somehow attractive to readers.

Assignment Guidelines: Minimum of 1000 words. Essay must have a clear and recognizable thesis statement or posit a research question which is answered in the subsequent text. Sources used, including the primary text(s) must be appropriately cited both within the paper and in your bibliography.

Please review at least two of the links below to get a stronger idea about what it means to write about literary texts.

Writing About Literature Resources

[Purdue Writing About Literature](#)

[Writing Papers of Literary Analysis](#)

Assessment tie to basic skills

This sample assignment assesses the NMHED Essential Skills of Quantitative Reasoning by processing data obtain from their field study as well as from case studies. Students will do basic statistical treatment such as data sorting, histograms, and scatterplots. Students will also use their data to calculate means and other univariate statistical procedures as well as most common diversity indexed. Furthermore, students will practice their Critical Thinking skills by analyzing the data they gather and drawing conclusions of their research in the form of a scientific report.

Conservation Biology in a Changing World Lab Report Guidelines Biol 1170

Complete a lab report for your biodiversity experiment conducted over the past two weeks. This report should review your designed experiment, data analysis, and results comparing biodiversity indices from two or more habitats in the local Las Vegas area.

Your lab report, worth 50 points, is to be typed in Word using 12-point font and single spacing with 1” margins on the page. You will submit the file to Brightspace. You can submit the report late for partial credit (25% off penalty) up to one week after the deadline.

Be sure that your report is written in your own words. Group work is good for lab, but stops when you are writing. We use a plagiarism checker in Brightspace that will notify us if any text is copied from another student or copied word-for-word from a book or the internet. Copying will result in a zero for the assignment, and a warning that the second time may result in failing the course.

Please use ‘active voice’ in your writing: I counted plants in the quadrat at 10 sampling locations. Rather than passive voice: Plants were counted in quadrats at 10 locations.

Sections of the lab report –use these headings:

Title

Author’s name

Introduction

Hypothesis and Prediction Methods

Results

Discussion References

Author's Name (2 pts):

Title (2 pts): Use a descriptive title that is specific.

Example: Comparing Plant Biodiversity between two habitats under different management systems

Introduction (8 pts, 1-2 pages single spaced)

General overview of the subject: Provide an overview of the major concepts that are related to your report. This section should include citations pointing out where you got the information. Any information you present that is not your own knowledge needs citation.

Example: Biodiversity is the study of species richness, often within and among particular habitats and ecosystems (Kearns, 2010). One method of measuring biodiversity is to conduct surveys using quadrats

to count plant species along a transect (Lanza, 2006). This surveying method results in....

Specific details about the topic: Now be more specific providing details relevant to the study area and questions you will answer in your study.

Example: Areas of riparian habitat along river banks harbor unique plant communities that are important to other species (citation). Some common riparian plants include cottonwood, willow, (citation).

Hypothesis and prediction (4 pts): State your hypothesis and the prediction.

Methods (6 pts, ~1/2 - 1 page): write out your methods for your study using paragraph form. Your methods should read as narrative story with enough detail that someone could follow and re-create your experiment. For equipment or supplies, write out in sentences, not lists.

Example: We measured plant biodiversity in two habitats, riparian river bank, and a upland walkway area about 10 m from the river bank. To do this, we surveyed plant morphospecies along a 100 m transect in each habitat. We placed a quadrat sampler

on the ground every 10 m on the transect and counted morphospecies in the quadrat. Next, we...

Results (12 pts, 1-2 pages): What results did you gather? Use paragraphs to describe the results and any trends. Include figures or tables and refer to them in your text. DO NOT try to interpret what your results mean - that goes later in the discussion. Table legends go above tables. Figure legends go below figures.

Example: We found a total of 30 morphospecies of plants in our two habitat surveys. In the riparian river bank, there were 12 morphospecies (Table 1) and in the upland walkway area there were 18 species (Table 2). The Shannon-Wiener Biodiversity index, H' , was 0.76 in the river bank habitat and $H'=0.86$ in the walkway habitat (Figure 1)....

Figures and Tables: Provide figures and tables with detailed legends that stand along, that is, they can be understood independently of the report paragraphs. Refer to your tables and figures in your text to incorporate them into your results narrative.

Discussion (10 pts, 1 page): What do your results mean? In the discussion, interpret your results and answer why you might be seeing the trends you see in your data. What evidence in your data supports your ideas here? How do your results and interpretation relate to the scientific knowledge already discovered? Compare your results to broader knowledge in this field. Can you suggest future research questions based on what you discovered in this study? Did you have any limitations with your data?

Example: Our results indicate that biodiversity of plant species is greater along riparian river banks compared to upland habitat used for walkways. However, we noticed that many 'weedy' species of plants were common along the walkway, making us question whether this was a truly valuable for conserving biodiversity. Our data show the dominance of weedy species because our H' values were much lower than H_{max} , indicating that species evenness was not high along the walkway. A previous study also demonstrated that plant diversity decreases along human altered habitats (Hobbs and Huenneke, 1992). A future study might investigate....

References (4 pts, 2-3 references): write out your citation sources using APA format, and list alphabetically

by first author's last name. You can find guidelines for in-text citation and reference formatting at: <https://owl.english.purdue.edu/owl/resource/560/1/>

Example:

Hobbs, R. J., and Huenneke, L. F. (1992). Disturbance, Diversity, and Invasion: Implications for Conservation. *Conservation Biology* 6 (3):324-227.

Kearns, C. (2010) Conservation of Biodiversity. *Nature Education Knowledge* 3(10):7.

Lanza, J. (2006). *Measuring Biodiversity in New Designs for Bio-Explorations*. (2nd Edition). Pearson Education: San Francisco.

Grammar and Spelling (2 pts): Please use the review tools in Word to check your grammar and spelling for mistakes. Your writing should be clear enough that I can understand your meaning

Music Appreciation: Essay Assignment

Length: Essays must be at least 800 words in length.

Content: Always address the topic directly. For these topics, there is little to no need for retelling the history of a subject as mentioned in the textbook or from my lessons; this essay is an opportunity for you to give your insight into the matter. When applicable, **use musical terminology** in your writing. Outside sources are a requirement; however, are to be used selectively; please do not rely heavily on only one external website. Be very careful NOT to commit academic dishonesty by plagiarizing. All outside sources must be cited. You may use the formatting style with which you are most comfortable (e.g., MLA, APA, Chicago, etc.).

Spelling/Grammar: Essays showing little to no regard for spelling and grammar will not receive a passing grade. I would suggest either composing your essay using the Grammarly web extension or within Microsoft Word and then simply paste it into the textbox.

Writing Tone: Although your essay should be based on your insight, always be mindful of your writing style. Too often, students fall into an overly informal tone. You may want to draft your essay "as you would speak" but remember to follow up by reworking a more collegiate tone into your paper.

Imagine that you would be reading your essay out loud to an informed yet interested audience; you would want to connect with your listeners by providing personal insight, all the while maintaining a professionally eloquent tone. Think deeply about what you want to say and choose your words carefully.

Choose 1 of the following topics to discuss at length.

1. According to Aristotle, music "imitates the passions or states of the soul, such as gentleness, anger, courage, temperance, and their opposites. Music that imitates a certain passion arouses that same passion in the listener. Habitual listening to music that rouses ignoble passions distorts a person's character. In short, the wrong kind of music makes the wrong kind of person, and the right kind tends to make the right kind of person."¹ Respond to this claim in terms of your understanding of music. Do you feel that Aristotle is correct or not? Use specific examples to support your claims.

2. The play *The Marriage of Figaro* (1784), which ridiculed the privileges of the aristocracy and set a common servant above his master, was banned throughout France and Austria. It has been considered an early indicator of the French Revolution. Certainly, authorities of the eighteenth century felt justified in their banning of the work. Please discuss your position on musical restrictions. Do you feel there is ever justification for a piece of music being restricted or banned from public consumption? Use specific examples to support your claims.

¹ Grout, Donald Jay. *A History of Western Music* (New York: W.W. Norton,) 6.

Communication – Writing Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Provides a clear, concise thesis statement.	Statement is clear and concise Statement is well reasoned Statement leads to plentiful additional discussion	Statement is generally clear and concise Statement is mostly well reasoned Statement leads to enough additional discussion	Statement is recognized by the reader Statement has some elements of reason Statement leads to some additional discussion	Statement is not recognized by the reader Statement is not reasoned Statement does not lead to additional discussion
Provides supporting paragraphs which relate to the thesis.	Supporting paragraphs are well reasoned Supporting paragraphs clearly relate to the thesis Supporting paragraphs are cohesive and logically developed.	Supporting paragraphs contain mostly well-reasoned content Supporting paragraphs often but not always relate to the thesis Supporting paragraphs demonstrate some cohesion and development.	Supporting paragraphs contain some well-reasoned content Supporting paragraphs relate to the thesis in some way Supporting paragraphs demonstrate a few elements of cohesion and development.	Supporting paragraphs do not contain reasoned content Supporting paragraphs do not relate to the thesis Supporting paragraphs are neither cohesive nor unified
Correctly incorporates outside sources.	Provides relevant outside sources Cites outside sources correctly	Provides mostly relevant outside sources Cites outside sources, but no more than two errors	Provides some relevant outside sources Cites outside sources with no more than three errors	Provides irrelevant or no outside sources Cites outside sources with four or more errors
Uses appropriate grammar, syntax, punctuation, and spelling.	Writing is error free in all categories (sentence structure, punctuation, spelling and grammar). Sentence structure and vocabulary are well developed and varied.	Writing has errors in no more than one category (sentence structure, punctuation, spelling and grammar). Sentence structure and vocabulary are developed and varied.	Writing has errors in no more than two categories (sentence structure, punctuation, spelling and grammar). Sentence structure and vocabulary are somewhat developed and varied.	Writing has errors in three or more categories (sentence structure, punctuation, spelling and grammar). Sentence structure and vocabulary are not developed or varied

Sample Assessment

Sustainable Tourism

This assignment is designed to focus primarily on the essential skill of **communication** (understanding and evaluating messages, communicating clearly and effectively, selecting/using and properly citing resources), but also assesses the essential skill of **personal and social responsibility** (in this instance, examining the relationship among tourism's environmental, economic and/or socio-cultural systems as they interact with and affect the sustainability of the natural and human world at the local and global level).

After completing the assigned readings and viewing the assigned YouTube video discussing "overtourism":

1. Describe what is meant by sustainable tourism.
2. Identify at least three main stakeholder groups affected by tourism and discuss the ways in which perspectives related to sustainability might align or conflict between the groups.
3. What responsibility, if any, should tourism businesses feel toward protecting or enhancing the natural and socio-cultural environment? What are the potential benefits to businesses in engaging in activities that protect the natural and socio-cultural environments?
4. What is "corporate social responsibility," or CSR? Is this just another term for "greenwashing," (which is when corporations use sustainable practices mainly for public relations and advertising)? Or can it reflect a deeper interest in and concern for environmental and social issues? What would you look for to be able to determine what motivates a corporation's CSR efforts?
5. What are at least three specific and clear things that you, as a visitor/consumer, could do to support sustainable tourism?

Be sure to properly cite your resources in APA style.

Write at least 300 – 400 words.

New Mexico State University
College of Agricultural, Consumer and Environmental Sciences
Sample Course Rubric: HRTM 1120 Introduction to Tourism

The sample rubric for GE certification of HRTM 1120, focuses explicitly on the essential skills of communication, critical thinking and personal and social responsibility. It is designed to be modified for use for any given class assessment.

For the sample assessment, the highlighted sections would be utilized.

SAMPLE ASSESSMENT SCORING RUBRIC

	Exceptional (4)	Proficient (3)	Developing (2)	Formative (1)
Communication				
How well does the document /presentation follow accepted standards of grammar, mechanics and usage?				
Are sources properly cited using the APA style guide?				
How effective is the writer's organization and use of supporting sources?				
Critical Thinking				
How well does the assignment demonstrate the writer's ability to:				
<i>identify and define problems/questions?</i>				
<i>acquire and evaluate information?</i>				
<i>develop well-reasoned conclusions/solutions?</i>				
Personal and Social Responsibility				
How effectively does the writer convey a clear understanding of:				
<i>the impacts our actions have on sustainability of the natural and human worlds?</i>				
<i>sustainability as it relates to the environmental, economic and socio-cultural impacts of tourism?</i>				
<i>strategies for creating sustainable tourism?</i>				
<i>the challenges associated with developing and maintaining sustainable tourism?</i>				
How effectively did the group collaborate?				
Did the group reflect on their effectiveness and describe ways to improve future collaborative work?				



General Education Course NMHED Recertification Form

This form has been designed to guide you through the recertification process for the UNM General Education course in question. Please fill out your contact information below, and then review the information about the course provided to us by the New Mexico Department of Higher Education (NMHED). After this, you will be instructed to fill out three separate narratives concerning the course and its relevance to NMHED's area and skills associated with the course.

UNM Course Information

Prefix	PHYS
Number	1125L
Name	Physics of Music Lab

Contact Information

Name	<input type="text"/>
Title	<input type="text"/>
Phone	<input type="text"/>
Email	<input type="text"/>

NMHED's Description and Outcomes for the Common Course

The description and student learning outcomes below come from NMHED's Common Course Catalog, which can be found [here](#), and is meant to designate standard descriptions and outcomes of courses registered as a NMHED Common Course.

PHYS 1125L: Physics of Music Lab

Experiments to accompany PHYS 1125.

Student Learning Outcomes:

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

1. Draw appropriate conclusions from quantitative scientific experiments.
2. Accurately and clearly communicate the results of scientific experiments.
3. Test ideas using modern laboratory equipment.
4. Use computer to analyze and report laboratory results.

Institution-specific Student Learning Outcomes

Please add additional SLOs of the general education course to the ones provided by NMHED, or if no SLOs are provided by NMHED, input the SLOs used in assessment for the course.

Area and Essential Skills

Below gives information concerning the area and associated skills of the course to be re-certified. The area here matches the General Education Area of UNM; the “Essential Skills” and their respective Component Skills are characterizations of the area determined by NMHED. You will use this information to fill out the narratives below.

Area in which *PHYS 1125L* resides: **Science**

Essential Skills in the Area:

Critical Thinking

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

Evidence Acquisition: Identify and gather the information/data necessary to address the problem or question.

Evidence Evaluation: Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

Reasoning/Conclusion: Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

Personal and Social Responsibility

Intercultural reasoning and intercultural competence

Sustainability and the natural and human worlds

Ethical Reasoning

Collaboration skills, teamwork and value systems

Civic discourse, civic knowledge and engagement -- local and global

Quantitative Reasoning

Communication/Representation of Quantitative Information: Express quantitative information symbolically, graphically, and in written or oral language.

Analysis of Quantitative Arguments: Interpret, analyze and critique information or a line of reasoning presented by others.

Application of Quantitative Models: Apply appropriate quantitative models to real world or other contextual problems.

Narrative Input

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

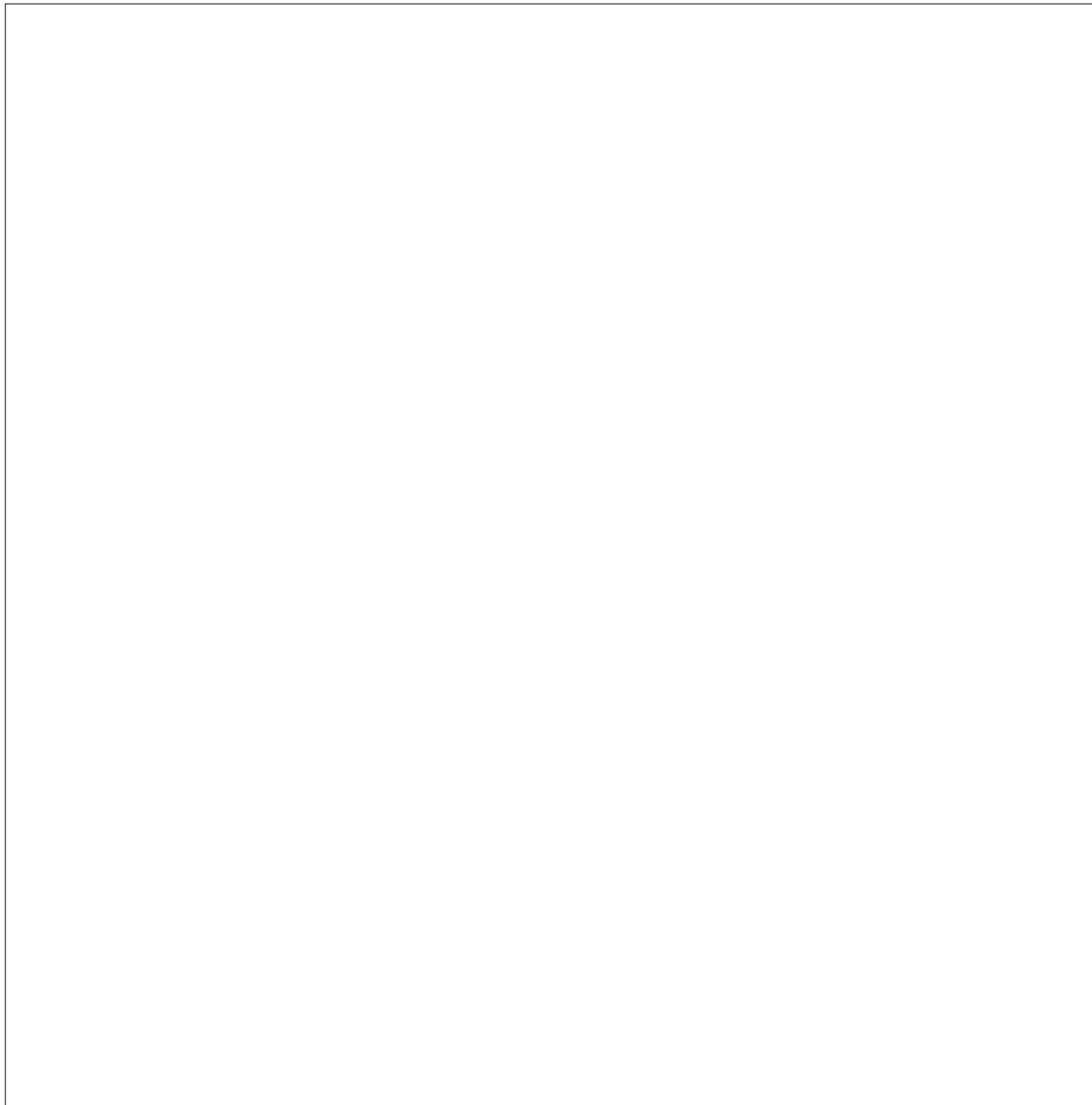
Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

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

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



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



Additional Information

Course Materials

NMHED requires that both a syllabus and a sample course assignment (project, paper, exam, etc.) from the course in question to be attached to the recertification form. Be sure and pick an assignment that correlates with the descriptions provided in the narratives above.

Assessment Plan

When it is submitted to NMHED, each general education course will also have attached the assessment plan that is used for General Education Assessment at UNM. For more information on this process, please visit this [page](#) from UNM's Office of Assessment.

Physics 1125L Syllabus – Spring 2020

TA:

email:

Welcome to Physics 1125L! I am here to help you do your labs and learn some physics that may help you in your lecture and future courses. Always feel free to ask questions or make suggestions. Also, feel free to talk to the Lab Director in room RH 113, phone 277-2751.

Description

Physics 1125L is the laboratory associated with the 1125 Musical Acoustics lecture. In this lab you will discover and explore the physical basis for sound. The experiments give you an opportunity to learn by using your hands and by discussing phenomena with your lab partners. You will also prepare a semester project that will give you the opportunity to apply the concepts and techniques you have learned to an acoustical problem or phenomenon that interests you.

(Pre- or co-requisite: Physics 1125)

Objectives

This course gives students an opportunity to observe the physical characteristics of sound and music. Students learn a variety of various experimental techniques.

Lab students will:

- Communicate and cooperate as a team to accomplish technical goals
- Read and interpret procedural instructions
- Gather and analyze data using computers interfaced to various probes
- Interpret graphical data
- Observe a variety of acoustical phenomena in a hands on environment
- Relate musical terminology to physical phenomena and terminology
- Apply lab techniques to a novel situation in an end of semester project

List of Experiments - schedule is posted <http://regenerlab.unm.edu/>

- Galileo and the Pendulum
- Speed of Sound
- Measuring What You Hear
- Interference of Sound Waves
- Standing Waves on Strings
- Standing Waves in Air
- Sound Spectrum
- Natural Frequencies and Tubes
- Wave Shapes
- Modes of Vibration

Semester Project

During the last three weeks of the lab, you will complete a semester project. You must get approval for your project plan in advance. When your project is approved, you will carry out your plan. In the last week of lab, you will turn in a project paper and give an in class oral presentation. Your Semester Project will count the equivalent of three weeks of laboratory work.

Materials

Lab workbooks are available at the UNM Copy Center in Dane Smith Hall. Every student is required to purchase one before the second week of lab. No copies will be provided.

Students with Disabilities

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met. Handouts are available in alternative accessible formats upon request.

Attendance

Lab attendance is mandatory. You are responsible to perform all experiments.

- **Tardiness**
You are expected to arrive on time to lab. If you are late, you will still be required to do the entire lab but your grade may be diminished at my discretion.
- **Excused absences**
 - If you cannot make it to lab and know in advance, contact me and we will arrange a time for you to do the lab.
 - If something comes up unexpectedly (sudden illness, accident, family emergency, etc.) contact me as soon as possible. Unscheduled absences WITH A VAILD EXCUSE must be made up. Contact me to arrange a mutually convenient time.
 - Missed labs must be made up promptly. If you do not make up a missed lab within one week, your grade may be diminished at my discretion.
- **Unexcused absences**
One unexcused absence will reduce your final grade by one letter grade. Two unexcused absences will cause you to fail the class.

Conduct:

UNM has strict guidelines for both student and TA conduct, which are outlined in the University catalogue. Both the students and the instructor are expected to adhere to these policies. In particular:

- **Please do not answer cell phones, texts, or tweets in the lab room!! If urgent,** Calls may be taken in the hallway so long as classes are not disturbed.
- **Drinks must be in a container with twist cap or other sealed top and kept on the floor or at the front of the room.** Food in the lab is not allowed without special permission from the instructor.

Grading

Each week, you will receive a grade with two components: one for attendance/participation, and one for the physics and other details in the lab report. Attendance and participation will count for 1/3 of your semester grade. Lab report grades and quizzes which may be given at announced times will count for 2/3 of your semester grade.

Attendance/Participation Guidelines

A	Active Participation	Example behaviors: helps with set up, participates in data taking, asks questions, participates in discussions, etc.
B	Passive Participation	Example behaviors: is tardy to lab, merely records data, does not help with set up, does not participate in discussions, copies partners, etc.
C	Poor Participation	Example behaviors: Reads newspaper, does homework, antagonizes lab partners, etc.
0	No Participation	Not present in your section. Attendance in another section not verified by TA.

Lab Report Guidelines

A	Standard	The report is everything I would expect. All entries are complete, all questions meaningfully answered, data record including graphs is clear and correct, all calculations and units are correct. The report is organized and legible.
A-	Good	Report has minor error(s).
B	Acceptable	Report is OK, but there are errors and/or missing entries.
C	Unacceptable	Report has significant errors, unanswered questions, missing data, etc.
0	No Report	No report is turned in. Authorship not verified by TA.

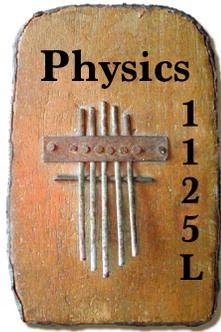
UNM Academic Dishonesty Policy:

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). If you want to retain anonymity, instead report the incident to other units on campus, namely Student Health and Counseling (SHAC), Counseling and Resource Center (CARS), a licensed medical practitioner on campus, or off campus to the Rape Crisis Center of Central New Mexico, or a sexual assault nurse examiner. If you report the incident to the LoboRESPECT advocacy center, Women’s Resource Center, or the LGBTQ Resource Center, you retain anonymity but an anonymous record is made for statistical purposes. See more information at https://policy.unm.edu/university-policies/2000/2740.html#_Toc414642678.



Name(s)	
Class	Date

STANDING WAVES IN AIR

Materials

- Small Speaker
- Function Generator (PASCO)
- Sound Level Meter
- Resonance Tube Apparatus (PASCO)

Introduction

In the experiment “Standing Waves in Strings” you observed the resonant modes of a string under tension - transverse standing waves. In this experiment, you will observe standing waves in air columns produced by the alternate compression and rarefaction of the air in a column. Air column standing waves are **longitudinal**, because the back and forth motion of the air molecules is parallel to the direction of motion of the waves.

Applet Activity

To see the resonant modes as the air sloshes back and forth in a tube, open the file **Standing Waves in Air.html**. Click the button for **one side open**. The upper animation depicts the air moving back and forth. The lower waveform is a schematic representation of the displacement of the air molecules. The closed end corresponds to a displacement node. The open end is a displacement antinode.

Because there is a node at the closed end and an antinode at the open end the number of wavelengths that fit in the tube is basically an odd number of quarter wavelengths. As a result, the mode frequencies are odd multiples of the fundamental.

Q1 Click higher and lower buttons to view resonant modes. Sketch the missing waveforms in the following table. Write expressions for f_3 , f_4 and f_n using the pattern for f_2 as an example.

Mode	Waveform	Wavelength	Frequency
Fundamental (1 st Harmonic)		$\lambda_1 = 4L$	$f_1 = v/\lambda_1 = v/4L$
First Overtone (2 nd Harmonic)		$\lambda_2 = (4L)/3$	$f_2 = 3(v/4L) = 3f_1$
Second Overtone (3 rd Harmonic)		$\lambda_3 = (4L)/5$	$f_3 =$
Third Overtone (4 th Harmonic)		$\lambda_4 = (4L)/7$	$f_4 =$
(n th Harmonic)	$(2n-1)(\lambda_n/4) = L$	$\lambda_n = (4L)/(2n-1)$	$f_n =$

Resonance Tube

You will use a resonance tube to observe resonances for different frequencies. The length of the column of air is adjusted by sliding the plunger inside the tube.

In Figure 1, the resonant modes for two different frequencies are shown. You will be exciting the waves by means of a speaker near the end of the tube. When the column length is just right, the waves coming *from* the speaker and those which bounce off the closed end of the tube are *in phase* and the air column in the tube resonates. Practically speaking, since the waves constructively interfere, you will be able to detect the resonances by hearing a maximum in loudness.

The loudest resonance occurs when the plunger forms an air column of length L_1 as in Figure 1. As the air column length is increased to L_2 , a second resonance is heard. It turns out that the antinode at the open end occurs just outside the end of the tube so that L_1 is only approximately $\lambda/4$. However, in every case the distance between nodes is $\lambda/2$.

$$L_2 - L_1 = \lambda/2$$

Likewise, if a third resonance can be found at L_3 , then

$$L_3 - L_2 = \lambda/2.$$

From this you can determine λ . Then using $v = f\lambda$ you can calculate the speed of sound in air.

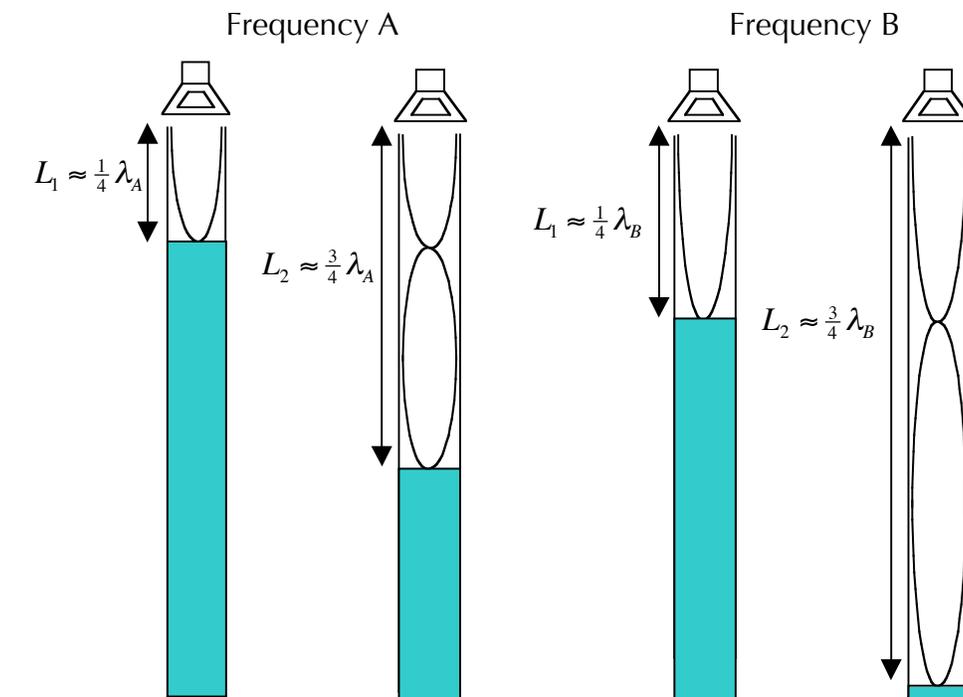


Figure 1

Procedure

1. Slide the inner plunger so that the air column is about 5-10 cm.
2. Position the speaker at a 45° angle to the tube and about 2-4 cm from opening. Hook up the speaker to the function generator.
3. Adjust the frequency to 500 Hz. Record the frequency in the data table.
4. Turn on the sound level meter. Remember that you may have to fiddle with the sensitivity. Slowly lengthen the air column until you hear a marked increase in loudness. This is the first resonance ($n=1$). Fine tune the length until you are sure you have a maximum signal at the meter. Measure the length of the air column. Record the distance in the L_1 column of the data table.
5. Increase the length until you hear the second resonance, find the maximum, and record the distance L_2 as you did in step 4.
6. Find and record the third resonance distance L_3 as you did in step 4.
7. Repeat for two other frequencies above 500Hz.

Frequency (Hz)	1 st Resonance Position L_1 (cm)	2 nd Resonance Position L_2 (cm)	3 rd Resonance Position L_3 (cm)

Calculations

1. Calculate the differences in resonance positions and record.
2. Calculate the average wavelength for each frequency and record.
3. Calculate the speed of sound for each frequency.

Frequency (Hz)	$L_2 - L_1$ (cm)	$L_3 - L_2$ (cm)	λ_{Average} (cm)	$v = \lambda f$ (cm/s)	v (m/s)

4. Average your three values for the speed of sound.

$$v_{\text{exp}} = \underline{\hspace{2cm}} \text{ m/s.}$$

The speed of sound in air depends on the springiness of the air and its density. It is given by the formula,

$$v_{\text{air}} = \sqrt{B/\rho}$$

where B is the bulk modulus, and ρ is the density of the air. Since B and ρ depend on temperature, it can be shown that

$$v_{\text{air}} = \sqrt{\frac{\gamma R T_{\text{Kelvin}}}{M}} = \sqrt{\frac{(1.40)(8.314 \frac{\text{J}}{\text{mol}\cdot\text{K}})(T_{\text{Kelvin}})}{28.95 \times 10^{-3} \frac{\text{kg}}{\text{mol}}}} = 20.05 \sqrt{T_{\text{Kelvin}}} \frac{\text{m}}{\text{s}}.$$

5. Record the Celsius temperature of the air and convert to Kelvin.

$$T_{\text{Celsius}} = \underline{\hspace{2cm}} \quad T_{\text{Kelvin}} = T_{\text{Celsius}} + 273.15 = \underline{\hspace{2cm}} \text{ K}$$

6. Calculate the speed of sound.

$$\begin{aligned}
 v_{\text{air}} &= 20.05 \sqrt{T_{\text{Kelvin}}} \text{ m/s} \\
 &= 20.05 \sqrt{\quad} \text{ m/s} \\
 &= \underline{\quad} \text{ m/s}
 \end{aligned}$$

7. Calculate the percent difference between v_{air} and v_{exp} .

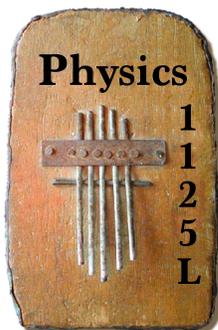
$$\begin{aligned}
 \% \text{ Difference} &= \frac{|v_{\text{air}} - v_{\text{exp}}|}{\left(\frac{v_{\text{air}} + v_{\text{exp}}}{2}\right)} \times 100\% \\
 &=
 \end{aligned}$$

Questions

1. The speed of sound in air increases with temperature. Would the wavelength of a sound wave increase or decrease as the temperature increases?

2. Draw the first three resonant modes of a pipe that is open at both ends. How do the frequencies of these resonances compare with those for a pipe with one end closed? Use this to explain why organs are constructed with closed end pipes.

3. Assume that you have found the first resonance point for a particular frequency in this experiment, would this still be a resonance point if you tripled the frequency?



Name(s)	
Class	Date

GALILEO AND THE PENDULUM

Materials

- Stopwatch
- Meter Stick
- Pendulum Clamp
- Brass Ball with String
- Wooden Ball with String
- Aluminum Ball with String
- Mass Balance
- Table clamps and rods
- Computer
- Vernier Go! Motion Detector



Introduction

The famous scientist Galileo noticed one day that a hanging lantern in the cathedral of Pisa swayed as the wind would blow through a nearby open window. Being very observant he also noticed that the period of its swing was always the same.

Intrigued, he began his study of the pendulum. What determined the period of a pendulum? Was it the amplitude of the swing, the length of the pendulum or the mass of the swinging object? What could it be?

This lab will explore the motion of a pendulum. Galileo did not have access to the precision devices that we have today but was able to make measurements accurate enough to determine what affected the period of a pendulum.



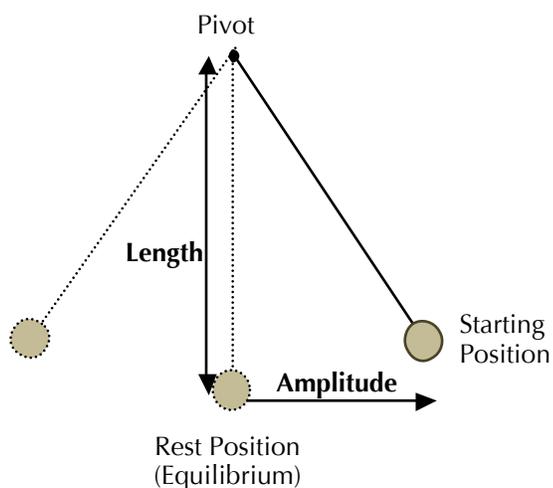
Period of a Pendulum

What do you think is the primary factor for the period of swing?
Consider the following definitions of terms.

Period The time required for the pendulum mass to return to its starting position.

Amplitude Half the distance a pendulum swings from one extreme to the other.

Mass The amount of material, in kilograms, in the pendulum.



Prediction: Will these affect the period? Circle Yes or No for each.

Mass	Yes No
Length	Yes No
Amplitude	Yes No

- Use table clamps and rods to construct a support that will allow for a 1-meter long pendulum. Secure this to a table.
- Determine the mass of each ball and string pendulum using a mass balance.. The string mass can be ignored because it is a small fraction of the total mass. Record the mass for each ball in the table below.

	Mass of Ball (kg)
Wood	
Aluminum	
Brass	

3. Using the data table below as a guide, record the measured time for each set of parameters. To make the measurement more accurate:

- Measure the time for 10 periods of the pendulum; divide the total time by 10.
- Measure length from the pivot point of the string to the middle of the mass.
- Record measurements using 3 significant digits, i.e. 6.28 sec or 9.79 m/s².

Length (m)	Material	Amplitude (m)	Time for 10 Periods (s)	Period (s)
1.000	Wood	0.200		
1.000	Wood	0.100		
0.500	Wood	0.200		
0.500	Wood	0.100		
1.000	Aluminum	0.200		
1.000	Aluminum	0.100		
0.500	Aluminum	0.200		
0.500	Aluminum	0.100		
1.000	Brass	0.200		
1.000	Brass	0.100		
0.500	Brass	0.200		
0.500	Brass	0.100		

Q1 From this information what is the most important factor governing the period of a pendulum swing?

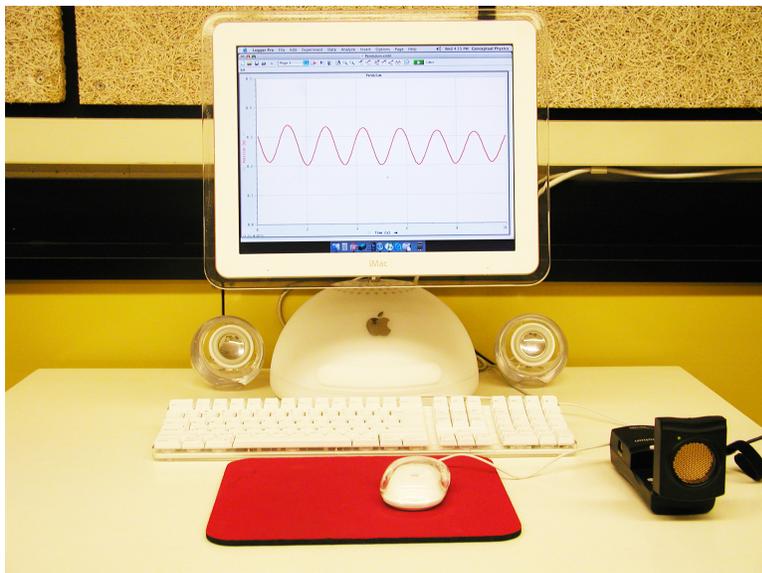
Check your answer against your predictions.

Q2 Why is measuring 10 periods a better method than trying to measure one period alone?

Q3 What might account for the some of the small differences between measurements?

Simple Harmonic Motion of the Pendulum

The smooth back and forth swinging of the pendulum is an example of *simple harmonic motion*. With the aid of a computer and some interface equipment the motion or position vs. time of a pendulum can be captured for further study.



Equipment for Monitoring the Motion

Computer

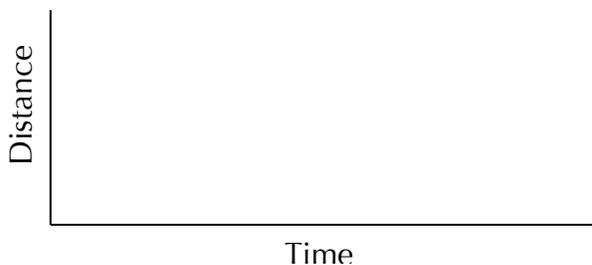
Vernier Go! Motion Detector



Brass pendulum

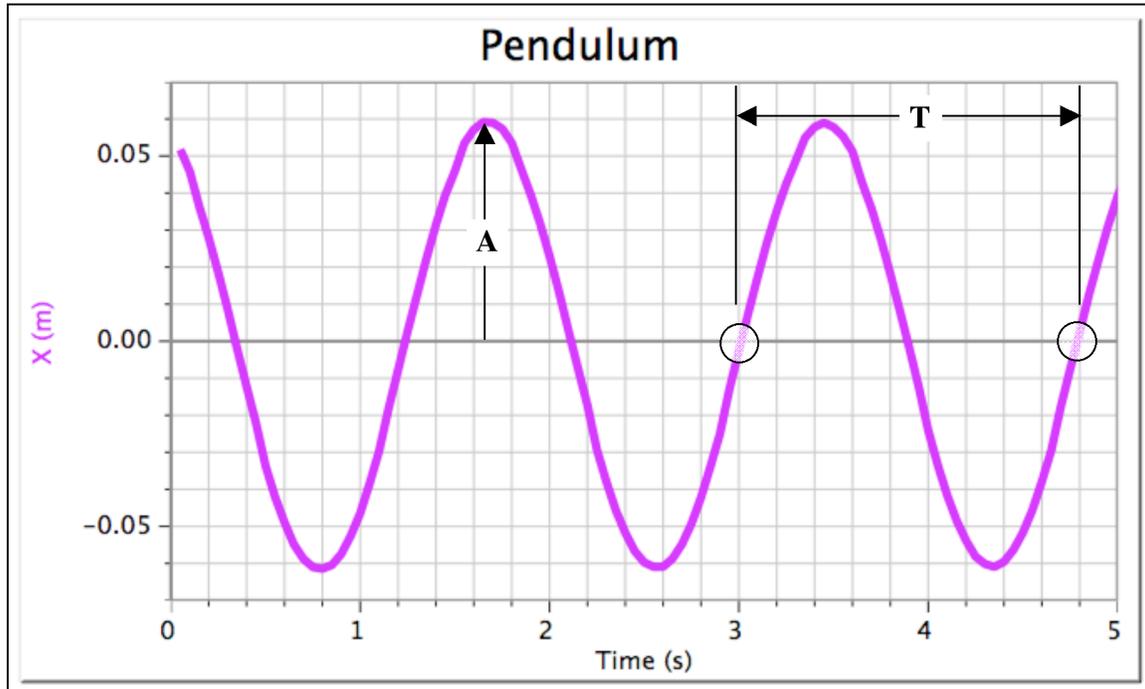
The Go! Motion Detector plugs directly into a free USB port on your computer. The motion detector emits a sonic signal that is an audible click. After each click the motion detector becomes a listening device and awaits a reflected signal from the object of interest. The further away the object, the longer the time before a reflected signal returns to the motion detector. The computer measures this time delay and calculates position data which are represented on screen.

Make a prediction of what the motion graph of a pendulum will look like by drawing on the X-Y axes below.



Determining Information From a Motion Graph

Below is a typical graph of data from a swinging pendulum. By examining the graph, we can determine the amplitude, period and frequency of the swing.



The **amplitude (A)** may be read directly from the graph. In the above example, we can see that the amplitude is 0.06 m.

The **period (T)** may also be determined from the graph. In the above example, the curve crosses the axis at $t_1 = 3.0$ s. After one full swing of the pendulum back and forth, the curve crosses the axis again at $t_2 = 4.8$ s. We can calculate the period.

$$\begin{aligned} T &= t_2 - t_1 \\ &= 4.8 \text{ s} - 3.0 \text{ s} \\ &= 1.8 \text{ s} \end{aligned}$$

The **frequency (f)** may then be calculated.

$$\begin{aligned} f &= \frac{1}{T} \\ &= \frac{1}{1.8 \text{ s}} \\ &= 0.56 \text{ Hz} \end{aligned}$$

Procedure

1. Log in to the **Musical Acoustics** account. Open the file **Pendulum.cmb1**. The motion detector has a minimum range of 0.15 meters.
2. Place the motion detector on a chair and adjust the 1-meter long brass pendulum height to be centered on the round detector screen. After centering separate the pendulum and detector by about 0.3 meter. Start the brass pendulum swinging with an amplitude of about 0.1 meters.



3. Click **Collect**. Adjust detector position until a smooth curve is generated.
4. Record data for 10 seconds after adjustments have been made to ensure good data. The data display can be optimized by changing the Position scale numbers.



5. From the graphic toolbar click **Examine**. This will generate a cursor used to measure the position and period of the brass pendulum. Record two times and calculate the period.

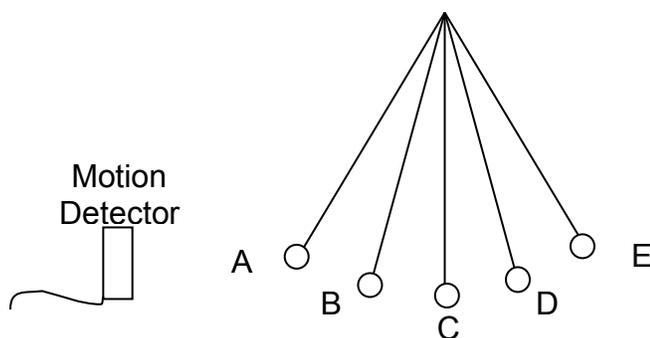
$t_1 =$ _____ $t_2 =$ _____ $T =$ _____

Q4 Does the period measured by the computer for a 1-meter pendulum match that obtained with a stopwatch? _____



6. Use the **Page Navigation** tool to go to Page 2 that displays velocity and position data or Page 3 that shows position, velocity and acceleration.

Using the Examine cursor and diagram below answer the following questions.



Q5 At which position(s) A, B, C, D or E is the velocity the greatest? _____

Q6 At which position(s) A, B, C, D or E is the velocity zero? _____

Q7 At which position(s) A, B, C, D or E is the acceleration the greatest? _____

Q8 At which position(s) A, B, C, D or E is the acceleration zero? _____

7. Close the program and do not save any changes. **Shut down** your computer.

Galileo's Discoveries

From your data you can tell that the period depends on the length. But how does it depend on it? What happens for example if you double the length? Does the frequency also double?

Through many careful observations Galileo discovered the following:

- Pendulums nearly return to their release heights.
- All pendulums eventually come to rest with lighter ones coming to rest faster.
- The period is independent of the bob weight.
- The period is independent of the amplitude.
- The square of the period varies directly with the length.

A Simple Mathematical Model

By collecting data for many different lengths you could deduce a relation between l and T . This relation can be expressed in a simple mathematical model.

$$T^2 = (2\pi)^2 \frac{l}{g} \quad \text{Equation 1.}$$

T = Period in seconds

l = Length of the pendulum in meters

g = Freefall acceleration due to gravity (9.79 m/s^2 in Albuquerque)

It can be seen in the above model that the period for a pendulum depends on its length and the local value for gravitational acceleration. The value for g varies only slightly for most places on earth. Gravity is the force acting on the pendulum mass causing it to return to the middle as it swings.

Test the Model With any of the data you measured, see if the model gives the right l for any measured T and vice versa.

T (s)	T^2 (s^2)	g (m/s^2)	l (m)

The beauty of a simple mathematical model is that it can be easily manipulated. Rearranging Equation 1 to solve for the length yields the following.

$$l(\text{meters}) = \frac{[T(\text{sec})]^2 \times g(\text{meters/sec}^2)}{(2\pi)^2} \quad \text{Equation 2.}$$

Use the Model to Find the Length of a Pendulum Hanging From the Ceiling

In the hall a long pendulum hangs from the ceiling. Determine the length by measuring the period.

T (s)	T^2 (s^2)	g (m/s^2)	l (m)

Periodic Motion in Other Places

The metronome is a compound or double weighted pendulum that uses a spring to supply the energy required to keep it running for a long period of time. The spring power is not supposed to change the period, only keep it running. Mechanical metronomes were invented in the 1800's and are still used today.

Q9 How tall would a metronome have to be in order to produce a Larghetto tempo of 60 beats per minute if a simple pendulum were used? Notice the metronome beats twice for every complete period of the pendulum.

Remember!!
$$l = \frac{T^2 \times g}{(2\pi)^2} \text{ Equation 2.}$$



Q10 Two people are in separate but identical swings. Ludwig's mass is 100kg and Wolfgang's mass is 50kg. Which person has the longest swing period and why?

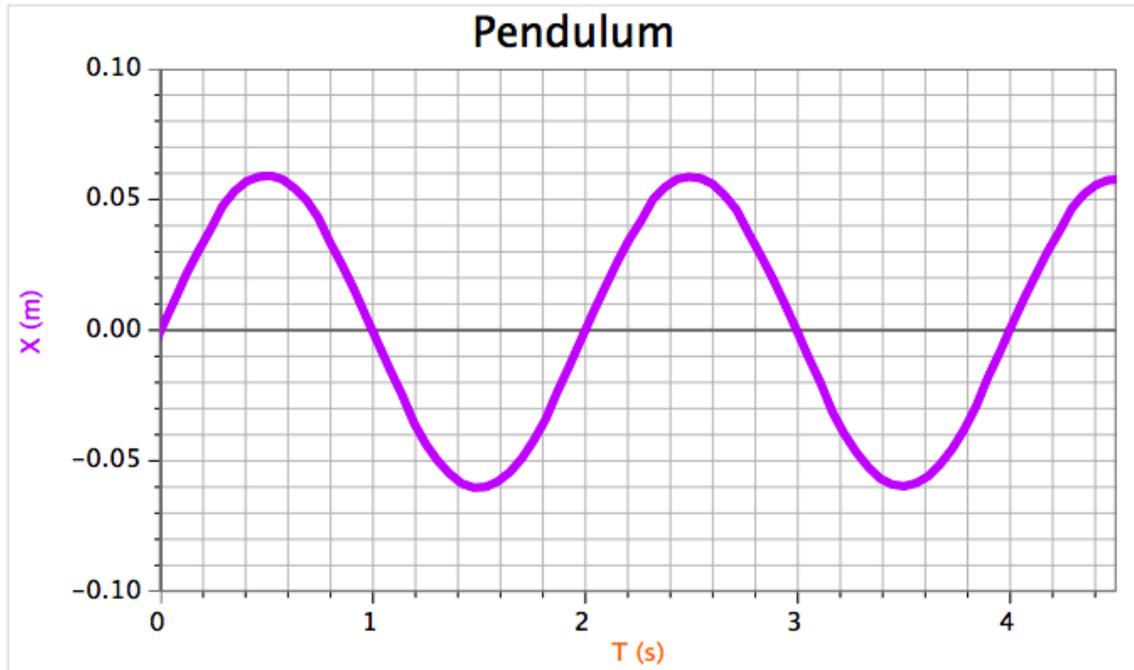
Q11 Two people have identical pendulum clocks. Sheryl is standing at the equator of the Earth and Bono is standing on the Moon. The value for g on the moon is about $1/6$ the value on earth. Whose clock will run faster and why?

Remember!!

$$T^2 = (2\pi)^2 \frac{l}{g} \quad \text{Equation 1.}$$

PostLab

1. Below is a graph of the motion of a pendulum.



a. From the graph, determine the amplitude of the swing of the pendulum. Label the graph to show the amplitude A .

$$A = \underline{\hspace{2cm}}$$

b. From the graph, determine the period T . Circle the points you use to determine the period. Record the times which you will use to calculate the period.

$$t_1 = \underline{\hspace{2cm}}$$

$$t_2 = \underline{\hspace{2cm}}$$

$$T = \underline{\hspace{2cm}}$$

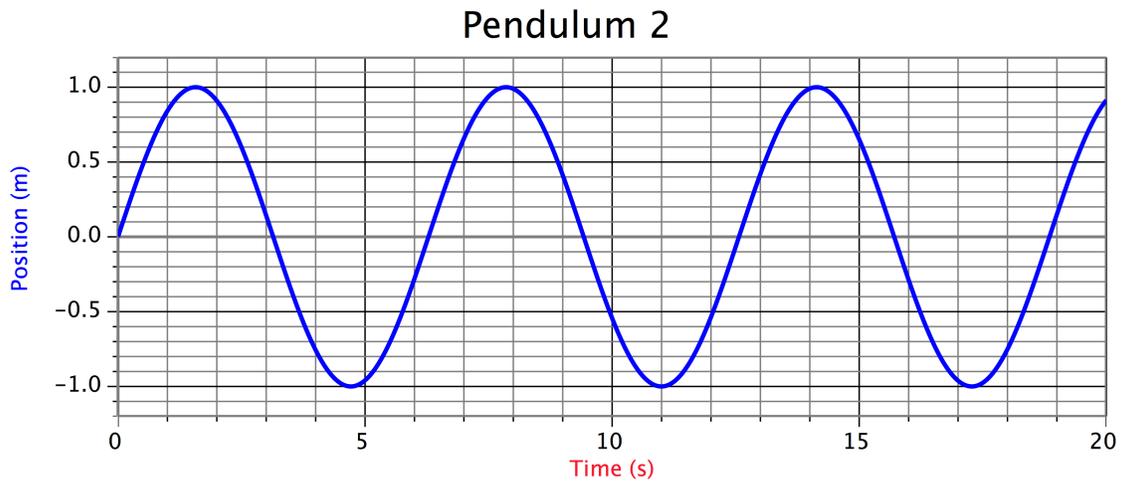
c. As shown on page 5, write the equation for frequency f then put in the value for T from above and calculate f .

$$f = \underline{\hspace{2cm}}$$

d. Determine the length of the pendulum. Show the equation you will use and show your calculation.

$L =$ _____

2. Below is a graph of the motion of a second pendulum.



a. From the graph, determine the amplitude of the swing of pendulum 2. Label the graph to show the amplitude A.

$$A = \underline{\hspace{2cm}}$$

b. From the graph, determine the period T. Circle the points you use to determine the period. Record the times which you will use to calculate the period.

$$t_1 = \underline{\hspace{2cm}} \qquad t_2 = \underline{\hspace{2cm}}$$

$$T = \underline{\hspace{2cm}}$$

c. As shown on page 5, write the equation for frequency f then put in the value for T from above and calculate f.

$$f = \underline{\hspace{2cm}}$$

d. Determine the length of pendulum 2. Show the equation you will use and show your calculation.

$L =$ _____

Assignment: Paired Analysis

Choose two poems which share at least some thematic elements from those we have read so far in class. OR you may choose one we have read in class and another from either of our two anthologies.

Analyze the two poems using *Comparison & Contrast* and *Explication*. Discuss *at least three poetic elements* – one of which *must be* Diction (the writers' word choices and conscious use of language to reach a certain audience or produce a certain effect).

Your essay should begin with a clear evaluative thesis, supported by concise analysis and specific citations of the texts. This assignment should be at least five paragraphs and no less than 350 words.

Don't be afraid to "play favorites" – one job of the critic is to explain *what is good* – *and why*.

Here are some suggested pairings:

"My Papa's Waltz" – Roethke / "Those Winter Sundays" - Hayden

"Confusion of the Senses" – Rexroth / "A Blessing" -Wright

"Stopping by the Woods on a Snowy Evening" – Frost / "The Road Goes Ever On" – Tolkien

"Axe Handles" – Snyder / "The Wheel Revolves" - Rexroth

ENG 211 INTRODUCTION TO LITERATURE

Spring 2019

Assignment One: RRJ s and Making Reasonable Inferences (Predicting Outcomes)

1. Read the attached document about How to do your Reader's Response Journals (RRJs)
2. There are links below to two stories. They are quite different in setting, tone, and seriousness, but do have a few characteristics in common.
3. Read each story, following the directions below, and then compose your RRJ. These can be posted right here within this assignment link.

INSTRUCTIONS: For each of these stories, read the first 10 paragraphs, then STOP! Get a piece of scratch paper and write down your predictions of what will happen (assuming you have not previously read these stories). Then jot down a few inferences (reasonable guesses or 'detective work' that is based in what you have read so far plus what you may know about psychology and human nature). After you have written these ideas down, finish reading the story. Then compare your inferences and predictions to what actually happened. How accurate were your ideas? Do you think your responses were more or less "realistic" than those the author chose? Why? Include this information in your RRJ

This is a link to the Edgar Allen Poe Story "The cask of Amontillado":

<http://www.literature.org/authors/poe-edgar-allan/amontillado.html>

This is a link to the John Updike story "A & P":

<http://www.tiger-town.com/whatnot/updike/>

Persuasive Speech Assignment

1. Construct and present a fact-based persuasive presentation using ethos, logos, and pathos.
2. Research various pieces of evidence to support the position stated – and cite that evidence in the speech.
3. Speak extemporaneously and with emotion to help persuade the audience.
4. Analyze the audience before the speech and then tailor the speech to the audience.
5. Begin and end the speech in an effective manner.
6. Speak within the allotted time.

PERSUASIVE SPEECH EVALUATION FORM

NAME _____ TIME ____:____ = - _____ GRADE _____ /100

INTRODUCTION

- 0 2 4 6 8 10 First words out of your mouth were a personal story about your topic.
0 2 4 6 8 10 Related the topic to your audience: Told us specifically why we should care about this topic.
0 1 2 3 4 5 Previewed the main points of the speech.

BODY

- 0 1 2 3 4 5 Speech reflected assigned purpose (persuasive) and was organized and coherent.
0 2 4 6 8 10 Speech used persuasive principles from the text (inoculation, pathos, etc.).
0 2 4 6 8 10 Used your research to convey credibility and give emphasis to your main points.
0 2 4 6 8 10 Citations were effective, showed proper research, and were cited correctly.
(7 Citations: no more than 3 websites & at least 2 Academic Journals – 1 2 3 4 5 6 7)

CONCLUSION

- 0 1 2 3 4 5 Reviewed the main points of the speech.
0 1 2 3 4 5 Challenged the audience to change their behavior in some small, specific way.
0 2 4 6 8 10 Left a lasting impression at the end of the speech. Last words of speech were not 3 main points, or your challenge to the audience, or “That’s it”, or anything like that, but rather ended with impact.

DELIVERY

- 0 1 2 3 4 5 Used emotions in voice and gestures to make speech more lively.
0 1 2 3 4 5 Made *effective* use of at least one visual aid.
0 2 4 6 8 10 Made effective use of eye contact. Looked entire audience in the eye and did not “talk to” notes or visual aids excessively.

- ✓ 1 point will be deducted for every 10 seconds over/under 6-8 minutes.
(4:42 = -8, 8:22 = -3, etc.)

Sample assessment:

Classroom writing assignments are given weekly to be completed during classroom lecture and discussion.

For example:

Introduction to Art, Art 100, Activity assignment #10: Describe how ancient architecture (Mesopotamian Ziggurat, Egyptian pyramid, American mound, Greek Temple, China's Great Wall, India's Great Stupa) was meaningful and specific to its culture.

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

Students will demonstrate critical thinking skills by comparing and contrasting various examples of ancient architecture. Differences and similarities will be observed and deciphered, and understood in relation to geography and regional culture. Evidence will be acquired through classroom lecture and reading the course textbook. Students will evaluate the importance and relevance of information, producing a writing that reflects their reasoned conclusions.

Appendix B – Sample Assignment

“I, Too, Am NMSU” Assignment

This semester, you have learned about the history of Black women from Africa to the Americas. Together, through the learning modules and course assignments, we have had the opportunity to learn more about the history of a people and even reflect upon our own experiences regardless of our racial, gender, or ethnic identity. For this assignment, you will have a chance to add your own story to our course narrative.

Assignment Instructions

For this assignment, you are to create a video presentation that tells your story as a person at NMSU. Your story is unique, and it deserves to be told. Each of us has a story to tell about our life. Your story is about all aspects of who you are, and this assignment allows you to tell it in video format.

Step 1: Review the #ITooAmHarvard website. Check out the following website to learn more about the #ITooAmHarvard project done by Black Students at Harvard. You do not have to produce a project the same way they did. Instead, this information is shared with you as a way to show you how other students have told their story.

Step 2: Do a Google Search for “who I am project for school.” Search on Google to get ideas of how other people have told their stories in different ways. Some have done it with images and others through videos and documentaries. Get inspired and get some ideas for your presentation.

Step 3: Design your presentation. Write up a draft of your presentation. Ask yourself:

- What do I want to share with others about who I am?
- How will I tell my story?
- Should I tell it through a PowerPoint or Prezi? Or should I videotape myself talking to the camera?
- Do I tell my story through a lecture, or do I sing a song or recite a poem about it?

Brainstorm and think through what you will do for your presentation. Write it down. Map it out like a storyboard. BE CREATIVE! This is your opportunity to tell the story of who you are as a student, a family member, a partner, a friend, an employee, or any other part of your identity you want to share with the class.

Step 4: Create your presentation. Create a video presentation that tells your story. Feel free to use a screen-recording tool like Screencast-O-Matic, QuickTime Player, or another screen recorder, to include narrative in your presentation. Please ensure that your video is no longer than 5 minutes in length. If you include copyrighted material note that in your presentation. Finally, be sure your video ends with you saying, “I am **(your name)** and I too, am NMSU.”

Step 5: Upload it to YouTube or your G-Drive. Once you have your video presentation done, post it to your YouTube channel or your Google Drive folder.

Step 6: Post a link to your video on DB 5: “I too am Harvard.” Once you have uploaded your presentation to YouTube or Google Drive, post a link to the video on this week’s discussion board. No MP3 or MP4 files accepted!

That’s it! Looking forward to viewing your videos and learning more about you!

I, Too, Am NMSU Project Rubric

Criteria	Exemplary	Proficient	Developing
Organization of Presentation	<p>25 Points The presentation material was extremely organized and the ideas and images flowed in a manner that was easily followed and understood. The material transitioned seamlessly from slide to slide.</p>	<p>15 Points The presentation was fairly organized and the ideas flowed well. Slide transitions were not timed as closely with the speech as they should. The audience found the presentation enjoyable.</p>	<p>5 Points The presentation was unorganized and difficult to follow OR no presentation submitted for the assignment.</p>
Media and Images	<p>25 Points The images/text chosen were appropriate and extremely thoughtful to the topic and conveyed in an excellent manner. The audience was informed and entertained.</p>	<p>15 Points The images/text chosen were appropriate and considered the topic in a thoughtful way. No yawns were elicited from your audience.</p>	<p>5 Points The images/text chosen distracted from the presentation OR no presentation submitted for the assignment.</p>
Video/Audio Presentation	<p>30 Points The speech by student was polished and professional manner. It was obvious the student had rehearsed the speech pertaining to each slide and spoke in a manner that was thoughtful and showed a command of the subject matter.</p>	<p>20 Points The speech by student was not as polished and the student spoke in causal manner. Overall the speech conveyed the message adequately.</p>	<p>5 Points The speech seemed improvised and distracted from the message OR no presentation submitted for the assignment.</p>
Video Posted and Accessible on DB 5	<p>20 Points Video posted on YouTube or Google Drive and it is accessible to view; A link is posted on DB 5 to the video</p>	<p>10 Points Video posted on YouTube or Google Drive and it is accessible to view; No link is posted on DB 5 to the video</p>	<p>5 Points Video is not accessible, link was not posted on DB 5, or no presentation submitted for the assignment.</p>

ENG 235 Advanced Composition

Advertising Analysis Paper:

This paper should be at least 3 pages/1000 words.

Chose an ad from a magazine or one you find online somewhere (but NOT a video ad).

Analyze the image itself: what exactly is there on the page? You might just describe it, or if you have the background to do so, you might do some analysis of things like balance, centering, use of color, and so on - just as you might analyze a picture or painting – because the visual presentation of information is very carefully calculated in advertising. And don't forget any writing, words, or logos which are included. What font or typeface is being used? Why do you think the designer chose that particular font? Does it contribute to the message or emotional or visual impact? If so, how?

The second step is to analyze what is going on in the ad: What is the theme or message? What are they trying to 'sell' you (besides the obvious product the ad is for, I mean)? Are they trying to appeal to your ego? Your insecurities? Your competitive nature? Your sense of adventure? Your sense of humor? Or patriotism? Refer back to the handout on Maslow's Hierarchy of Needs; there are a lot of different psychological factors that ad designs may try to manipulate to make you want to buy their products, or at least to get you to remember their name. (For instance, the cat litter ads I showed the class are designed to appeal to the viewer's sense of humor and whimsy to make them memorable. And it obviously works because I can recall these ads after several years - and I don't even have a cat!)

An ad analysis can be quite 'deep' and psychological - or it can be relatively 'shallow' and deal mostly with visual imagery and/or compositional elements of the image - It is somewhat dependent on the writer's interest and insight, but also somewhat determined by the ad itself: some ads are simply more psychological and subtle than others.

As with any essay, your introductory paragraph should include a clearly defined thesis statement. Support your opinions or interpretations with direct and specific references to elements within the ad. Although it is not required, you may choose to cite Maslow, your text, or other critical material to enhance your understanding or support your point – IF you use outside sources, they should be appropriately cited within your text and a correctly formatted references page.

Sociological Observation Project

Please read this assignment very carefully. Do not hesitate to ask questions.

Purpose: In a thorough and thoughtful written paper, each student will practice being a sociologist by communicating a clear understanding of the various sociological theories and concepts studied in this course. Students will illustrate their ability to evaluate what they have observed and synthesize that information using sociological tools such as:

- The sociological perspective and sociological imagination;
- Culture/subculture and their “components”;
- Socialization (and how it is linked to the components of culture);
- The four main sociological theories: Functionalism, Conflict Theory, Symbolic Interaction, and Postmodernism.

The objective of this assignment is for students to convey an ability to understand and evaluate messages; produce sociological arguments; acquire and evaluate the social world without bias; communicate supported conclusions based on sociological observation; exemplify intercultural understanding and competence; and examine unfamiliar value systems employing sociological theories and skills.

Procedure: Choose a venue (place, location or situation) to observe and analyze as a sociologist would (standing outside and using the sociological perspective). When choosing a venue, consider how evidence of the sociological theories and concepts will be derived and analyzed in relation to the observations. Choice of venue **MUST** be an **UNFAMILIAR** setting.

Observe and **reflect** on observations. Stay at the venue for a minimum of one hour. One strategy to ensure understanding of all of the observed messages is to take notes while at the venue. In doing so, consider how sociological concepts will be evaluated and applied to the observations. When writing the paper, argue what a sociologist from each of the 4 sociological schools of thought would say about the listed observations. Additionally, describe how the sociological concepts relate to the real-world observations as outlined below. Moreover, offer conclusions regarding how the theories and concepts relate to the observations. Explain how the conclusions were reasoned.

Project ideas: Remember choice of location **must** be something out of your norm or comfort zone. In the introduction, a thorough discussion about why the location was chosen and how it is unfamiliar territory to you is required.

The following list of locations are merely ideas that past students have chosen because they had **never** participated in these activities:

- District or Magistrate Court proceedings
- Church service of a religion different from your own
- Concert or professional sporting event that is different from your norm
- Senior citizen center
- Cultural event such as a fair, rodeo, powwow

- Emergency room of a hospital
- A store or restaurant that you have never patronized

**Introduction to Sociology Final Assignment
Sociological Observation Project Rubric
200 points possible**

	<u>Item</u>	<u>Possible Points</u>	<u>Points Earned</u>
A	<p>This written paper will communicate in a clear and coherent manner understanding of related course material including appropriate use of sociological theories, principles, and terminology. The paper will reflect quality analysis and thought using the sociological concepts learned in this course. Be sure to illustrate an ability to use the sociological perspective throughout the paper and show an ability to stand back as a sociological observer and assess then evaluate the observed messages with a larger vision. Remember that the sociological perspective is more than casual observation. Using the sociological perspective, the sociologist is objective about their observations of the social world despite previously conceived world views. Overall, this assignment integrates information learned in an everyday environment with related sociological perspectives and concepts; and demonstrates clear links between research and observation.</p>	25	
B	<p>This written paper incorporates a thorough introduction that explains why the location was chosen including previous knowledge of the community event/venue and expectations about what will be learned, how it is an unfamiliar event/venue, how this location offered the opportunity for sociological practice, and how sociological evidence will be acquired and analyzed.</p>	15	
C	<p>Discuss ALL four major sociological theories: 1. functionalism, (10 points) 2. conflict theory, (10 points) 3. symbolic interactionism, (10 points) 4. post-modernism (10 points)</p> <p>Utilizing the four theories and a sociological lens, discuss each theory in relation to the real-world observations made. Integrate the sociological approaches throughout the paper. In other words, evaluate and argue what a sociologist from each school of thought would say about the described observations.</p>	40	

D	When discussing the theories and below-listed concepts, highlight , underline , <i>italicize</i> or bold each. This will assist in keeping track of the required theories and concepts.	10	
E	Thoroughly discuss ALL of the following sociological concepts and analyze how they relate to the observations made: 1. Sociological imagination 2. Culture 3. Subculture 4. Symbols 5. Language 6. Values 7. Norms and/or Mores and or Folkways 8. Taboos and/or Sanctions 9. Socialization 10. Ascribed status OR Achieved status	(10 items X 5pts) 50	
F	Choose 7 additional sociological concepts from the following list to analyze in relation to the observations made: 1. Material culture 2. Non-material culture 3. Pop culture 4. Deviance 5. Poverty 6. Parenting 7 Systems of Stratification 8. Dramaturgy 9. Sexism 10. Primary Groups 11. Secondary Groups 12. Race/Ethnicity 13. Gender/Sexuality 14. Family 15. Cultural Diversity 16. Culture shock	(7 items x 5 points) 35 points	
G	The paper is well organized; provides clear transitions throughout; and meets grammatical and organizational college writing standards including professional citations (APA style). This is non-negotiable. If your grammar and writing style are lacking, seek assistance from the tutoring center. *Historically, students have not been able to meet the expectations of this assignment in less than 4 pages.	25	
	<u>Final paper due</u> Total	200	

Sample Assessment:

Painting 1 Arts 1630

Assignment Black and white still-life underpainting

Learning Outcome- effective use of materials in the creation of a black and white underpainting.

Terms to learn: Still life, underpainting, grisaille

First: stretch and gesso a small canvas: 12” x 16” or 14” x 18”

Then: Bring in 3-5 objects from home to use as the imagery. Begin the painting by drawing in the composition using charcoal. From there, begin blocking in the shadows and mid-tones using black and white paint to build a wide range of grays.

Work from general shapes to specific shapes as you continue to develop the light areas, dark areas, and mid-tones. Refine as you go and add detail as needed. Put in your brightest highlights last. If necessary, push the darks darker as needed. The end result should be a three dimensional representation of your still life, with the values worked out in black and white.

The underpainting serves as a guide with values resolved before adding color.

Essential Skill: visual communication

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

This painting assignment is an exercise in understanding how the medium of painting can be used more effectively and efficiently. The genre of grisaille painting has a long history as both underpainting and finished painting and forces the student to focus more keenly on underlying structure. Students will evaluate the usefulness of this technique and become more versatile in their applied processes.

CRP 181- Midterm Assignment

For your Midterm assignment, students will submit a 700-750 word proposal that describes a plan of action to address an environmental issue. The action that you propose will be an action that you will implement throughout the rest of the semester or it could be an action that you are already doing to address an environmental issue.

Your proposal should include:

A description of the environmental issue and why it's important to you (5 points)

A description of your action that includes the following (30 points)

- What will you do?
- When/how much time will it take?
- Projected Outcome: how will your action address the issue, what will you learn from it, what can others learn from it
- How will you record and report your action?
 - This is important because your final project will consist of a presentation and report where you will share the results/outcome of your action that you propose for the midterm.

In addition to the proposal content, you will also be graded by the following:

- Feasibility and effort (10 points) – Make sure your action is something that you are able to implement this semester and doesn't put too much a strain on your resources. Also, your action should require at least 8 hours (cumulative) to complete, which includes implementing and recording the action.
- Grammar and structure (5 points)

This assignment is worth 50 points out of the course total of 500 points (10% of your final grade).

Composición 1: Tu autobiografía lingüística

Borrador: Esta semana

Copia final: Debe ser finalizada para la primera clase de semana 5

Propósito:

Your first composition assignment is to write a linguistic autobiography. The kinds of details you include will vary according to your background and experience. If you speak more than one language you could write about the order in which you learned the different languages, how you learned each of them, how well you speak each and on what occasions you use each language, etc. You should also talk about your family's linguistic heritage. Where are your ancestors from? What languages did they speak? Relating to any of these possible topics you could also express your feelings about the languages and varieties of languages you discuss. How do you feel about your heritage language(s) and your ability or lack thereof to speak it/them? Are there issues in your family about who speaks what language to whom? Are you proud or embarrassed about your native dialect of English, Spanish or another language you know? Do you ever (semi-)consciously change your pronunciation or choice of word when talking to certain other speakers?

Formato:

Please use Times New Roman, 12 point font. Deben escribir como mínimo 250 palabras, y no más de 400. Quiero ver un ensayo estructurado con introducción, cuerpo y conclusión.

Course Rubric:

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Instructional methods and techniques: The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.

Critical and Reflective Thinking is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Course Rubric:

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Instructional methods and techniques: The instructor will provide physical demonstration and hands-on correction. Student attendance and participation is crucial to the learning process. A technical handbook will be provided and several technical lectures will be given along with consistent supervision. Students will be expected to be able to work independently within the group learning environment and to work consistently during the entire class session with short appropriate breaks. Students will be expected to participate in some group activities.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.

Critical and Reflective Thinking is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.



Chapter 1 Project

► Purpose

You've learned about different research methods, and you've been introduced to experiments and correlations. Students often have a very difficult time understanding experiments and correlations and often confuse aspects of them. **The purpose of this project is to help you to understand experiments and correlations, and to learn the difference between them.** Doing this project in pairs would be great! It will probably make you less likely to fall into this experiment-correlation confusion.

You will need to have an understanding of experiments and correlations, as well as descriptive research methods, variables, and the other basics of psychological research methods. Lessons 1.3-1.5 will help you there. Feel free to go to outside, web-based resources if you want some more clarification on any of these things.

► Directions

You will design two studies - one experimental and one correlational. You will not actually DO the studies. You will just develop them, which is going to take some creativity (which good researchers are full of). There are a couple of things to note as we begin:

- Each study will use the same variables (whichever you choose)
- Each study will intend to ask a question that could be somehow helpful to the average student's life (e.g., in areas of school, work, relationships, health, etc.)

For each of the studies:

1. Identify your hypothesis
2. Identify your participants and explain what you are doing with your participants
3. Identify your operationally defined variables (two for each study)
4. Write a paragraph or two to describe all aspects of each study, right up to the point where you would actually do the study.
5. Imagine you did the studies and that your hypotheses were supported. Include a simple statement of what conclusion can be drawn from each study.
6. Include a final statement about how such psychological findings could be helpful to students.

Finally, write a single paragraph to explain the differences between the findings of your two studies (i.e., how correlation and experiments are different).

Study 1

Click or tap here to enter text.

Study 2

Click or tap here to enter text.

► Materials

None required. Trifold poster board as optional follow-up. See below.

Going a step further? Create a visually stimulating trifold poster with your experimental design depicted on the left, your correlational design depicted on the right, and the center of the folder with connecting information (e.g., differences and similarities of the methods, how these research questions help students, etc.). Be ready to present your poster to your peers.

☑ Checklist

Experimental Study

- Hypothesis
- Participants (and what you'll do with them)
- Independent & Dependent Variables
- Experimental & Control Conditions
- Study narrative (1-2 paragraphs)
- Simple Conclusion Statement
- Helpful to students?

Correlational Study

- Hypothesis
- Participants (and what you'll do with them)
- Independent & Dependent Variables
- to students?
- Study narrative (1-2 paragraphs)
- Simple Conclusion Statement
- Helpful

Comparison

- Explain differences in findings from your studies (1 paragraph)

Name	Current Event Analysis_Skills and Content_Developed Spring 2020			
Description	*: GEN ED Critical Thinking **: GEN ED Communication All other categories refer to either Student Learning Objectives for the course OR collegiate quality of product (grammar, formatting, citations, etc).			
Rubric Detail				
	Levels of Achievement			
Criteria	Beginning	Developing	Accomplished	Exemplary
Summarization Weight 12.00%	0.00 % Was off topic. Did not answer the prompts. OR was left blank.	50.00 % Exhibits no understanding of the main points of the video/article. No examples provided. The summary was too brief and did not address the most of the article/video.	80.00 % Identified and explained some, but not all of the main points of the video/article. Vague understanding of the content was evident. The summary was brief and did not address the entire article/video.	100.00 % Identified and explained the main points of the video/article. Strong understanding of the content was evident. The summary was detailed and encompassed the entire article/video.
Open-Ended Questions* Weight 10.00%	0.00 % The question was closed ended and not appropriate for the topic.	50.00 % The question was closed-ended, but appropriate for the topic.	70.00 % The question was open-ended but was not appropriate for the topic.	100.00 % The question was open-ended AND was appropriate for the video/article.
Strategies for Understanding and Evaluating Messages (print v. video)** Weight 12.00%	0.00 % This section was left blank OR the information was not on topic.	50.00 % Unclear response about the delivery method. Answer was too short to show understanding or skill.	80.00 % Attempted to address the value of the particular delivery method for the content. Vague understanding presented on the values of print vs video for this context.	100.00 % Was able to clearly and thoroughly articulate the value of this particular content delivery (either article or video).
Evaluation and Production of Arguments, Part 1 (authority)** Weight 12.00%	0.00 % This section was left blank OR the information was not on topic.	50.00 % Unclear response about the authority of the author/speaker. Answer was too short to show understanding or skill.	80.00 % This section was vaguely addressed with few to no examples. It is vague as to whether the student understands whether the author or speaker had authority over the topic. Little evidence and examples provided to support the student's claim.	100.00 % This section was clearly and thoroughly addressed with examples. It is clear the student understands whether the author or speaker had authority over the topic. Provided evidence and examples to support the student's claim.
Evaluation and Production of Arguments, Part 2 (Claims supported by evidence)** Weight 12.00%	0.00 % This section was left blank OR the information was not on topic.	50.00 % Unclear response about the evidence provided by the author/speaker. Answer was too short to show understanding or skill.	80.00 % This section was vaguely addressed with few to no examples. It is vague as to whether the student understands whether the author or speaker had provided evidence and examples to support their claim.	100.00 % This section was clearly and thoroughly addressed with examples. It is clear the student understands whether the author or speaker had provided evidence and examples to support their claim.
Evidence Evaluation (solutions)* Weight 15.00%	0.00 % This section was left blank OR the information was not on topic.	50.00 % Unclear response about solutions. Too vague to be applicable in the real world. No examples or inclusion of research. Answer was too short to show understanding or skill.	80.00 % A) Identified two solutions, but they were vague or incomplete. Few to no examples. Did not fully explore the solutions. OR B) Only one fully explored solution. It was fully explained. The solution addressed key components of the problem and various examples were pulled from the research completed for the assignment.	100.00 % The student identified and fully explained two solutions to the problem identified. The solutions addressed key components of the problem and various examples were pulled from the research completed for the assignment.
Grammar and Spelling Weight 12.00%	25.00 % Writing is difficult to follow due to numerous grammar or spelling errors. Few complete thoughts or sentences. Not collegiate work.	65.00 % Writing lacks structure. Significant misspellings, grammar errors, and/or uses text language.	90.00 % Uses complete sentences, 1-2 misspelling or grammar errors that do not hinder readability.	100.00 % Uses complete sentences and there are no misspellings or grammar errors.
Completeness of Assignment Weight 15.00%	0.00 % Less than half of the document was filled out.	50.00 % The document was missing at least 50% of content (i.e the perspectives table was left blank).	80.00 % A) All sections were filled out, but some were not as detailed as required. OR B) Most of the sections were filled out thoroughly and with sufficient detail.	100.00 % All sections of the document were filled out completely and thoroughly.
View Associated Items				
				<input type="button" value="Print"/> <input type="button" value="Close Window"/>

Course Rubric:

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Assignments for course: The instructor will assign a series of consecutive projects that will appropriately challenge the student both technically and conceptually, and with increasing complexity. Students will be expected to accomplish the assignments individually, ambitiously and in a timely manner.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria.

Critical and Reflective Thinking is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions.

Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Report Grading Rubric:

Criteria	Level 4 8 points	Level 3 6 points	Level 2 4 points	Level 1 2 points	Missing 0 points
Title				Title is descriptive	No title
Author				Author's name Given	No name give, or incomplete
Introduction	Well stated, specific information regarding the study at hand, with citation	Some specific information regarding the study at hand, citations are not specific to the type of study performed.	Gives very little information	Give too much or inappropriate information	No introduction
Hypothesis/Prediction			Hypothesis and Prediction are stated in introduction	Hypothesis or prediction is stated, but not both, or not fully developed	No hypothesis and prediction
Methods		Easy to follow steps that are logical and adequately detailed, written in paragraph style. Experimental design clear.	Most of the steps understandable; some confusing and lack detail. Or not written in paragraph form.	Not sequential, most steps missing or are confusing.	No methods
Results: Table/graph		Table(s) and/or graph(s) complete with title and labeled axis, table or graph is referred to in the results text.	Accurate but not completely or correctly labeled or minor inaccuracies, not referred to correctly in text	Major inaccuracies or missing tables/graphs, reference in text to tables/graphs missing.	no data given
Results		Trends in data accurately described with no conclusions drawn. Written in paragraph form.	Accurate mention of some trends but incomplete. In paragraph form.	Inaccurate description of trends; results too brief; not in paragraph form.	no results
Discussion Interpretation		Specifically interprets results, cites supporting evidence, includes weaknesses and/or suggestions for further experiments.	Provides some interpretation of results but does not address major overarching concepts connecting results to larger lesson.	Simply re-states results. Doesn't specifically provide interpretation of results, little supporting evidence, weak suggestions for study design.	No discussion
Discussion Science Context			Compares findings of this study to the broader context of this	Compares findings of this study to the broader context	Does not compare results with any other study or the general field of

			field of science. Describes significance of the study and what knowledge is gained to add to what is already known.	of this field of science. Connections between this study and other studies is vague.	science to which it belongs.
Grammar and Spelling				Grammar and spelling are correct or mostly correct.	Spelling and/or grammar errors interfere with understanding the report
References			Three or more references used besides the lab manual, appropriate to the study, correctly formatted.	1-2 references used, may not be totally appropriate to the type of study or incorrectly formatted.	No references
Overall Score	Grade A work 44 or more	Grade B work 39 or more	Grade C work 34 or more	Grade D work 29 or more	Grade F 0 or more

Course Rubric:

four exams = 70%, classroom activity assignments = %15, Research Paper = %15

Assignments for course: Students will take four exams, including a midterm and a final exam. They will also be required to write one research paper and complete classroom activity assignments. Students will be expected to follow the course by reading assigned chapters in the textbook.

Evaluation: A student's grade will be based primarily on their performance on exams and homework and on the quality of their research paper, though attendance is mandatory. Students with valid excuses for missing class will still be required to complete all tests and papers in a timely manner. Extra credit will be made available. All students will be evaluated by the same criteria. Make-up exams are at the instructor's discretion.

PERSUASIVE SPEECH EVALUATION FORM

NAME _____ TIME ____:____ = - _____ GRADE _____ /100

INTRODUCTION

- 0 2 4 6 8 10 First words out of your mouth were a personal story about your topic.
0 2 4 6 8 10 Related the topic to your audience: Told us specifically why we should care about this topic.
0 1 2 3 4 5 Previewed the main points of the speech.

BODY

- 0 1 2 3 4 5 Speech reflected assigned purpose (persuasive) and was organized and coherent.
0 2 4 6 8 10 Speech used persuasive principles from the text (inoculation, pathos, etc.).
0 2 4 6 8 10 Used your research to convey credibility and give emphasis to your main points.
0 2 4 6 8 10 Citations were effective, showed proper research, and were cited correctly.
(7 Citations: no more than 3 websites & at least 2 Academic Journals – 1 2 3 4 5 6 7)

CONCLUSION

- 0 1 2 3 4 5 Reviewed the main points of the speech.
0 1 2 3 4 5 Challenged the audience to change their behavior in some small, specific way.
0 2 4 6 8 10 Left a lasting impression at the end of the speech. Last words of speech were not 3 main points, or your challenge to the audience, or “That’s it”, or anything like that, but rather ended with impact.

DELIVERY

- 0 1 2 3 4 5 Used emotions in voice and gestures to make speech more lively.
0 1 2 3 4 5 Made *effective* use of at least one visual aid.
0 2 4 6 8 10 Made effective use of eye contact. Looked entire audience in the eye and did not “talk to” notes or visual aids excessively.

- ✓ 1 point will be deducted for every 10 seconds over/under 6-8 minutes.
(4:42 = -8, 8:22 = -3, etc.)

Course Rubric:

50% of a student's grade will be determined at the midterm critique and 50% will be determined at the final critique. Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.

Evaluation: A student's grade will be based primarily on their completion of a substantial body of work. Effort, growth, challenge and finesse will factor into the student's grade. Attendance is mandatory and students with valid excuses for missing class will still be required to bring projects to completion in an accomplished and timely manner. All students will be evaluated by the same criteria. Sample Assessment: Each critique will be evaluated by the following criteria: 20% participation, 20% improvement, 20% creativity, 20% satisfactory completion of assignments, 20% productivity.