

# Application: 0000001158

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001158

**Status:** Under Review

**Last submitted:** May 25 2020 09:44 AM (MDT)

## Application Form

**Completed** - May 22 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17**,

2019 to be heard at the **June 13-14, 2019** [NMCAC Meeting](#).

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Cynthia Orozco
Title	Professor of History & Humanities
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### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

### Chief Academic Officer

Name	Dr. Ryan Trospen
Email	<a href="mailto:Ryan.Trospen@enmu.edu">Ryan.Trospen@enmu.edu</a>

## Registrar

Name	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>
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**Is this application for your entire system (ENMU, NMSU, & UNM)?**

No

## Institutional Course Information

Prefix	Hist
Number	1110
Title	US History 1
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	Hist
Number	1110
Name	United States History 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.

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

### B. Learning Outcomes



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

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

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

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND<sup>2</sup>. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE<sup>3</sup>. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY<sup>4</sup>. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE<sup>5</sup>. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY<sup>6</sup>. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE<sup>9</sup>

## 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.

Communication; Critical Thinking; Quantitative Reasoning; Personal & Social Responsibility; Information & Digital Literacy

## C. Narrative

In the 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.*

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

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

Students engage in problem setting with attention to the beginning of the earliest peoples around 10,000 BCE to the present. Using the Socratic method in the classroom, students discuss causation and analysis as it relates to the earliest prehistoric peoples including the Moundbuilders and Anasazi. Attention is given to each distinctive culture or civilization's political, economic, social, cultural, and religious/spiritual development. Native American nations, New Spain, New France, New Amsterdam, and English colonies in the Americas are addressed. English colonization, the rise of the American Revolution, the making of the Republic, and antebellum society are discussed as is the Civil War and Reconstruction. The course utilizes power points, historical maps, short You Tubes, subject-related websites, and history documentaries. Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students utilize their readings to craft an argument. Students must provide detail by discussing key events, key historical developments, key dates, and names of key historical figures who are political figures, reformers or writers. They must provide evidence/examples for historical assertions made in essays. Each essay is graded with written commentary on the paper as well as an essay commentary check sheet.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph essays.

Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a specific era and address major historiographical debates.

Students are also asked to evaluate evidence on several sides of an issue. In class, students are organized into groups of two or four to discuss specific problems. After meeting with a respective group, a group leader orally presents the group's analysis with an assertion and respective evidence.

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

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

The course seeks to introduce specific Native American, Spanish/Mexican, European American, African American, and Asian cultures from 10,000 BCE to 1877. Ancient cultures such as the Mound Builders and Anasazi are discussed. Likewise, the Pequot of Connecticut are addressed from the 1200s as are the Apaches, the last tribe to surrender to the US government. Conflict and accommodation are major themes of the English and Spanish colonial eras before 1783 and 1821 respectively allowing for discussion of survival and cultural resistance as part of intercultural relations. Intercultural understanding of African slaves is also key as they resisted slavery and forged a new African American culture, both as slaves and free people. Discussion of the Quakers allows for understanding religious differences. Students learn intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures experience military conflict or slavery. How humans view, conceptualize, use, manipulate, or honor the natural world is a part of culture. Native Americans' relations with nature are addressed such as the concept of "Mother Earth" as well as overuse of the land by Puritans in the 1700s as well as the decline of the buffalo in the American West in the post-Civil War era.

Ethics are part of culture as well. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices. Native Americans' and Mexican Americans' understanding of conquest is part of this ethical discussion. Students work together in groups to support collaboration skills and a positive value system that honors cooperation and different opinions in discussing issues such as the US/Mexican War.

Civic discourse, civic knowledge and engagement occurs locally and globally. Discussion of daily news and events is student-driven as students are given extra points daily when a student introduces a current event for the day. Students then engage in respectful civil dialogue. The students or teacher connects current events to historical events. In recent times, the removal of Confederate statutes provides an opportunity to discuss personal and social responsibility for past events like slavery.

**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different.

Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. Students are required to locate a You Tube to show the class. Part of a class period is dedicated to discussing the question of authority and value. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites based on their academic/knowledge value. The difference between a scholarly website and a Wikipedia entry will be explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. The class holds discussion about each student-selected website and its strengths and weaknesses; the teacher also provides a commentary form assessing selection of a student's website.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis. Each paper is required to use primary sources. A half-class is dedicated to teaching students what constitutes a primary source and how it differs from a secondary source. Moreover, student must use primary sources in the essays and cite them as endnotes. Student are also instructed how to write endnotes. A bibliography is also required.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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

A large, stylized handwritten signature in black ink on a light gray background. The signature is composed of several sweeping, interconnected strokes, including a prominent vertical line on the left and a long horizontal line extending to the right.

**Date**

May 22 2020

## Upload Assessment

**Completed** - May 22 2020

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

[Orozco Hist](#)

**Filename:** Orozco\_Hist\_1110\_essay-converted.pdf **Size:** 7.4 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: 0000001157

Roberto Vasquez - rvasquez25@cnm.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001157

**Status:** Under Review

**Last submitted:** May 21 2020 12:53 PM (MDT)

# Application Form

Completed - May 21 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

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

### Contact Information

Name	Roberto Vasquez
Title	Director of Transfer Pathways
Phone	5052243000 ext 53075
Email	<a href="mailto:rvasquez25@cnm.edu">rvasquez25@cnm.edu</a>

### Submitting Institution

Name of HEI	Central New Mexico Community College
Submitting Department	Office of Academic Affairs

### Chief Academic Officer

Name	Sydney Gunthorpe
Email	<a href="mailto:sydney@cnm.edu">sydney@cnm.edu</a>

### Registrar

Name	Glenn Damiani
Email	<a href="mailto:gdamiani@cnm.edu">gdamiani@cnm.edu</a>



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

(No response)

**Institutional Course Information**

Prefix	HIST
Number	1103
Title	Introduction to Historical Study
Number of credits	3

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

No

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

No

**Co-requisite Course**

Prefix	Reading and Writing Skills 2
Number	(No response)
Title (if applicable)	(No response)

## New Mexico Common Course Information

Prefix	(No response)
Number	(No response)
Name	(No response)

### 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. Articulate a definition of the field of historical study that recognizes the centrality of including multiple perspectives on any given historical event
2. Distinguish between and evaluate primary and secondary sources for historical study
3. Identify the elements of the historical thinking process in the context of their application in historical accounts
4. Demonstrate the ability to place historical sources in context through the creation of a project that includes both primary and secondary sources
5. Identify possible career pathways for historians and describe how to prepare for such opportunities

## 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. Articulate a definition of the field of historical study that recognizes the centrality of including multiple perspectives on any given historical event
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### C. Narrative

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

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

In this class, students will develop critical thinking skills through assignments and discussions that help them to identify the ways that history is all around them in their daily lives. Historical events and issues inform our actions and decisions, even when we don't realize it.

Early in the semester, students will focus on the specific disciplinary methods that historians use to identify and interpret evidence in order to create meaningful narratives about the past. Specifically, they will learn to distinguish between primary (created at the time of the event) and secondary (created after the fact based on primary evidence) sources. As a class, students will use the digital platform Hypothes.is to practice the skill of close reading for critical analysis. Prior to the assignment, students will complete a lesson that helps them understand that asking questions of sources is the most important element of historical research and interpretation. Then, they will be assigned a series of primary source excerpts that they will annotate as a class using Hypothes.is. In the margins of the document online, they will pose questions regarding authorship, purpose, and context and respond to one other's questions by highlighting direct supporting evidence in the document and beyond in other sources.

Group annotation, with the participation of the instructor, will provide several opportunities to practice the skill of acquiring historical evidence from primary source materials and to evaluate that evidence and draw conclusions that students will then compare to secondary academic sources on the same topic. By reading relevant secondary sources after practicing primary source evaluation, students will understand firsthand that primary sources are pieces of historical puzzles that historians work to solve. The final stage of the series of source annotation assignments will require students to locate a relevant primary source that will provide another perspective on the historical event they've already worked on in class and they will explain why they chose the new source and how it adds to our understanding of that event.

**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 develop intercultural reasoning and competence throughout the semester in various activities and assignments, including close-reading exercises, historical document evaluation activities, and the “History in your daily life” ongoing assignment.

In an early assignment in the course, students will be asked to identify a location that they pass by every day and to learn something about the history of that location. The instructor will provide guidance to help students identify locations that have meaning beyond the superficial (i.e., “the house next door was built in 1985” vs. “the house next door was owned by a Chicana family that contributed to the community’s lowrider culture”). Students will identify evidence that helps them understand the significance of local sites (these could also include historical monuments or statues, such as those in Old Town), including newspaper or TV reports about the location, written or oral histories, etc.

Later activities will build on the historical evidence that students identified in this assignment by requiring them to share their findings in a peer-review group, respond to peers’ (and the instructor’s) questions to evaluate their evidence, and collaborate with group members to create a digital presentation about the ways their local sites reflect and preserve community history and culture. The final step in the series of assignments will be a multimodal presentation via a platform like Adobe Spark that students will share with the class to demonstrate their interpretation of the historical sources they located. In their project, they will explain how they evaluated and interpreted their sources to draw conclusions about the ways that the site is significant culturally and historically. Students will also either explain how the community, including local citizens and the local, state, and/or federal government, is working to preserve the site for future generations OR they will generate a proposal to make the case for new civic measure to preserve the site. Taken together, the “History in daily life” assignments will push students to work together closely and learn how to advocate for the cultural value of historical sites in the community.

**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.*

Through the source annotation and “History in daily life” assignments described above, students will gain digital literacy through the use of platforms, such as Hypothes.is and Adobe Spark, that allow for group discussion of internet information and the dissemination of their interpretations of past events.

The latter stages of the annotation assignments will require students to draw on the discussions and annotation work that they’ve already done as they use the internet to look for historical sources that will add additional perspectives to the narratives they’ve already studied. As they do so, they will think critically about the authority and value of information, recognizing that not all information online is equal and not all will be relevant to the work of generating as full an understanding of the past as possible. They will also be asked to critically evaluate the web platforms that they’ve been asked to use for class to reflect on the ways that Hypothes.is and Spark, as well as social media platforms, require them to provide personal information. Digital literacy includes understanding the types of digital identities that we create as we work publicly online. A reflection assignment toward the end of the course will ask students to think about the type of digital identity they generated as they learned to utilize digital sources and platforms for historical work.

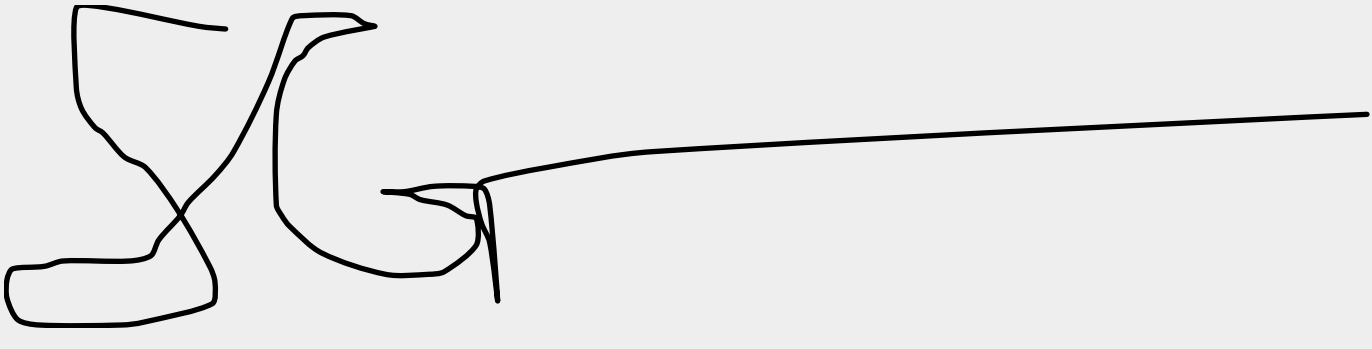
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

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



**Date**

May 20 2020

## Upload Assessment

**Completed** - May 20 2020

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

[HIST 1103 Sample Assessment for Gen Ed application 5](#)

**Filename:** HIST\_1103\_Sample\_Assessment\_for\_Gen\_Ed\_IX4zOeL.pdf **Size:** 422.6 kB

## Upload Rubric

**Completed** - May 20 2020

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

[HIST 1103 Sample Rubric for Gen Ed application 5](#)

**Filename:** HIST\_1103\_Sample\_Rubric\_for\_Gen\_Ed\_app\_nogKVsw.pdf **Size:** 409.7 kB

# Application: 0000001141

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

### Summary

**ID:** 0000001141

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:41 PM (MDT)

# Application Form

Completed - Apr 22 2020

## Application Form

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### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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

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- 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	Paulo Dutra
Title	Assistant Professor
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### Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

### Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

### Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

**Institutional Course Information**

Prefix	PORT
Number	2115
Title	Intensive Intermediate Portuguese
Number of credits	6

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	PORT
Number	2115
Name	Intensive Intermediate Portuguese

### 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>)

NONE LISTED. 2ND LANG AT UNM

## 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) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

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### C. Narrative

In the 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: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

**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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

**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.*

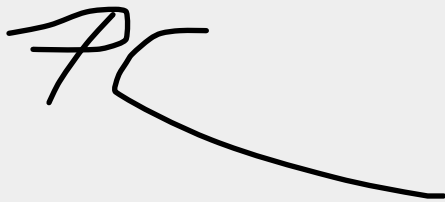
NA

**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**

Apr 9 2020

**Upload Assessment**

**Completed** - Apr 22 2020

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

**[PORT 2115 ok](#)**

**Filename:** PORT\_2115\_ok.pdf **Size:** 1.3 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: 0000001165

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001165

**Status:** Under Review

**Last submitted:** May 25 2020 12:09 PM (MDT)

# Application Form

**Completed** - May 25 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	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

## Chief Academic Officer

Name	Ryan Trosper
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

## Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

## Institutional Course Information

Prefix	Humn
Number	1120
Title	Intro to World Humanities II
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	Humn
Number	1120
Name	Intro to World Humanities II

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

Student Learning Outcomes1. Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.2. Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.3. Demonstrate knowledge of particular examples introduced in the course.4. Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

## Institution-specific Student Learning Outcomes

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

Communication; Critical Thinking; Quantitative Reasoning; Personal & Social Responsibility; Information and Digital Literacy

## C. Narrative

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

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

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

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

This class addresses problem setting by giving attention to world cultures and world civilizations from the 1500 CE to the present. The class addresses European, Chinese/Japanese, African, Middle Eastern, and American culture or civilization's political, economic, social, cultural, and religious/spiritual development. Arts, literature, religions, and philosophies are included. Tribes, city-states, nation-states, and empires are included. Attention is brought to the uniqueness of each culture or civilization based on the natural environment, geographical location, and era. Problem setting is addressed by students in assessing how societies developed, arose, survived or declined over time. In this online class, this is done most commonly in class discussion.

Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students must provide detail by discussing key events, key historical developments, key dates, names of key historical figures who are political figures, intellectuals, philosophers, religious thinkers, artists or reformers. They must provide examples for historical assertions made in essays. Each essay is graded with written commentary as well as an essay commentary that permits check marks.

Students are also asked to evaluate evidence on several sides of an issue. Students are asked specific questions which ask them to "take a side." In class discussion, they must choose a side or clarify their position and provide respective factual evidence.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph papers.

Students write three two-page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a particular culture in a specific time period.

**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.*

World Humanities seeks to introduce specific world cultures in specific historical eras. These world cultures represent various continental and regionally specific cultures in Africa, Asia, Europe, and the Americas. Students learn about how societies, cultures, and civilizations are organized, often in a patriarchal and hierarchical ways. They will learn about shifting world powers, world order, and global ties. Attention to both the West and East helps student understand their own place with regards to power and privilege and thus personal and social responsibility.

Students learns intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures experience military conflict. Learning about the diversity of the human experience and intercultural competence is key. Each of three essays addresses intercultural relations.

How humans view, conceptualize, use, manipulate, or honor the natural environment is a part of culture and is how culture is made. Likewise, the natural environment is mostly not made by humans. Cultures develop or fail to develop sustainability so that lack of sustainability has led to the fall of societies or empires.

Ethics is part of all cultures. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices.

Students must discuss a posting/question with at least two students. Students are also assigned a You Tube project so they work together in groups to support collaboration skills. A positive value system honors cooperation and different opinions in deciding upon one You Tube.

Civic discourse, civic knowledge and engagement occurs locally and globally. Students are asked to participate in a non-graded discussion forum of current events. Discussion of daily news and events is both professor and student-driven as students are given extra points when a student introduces a current event for the day are discussed in posting/discussion. The students or teacher will connect current events to historical events.

**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different.

Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. This course utilizes the Canvas platform and as a new platform, I am in the process of developing recorded brief talks. Students are required to locate a You Tube to share with the class. Authority and value are shared in a shared file. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites. The difference between a scholarly website and a Wikipedia entry are explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. Students are given a commentary form assessing selection of their website. Information structure is addressed. In their papers students must define and clarify terminology and use the discourse of the humanities.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis.

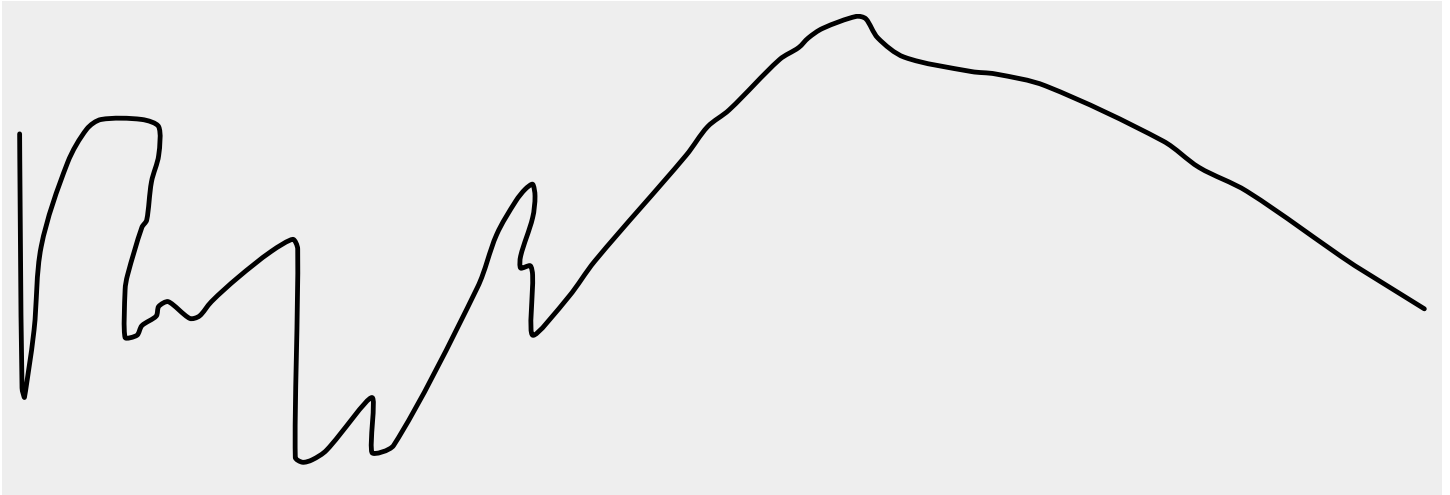
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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



#### Date

May 23 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [Orozco Humn 1120 essay \(3\)](#)

**Filename:** Orozco\_Humn\_1120\_essay\_3.pdf **Size:** 7.4 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: 0000001048

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001048

**Status:** Under Review

**Last submitted:** May 13 2020 09:44 AM (MDT)



# Application Form

Completed - Mar 10 2020

## Application Form

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

### 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	Tara Lopez
Title	Professor of Sociology
Phone	5057472120
Email	<a href="mailto:tara.lopez@nnmc.edu">tara.lopez@nnmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Sciences

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nnmc.edu">provost@nnmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nnmc.edu">janice.baca@nnmc.edu</a>

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

No

**Institutional Course Information**

Prefix	PHIL
Number	2110
Title	Introduction to Ethics
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	PHIL
Number	2110
Name	Introduction to Ethics

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

## Institution-specific Student Learning Outcomes

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

N/A

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### C. Narrative

In the 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 online course in ethics, students will examine, formulate and argue positions on ethical issues. The student will initially approach these issues through the ethical understanding with which they begin the course. The student will incrementally learn ethical theory such as utilitarianism and deontology and apply that theory to specific issues to analyze arguments and argue positions. Students will learn ethical theory from primary texts as well as through the application of ethical theory in secondary literature that uses it and in course interaction/discussions.

Through discussion board assignments in which students share their findings and provide and receive feedback from classmates and the instructor, and through a series of related discussion and written assignments, students will formulate a contemporary ethical issue of their choice from a selection of ethical issues under the theme of sustainability — e.g., What do humans owe to non-human animals? Is it morally required that we live sustainably with respect to the environment? — presented at first broadly but then with greater specificity through an iterative process by the students over the course of the activities and written assignments. The student will also research in editorials and scholarly sources contemporary responses to the issues and applying ethical theory.

Students will have the opportunity to argue their positions with the use of theory and arguments that they have researched in discussions and in their final project, which final project will be used to assess the component skills of critical thinking.

---

***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. The question of what we owe to others and whether we do indeed owe anything to others is put to the student in the first week's discussion in this introductory ethics course and maintained as a question so that the student can arrive freely at a meaningful response to it and to the topic of responsibility in general. (This may be taken to be a start to ethics and civil discourse.)

The student will explore this question as a question, without the assumption being made that it must be answered in the affirmative that we do indeed owe something to others but rather presented in numerous ways and questions in discussions. This exploration will be pursued primarily in discussion board assignments using preliminary classical ethics texts to focus the inquiry. The student will ask such questions as whether we owe anything to our fellow human beings and what benefit it may be to us to treat others well, for example, and whether it is good or naive to be just and follow the laws. The analysis and articulation of initial moral positions will be assessed through discussions.

Following this open approach to questioning, the student will be introduced to ethical theories in primary texts assessed with reading quizzes and begin to examine and interactively reflect on these texts through online discussion board assignments. These ethical theories provide the basis of civic discourse. Divine command theory, the first of these ethical theories, will provide a benchmark of uncritical acceptance or literal interpretation of moral scripture and commands. Students will reflect on divine command theory as a theory that sidesteps critical evaluation and ethical reasoning but is nonetheless common as an ethical theory in civic discourse. As alternatives to the justification of ethical norms and principles, the ethical theories of utilitarianism and deontology, which are the most commonly accepted ethical theories in contemporary ethical discourse, will be learned and applied to justify student positions in discussions and in a series of written assignments focused on an issue of sustainability of the student's choice. The skills associated with civic discourse will be assessed in discussion board assignment, and the skills of ethical reasoning will be assessed primarily by the series of activities (including discussion board exercises and written assignments) that culminate in the final research project for the class.

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

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

The series of discussions and papers organized around a theme chosen by each student and culminating in a term paper research project developed iteratively through interaction and feedback from students and the instructor will constitute the activities in which the student will engage with and share information.

Along with examining and applying classic texts in ethical theory and recent criticisms in the form of text and video presentations in the online environment, students will engage in independent research both online with the use of editorials and credible online sources as well as peer-reviewed scholarly texts found through NNMC's library. The student will evaluate the information found in these sources by presenting the information in discussion forums and by troubleshooting the reasoning by comparing positions and arguments found in these diverse sources.

Research as inquiry. The focusing research project in class will be informed by each element of class. As the student learns more ethical theories and ways of approaching ethical justification, gathers more research that s/he critically evaluates independently and with classmates and the instructor, and develops her or his position while applying the principle of charity in his or her critical evaluation of the information and arguments, s/he will arrive at a project that is intended to become prototypical for the student and serve as a model for a reasoned approach to engaging in debate and methodically developing a position on an ethical issue.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 'Cynthia Orozco'.

#### Date

Mar 10 2020

## Upload Assessment

**Completed** - Mar 10 2020

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

### [PHIL 2110 Assignment](#)

**Filename:** PHIL\_2110\_Assignment.pdf **Size:** 140.9 kB

## Upload Rubric

**Completed** - Mar 10 2020

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

### [PHIL 2110 Assignment Rubric](#)

**Filename:** PHIL\_2110\_Assignment\_Rubric.pdf **Size:** 188.4 kB

## Application: 0000001160

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

#### Summary

**ID:** 0000001160

**Status:** Under Review

**Last submitted:** May 25 2020 12:50 PM (MDT)

## Application Form

Completed - May 25 2020

## Application Form

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

### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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

### Tips for Completing the General Education Course Application

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

### Contact Information

Name	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

### Chief Academic Officer

Name	Ryan Trospen
Email	<a href="mailto:Ryan.Trospen@enmu.edu">Ryan.Trospen@enmu.edu</a>

### Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

**Institutional Course Information**

Prefix	Hist
Number	1120
Title	United States History II
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	Hist
Number	1120
Name	United States History 2

### A. Content Area and Essential Skills

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

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

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

---

### B. Learning Outcomes

---

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

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

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

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND<sup>2</sup>. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE<sup>3</sup>. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY<sup>4</sup>. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE<sup>5</sup>. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY<sup>6</sup>. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE<sup>9</sup>

## 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.

Communication; Critical Thinking; Quantitative Reasoning; Personal & Social Responsibility; Information & Digital Literacy

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 - 300 words.

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

---

### C. Narrative

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

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

---

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

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

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

Students engage in problem setting with attention to the US Civil War to the present. Using the Socratic method, students discuss causation and analysis as it relates to the Civil War and Reconstruction through the Obama presidency. Attention is given to distinctive ethnicities such as the dominant European American culture/society as well as African Americans, Mexican Americans, Native Americans, and Asian Americans. Several Native American nations such as the Apache and Pueblo are highlighted. How each people fared until the present day is discussed. In addition, class, gender, sexuality, and region are also woven into the curriculum. The course utilizes power points, historical maps, short You Tubes, subject-related websites, and history documentaries.

Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students utilize their readings to craft their argumentation. Students must provide detail by discussing key events, key historical developments, key dates, and names of key historical figures who are political figures, reformers or writers. They must provide evidence/examples for historical assertions made in essays. Each essay is graded with written commentary on the paper as well as an essay commentary form that permits check marks.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph essays. Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a specific era.

Students are also asked to evaluate evidence on several sides of an issue. In class, students are organized into groups of two or four to discuss specific problems. After meeting with a respective group, a group leader orally presents the group's analysis with an assertion and respective evidence.



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

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

The course seeks to introduce specific Native American, Hispanics, European American, African American, and Asian cultures from 1877 to the present. How Native Americans fared from the Dawes Act through the New Indian Deal to termination to cultural pluralism is addressed. Hispanic accommodation and resistance, including newer Mexican immigrants, is included. Adaptation by immigrants of varied background including European and Latin American is discussed. Students learn intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures came into contact through the military or education.

How humans view, conceptualize, use, manipulate, or honor the natural world is a part of culture. The rise of the second industrial revolution in the 1870s and mass consumption especially after the 1950s and their impact on the natural order is addressed.

Ethics are part of culture as well. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices. The discussion about boarding schools for Native Americans; Jim Crow laws; deportation of Mexican Americans and Mexicans; and Japanese American internment camps are part of this ethical discussion. Likewise, the discussion of women's delayed suffrage, unequal access to employment and education are discussed. Students work together in groups to support collaboration skills and a positive value system that honors cooperation and different opinions in discussing issues such as the US/Mexican War.

Civic discourse, civic knowledge and engagement occurs locally and globally. Discussion of daily news and events will be student-driven as students are given extra points daily when a student introduces a current event for the day are discussed. Students then engage in respectful civil dialogue. The students or teacher connects current events to historical events. In recent times, the Me-too movement connects to earlier issues of sexual harassment during the Anita Hill hearings decades ago.

**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different.

Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. Students are required to locate a You Tube to show the class. Part of a class period is dedicated to discussing the question of authority and value. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites. The difference between a scholarly website and a Wikipedia entry will be explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. The class holds discussion about each student-selected website and its strengths and weaknesses; the teacher also provides a commentary form assessing selection of their website.

In their papers student must define and clarify terminology and use historical discourse.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis. Each paper requires use of primary sources. A half-class is dedicated to talking about primary sources. Students are also taught how they differ from secondary sources. Students must use primary sources in papers and cite them in end notes. Students turn in an end note page and bibliography as well.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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



#### Date

May 22 2020

## Upload Assessment

**Completed** - May 22 2020

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

### [Orozco Hist](#)

**Filename:** Orozco\_Hist.\_1120\_essay-converted\_1.pdf **Size:** 10.0 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: 0000001140

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

### Summary

**ID:** 0000001140

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:41 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	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	<a href="mailto:p Dutra@unm.edu">p Dutra@unm.edu</a>

### Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

### Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

### Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

## Institutional Course Information

Prefix	PORT
Number	2110
Title	Intensive Elementary Portuguese
Number of credits	6

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	PORT
Number	2110
Name	Intensive Elementary Portuguese

## 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>)

NONE IN HED CATALOG

2ND LANG AT UNM

## 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) Exchange information on a variety of topics and current events focusing on business. They will be able to practice social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write formal paragraphs that include logically sequenced sentences and some supportive details about topics related to business and current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

### C. Narrative

In the 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: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

**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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

**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.*

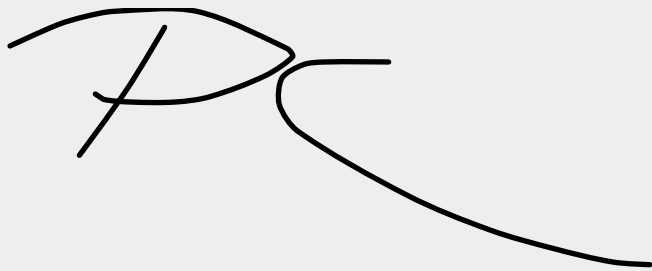
NA

**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**

Apr 9 2020

**Upload Assessment**

**Completed** - Apr 22 2020

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

**[PORT\\_2110\\_ok](#)**

## 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: 0000000900

David Torres - davytorres@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000000900

**Status:** Under Review

**Last submitted:** May 14 2020 09:58 AM (MDT)

## Application Form

Completed - Jan 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	Dr. David Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nmc.edu">davytorres@nmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nmmc.edu">janice.baca@nmmc.edu</a>

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

Yes

## Institutional Course Information

Prefix	ASTR
Number	1115L
Title	Introduction to Astronomy Laboratory
Number of credits	1

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

Yes

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

No

## Co-requisite Course

Prefix	ASTR
Number	1115
Title (if applicable)	Introduction to Astronomy

## New Mexico Common Course Information

Prefix	ASTR
Number	1115L
Name	Introduction to Astronomy Laboratory

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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.

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### **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.

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.

## C. Narrative

In the 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.*

All the Student Learning Outcomes will be covered in the class. The theory section of this course ASTR 1115 has been already approved by NMHED General Education.

Student will engage in a series of labs that will teach the student learning outcomes for the course. These labs will involve:

1. Identifying planets and stars with the naked eye
2. Identifying constellations with the naked eye and prominent stars within the constellations
3. Using a telescope to view the Moon, Jupiter, Saturn, and Mars
4. Keeping a journal to track the phases of the moon for a month
5. Using the Stellarium software program to identify planets, constellations, and stars in the Northern hemisphere (e.g. Polaris/North Star, Sirius, Betelgeuse) at the current date at the college's latitude and longitude. Stellarium will also be used to speed up time to observe how the constellations rotate about Polaris during the night.
6. Using Stellarium to observe how the planet positions vary from year to year in contrast to stars and

constellations.

7. Using Stellarium to view and explain why different constellations can be seen during different seasons of the year.

Students will learn to gather data (evidence acquisition) and analyze the data (evidence evaluation) in each of these labs. They will need to draw conclusions from the data (thus applying critical thinking and reasoning) and explain the data using the Earth's rotation and revolution. Students will also need to explain physical phenomenon such as why the constellation positions do not change from year to year and why the planet positions do change. Students will also explain why some planets seem to move a great distance across the sky from day to day and why some planets move slowly. The phases of the moon will need to be explained using the relative positions of the Sun, Moon, and Earth.

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

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

Quantitative reasoning will be assessed through data collection. Students will need to process the data and communicate and summarize the results of their analysis. For example, suppose a student has collected a series of apparent and actual magnitudes of stars from Stellarium. Why is there a difference between these two magnitudes and what is the meaning of each of these magnitudes? Students will learn to assemble and interpret the positions of stars and planets using two forms of measurement: altitude and azimuth vs right ascension and declination. Students will need to explain how scientists measure the distance to stars and planets using the parallax effect. Calculations will also be performed using angles and known distances. This requires a student to use quantitative arguments and to apply quantitative models.

Newton's universal law of gravitation can be used to calculate the force between the planets and the Sun and explain why planets close to the sun revolve rapidly around the Sun. This requires students to communicate and analyze quantitative information and apply a quantitative model.

**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 learn to work in teams on the lab assignments. They will need to decide who performs what task in an assignment. Tasks may involve setting up and focusing a telescope, collecting the data, analyzing the data, and comparing the analysis with known phenomena. Some tasks may require the involvement of all the team members and some tasks may be performed by only two individuals. This teamwork will require intercultural reasoning and intercultural competence. If a result or calculation looks incorrect, students will need to explain why it may be incorrect while being sensitive to other team members' work (thus applying ethics, civic discourse and engagement).

Students will also learn about threats to the Earth from asteroids and comets and how collisions with these objects led to a great extinction 65 million years ago. However, we are now tracking these objects and technology could be developed in the future to actually prevent these collisions if they are detected early enough. Students can debate the costs of space research and astronomy and determine whether they are defensible.


Students will be able to observe firsthand positions of celestial bodies and confirm their positions using Stellarium. They can bring order out of the motion of celestial bodies using the Earth's rotation and revolution. However, students will learn to discover that the progress of science is not always linear and that discoveries can be controversial (e.g. Copernicus and Galileo). Future discoveries about dark matter and energy may also require revolutionary concepts and open minds.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

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 be 'J. W. ...'.

### Date

Jan 7 2020

## Upload Assessment

Completed - Jan 9 2020

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

### [ASTR 1115L Assessment](#)

Filename: ASTR\_1115L\_Assessment.pdf Size: 90.8 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: 0000001044

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001044

**Status:** Under Review

**Last submitted:** May 13 2020 09:43 AM (MDT)

## Application Form

**Completed** - Mar 10 2020

## Application Form

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

## 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	Tara Lopez
Title	Professor of Sociology
Phone	5057472120
Email	<a href="mailto:tara.lopez@nmmc.edu">tara.lopez@nmmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Sciences

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nnmc.edu">janice.baca@nnmc.edu</a>

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

No

## Institutional Course Information

Prefix	PSCI
Number	1110
Title	Introduction to Political Science
Number of credits	3

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

Yes

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

No



## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	PSCI
Number	1110
Name	Introduction to Political Science

## A. Content Area and Essential Skills

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

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

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

## B. Learning Outcomes

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

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

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

**Institution-specific Student Learning Outcomes**

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

N/A

**C. Narrative**

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

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

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

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

Genre and Medium Awareness: The Introduction to Political Science course covers fundamental concepts in political science such as political theories, ideologies and government systems. Students will improve “genre awareness, application and versatility” by participating in discussion, debates and providing written work conveying an understanding of the material. Students are required to be active participants in class discussion and create short 1-2-page written responses to class readings. These responses will be used as a starting point for in - class or online discussions.

Strategies for Understanding and Evaluating Messages: Part of the requirement for the written response is to bring in outside material including, but not limited to current and local media. This organization and connection of ideas through multiple readings and searching for related content increases a student’s awareness of content and enhances understanding.

Evaluation and Production of Arguments: Students are expected to support their arguments in class as well as on Blackboard in discussion board posts using credible sources using APA citation method. Written skills are further developed on short answer questions that may be utilized for midterm and final exam assessments.

***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:**

1. Students will be asked to use written reflection to identify their own values, biases and places of growth after class discussions and activities. They will be continually asked to explore their knowledge base and the areas in which their knowledge is limited and express this in their reflections as well as in discussion.
2. Students will choose a country as well as an issue to study. (For example, the issue may be nationalism, the country chosen may be Poland. The case study would be nationalism in Poland.) The student will do an analysis of the specific phenomena in the country. After gathering this information, the student will present this to the class.

**Evidence Acquisition:** Students will be provided with a number of opportunities to gather, analyze, evaluate and synthesize information relevant to the topic being analyzed by becoming comfortable with different assigned texts as well as current media in order to create a comprehensive picture of this issue historically as well as currently.

**Evidence Evaluation:** As students gather materials and begin synthesizing the evidence, they will be asked to consider possible solutions to a similar potential problem in American government. Students will utilize empirical evidence to create a comparative analysis that ultimately enables a deeper insight into diverse government systems.

**Reasoning/Conclusion:** Students will state their understanding of and their conclusive findings in an organized presentation to the class. Students will facilitate a discussion with a question and answer session after the presentation.

**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 taking POLS 1110 integrate the personal and social responsibility learning outcome consistently throughout the course. This course covers ethics, morality, inequality, intersectionality, social justice and touches upon diverse environmental policies as well.

Intercultural reasoning and intercultural competence: Students are introduced to concepts of social justice as well as intersectionality and asked to explore the different ways in which government policy affects the marginalized peoples in their jurisdiction. The course encourages the examination of political structures, political institutions, social issues and cultural needs from a cross-cultural perspective. This is assessed through short reflection papers as well as in discussions online and/or in class.

Collaboration skills, teamwork and value systems: The course offers various opportunities for students of different political backgrounds and belief systems to work together and discuss diverse issues facing the people of different countries. Debate is utilized to encourage students to create (as stated above) and synthesize information in a means that is satisfying to each member of the team. This increases the collaboration capabilities as well as normalizing interacting with students who hold different values.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.pdf>

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



**Date**

Mar 10 2020

## Upload Assessment

**Completed** - Mar 10 2020

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

### [Sample Assessment for POLS 1110](#)

**Filename:** Sample\_Assessment\_for\_POLS\_1110.pdf **Size:** 185.6 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: 0000000901

David Torres - davytorres@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000000901

**Status:** Under Review

**Last submitted:** May 14 2020 09:58 AM (MDT)

# Application Form

Completed - Jan 13 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

Name	David Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nnmc.edu">davytorres@nnmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nnmc.edu">provost@nnmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nnmc.edu">janice.baca@nnmc.edu</a>



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

Yes

**Institutional Course Information**

Prefix	GEOL
Number	2110L
Title	Historical Geology Laboratory
Number of credits	1

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

Yes

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

No

**Co-requisite Course**

Prefix	GEOL
Number	2110
Title (if applicable)	Historical Geology

## New Mexico Common Course Information

Prefix	GEOL
Number	2110L
Name	Historical Geology Laboratory

### A. Content Area and Essential Skills

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#### 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

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### B. Learning Outcomes

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**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 or discuss geologic time and how the geologic time scale was developed.
2. Recognize or explain how geologic time is measured.
3. Describe and use the basic principles of stratigraphy and explain how stratigraphy can be used to interpret sedimentary environments.
4. Describe and use the basics of paleontology and how fossils can be used to interpret ancient sedimentary environments.
5. Identify fossils in hand samples and explain how organisms are preserved in the fossil record.
6. Identify, explain, or interpret geologic structures on geologic maps.
7. Reconstruct the history of geologic events using geologic maps and cross-sections.
8. Construct cross-sections, fence diagrams, and isopach maps from stratigraphic sections and thickness data.

## 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 or discuss geologic time and how the geologic time scale was developed.

2. Recognize or explain how geologic time is measured.

3. Describe and use the basic principles of stratigraphy and explain how stratigraphy can be used to interpret sedimentary environments.

4. Describe and use the basics of paleontology and how fossils can be used to interpret ancient sedimentary environments.

5. Identify fossils in hand samples and explain how organisms are preserved in the fossil record.

6. Identify, explain, or interpret geologic structures on geologic maps.

7. Reconstruct the history of geologic events using geologic maps and cross-sections.

8. Construct cross-sections, fence diagrams, and isopach maps from stratigraphic sections and thickness data.

### C. Narrative

In the 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.*

All the Student Learning Outcomes will be covered in the course. Many of the outcomes focus on critical thinking. For example, the students will have multiple assignments where they are presented with data sets. These data sets will provide information about continental drift and fossil evidence for evolution. Continental drift is the process by which continents move through geologic time. Data takes the form of collection of earthquake epicenters, continents sharing similar species through fossil record, current movement of continents through satellite imagery, continents that share complementary coastlines, and glacier deposits that can be found on continents that would not normally be formed due to the continent's latitude. Fossil evidence can be used to show species share a common ancestor. These data sets constitute the data acquisition phase of critical thinking. Students will work as teams to evaluate the data. The students will need to determine if the data is based on evidence and is free of assumptions and presuppositions. This phase constitutes the evaluation phase of the assessment. Then teams will use the data to make a conclusion. Each of these assignments will result in a report that will include the student team's evaluation of the data and the team's conclusion. The report is to include the team's reasoning and justification for the evaluation and conclusions made based on the data presented. Once they have completed this portion of the assignment, the teams will share and review another team's evaluation and conclusion. The students are to examine each other's work for reason and logic as well as any signs of bias and/or assumptions. This final phase constitutes the reasoning/conclusion phase.

Critical thinking will be used when students study fossil samples and select and describe important features from fossil samples.

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

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

Students will use quantitative reasoning in the following student learning outcomes.

1. Evolution for rapidly dividing organisms can be observed and quantified. Viruses, bacteria, yeast, and *C. elegans* can be observed in the laboratory. The growing resistance of bacteria to antibiotics poses a serious threat to the management of future diseases (MRSA, tuberculosis). The development of zoonotic viruses (viruses that spread from animals to humans) from fowl or swine has the potential to create pandemics like the Spanish Flu in 1918. Students will be asked to quantify the pace of evolution of different types of organisms ranging from microorganisms, worms, insects, mice, mammals, and humans based on the reproduction rate and how rapidly multiple generations can be produced.
2. Students will be asked to use dating processes to calculate the age of fossils and rocks. For example, carbon dating uses the half-life of the carbon 14 isotope to determine when a living organism died. Isotopes are forms of an element with different numbers of neutrons. Similarly, potassium dating can be used to date rocks. Students will assume they are working in a lab and asked to perform calculations to date substances based on the half-life of radioactive isotopes.
3. Students will be asked to map geologic eons, eras, periods, and epochs to a 12 hour clock face. Proportions will be used to map a period of time in millions of years to its equivalent in minutes given that the earth has existed for 4.54 billion years.
4. Students will be asked to calculate the rise in sea levels using the density dependence of water on temperature and the expected influx of liquid water from glaciers and ice sheets. The area covered by oceans and the average depth of the oceans will be simplifications used to calculate the rise in sea levels.

**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 enrolled in this course will be engaged in teamwork for most assignments within the course (see Critical Thinking). Beyond teamwork, the assignments described above teach civic discourse and require collaboration and reasoning. All of the data sets evaluated by student teams in the aforementioned assignments will result in a better understanding of our Earth's history which will allow the students to make more informed decisions regarding the environment, sustainability and the preservation and/or conservation of our natural world. Topics that will be included to encourage classroom discourse are:

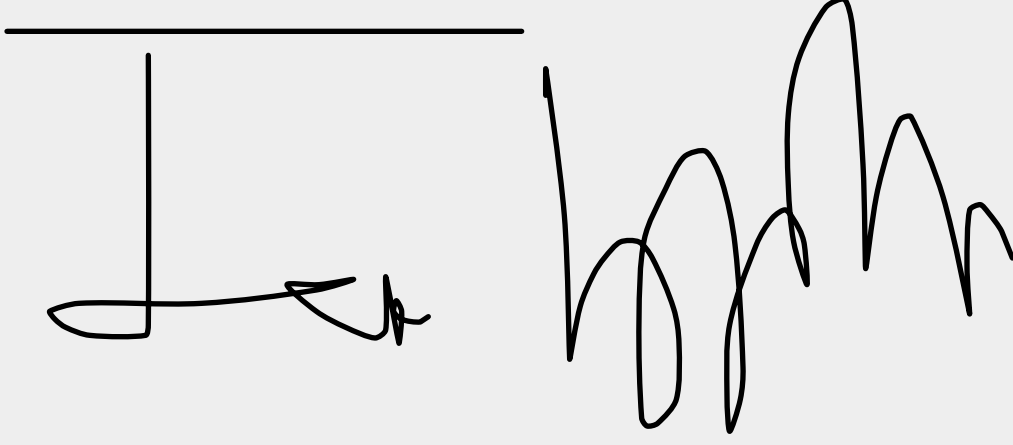
1. The anti-vaccine movement and the consequences for the prevention and eradication of disease. The recent measles outbreak can be traced back to a fraudulent paper. We hope students will learn to verify claims with credible sources and understand the importance of the scientific process.
2. The importance of biodiversity on the planet and how biodiversity is important for our own survival. Plant species led to the development of antibiotics (penicillin is made from a mold) and plant species may be the key to finding medicines that can serve as the next line of defense against bacteria that have become resistant to antibiotics. Research is ongoing in harnessing of plant species for biofuels. Biodiversity is especially important in the insect and an arthropod population. Changes in insect population can have dramatic effects on our economy. The most prominent and current example is the declining bee population and its importance in pollination.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

**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 be "J. M. ...".

### Date

Jan 13 2020

## Upload Assessment

**Completed** - Jan 12 2020

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

### [Continental Drift Assessment](#)

**Filename:** Continental\_Drift\_Assessment\_TGieB8P.pdf **Size:** 34.8 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: 0000001163

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001163

**Status:** Under Review

**Last submitted:** May 25 2020 12:08 PM (MDT)

## Application Form

**Completed** - May 25 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	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

### Chief Academic Officer

Name	Ryan Trosper
Email	<a href="mailto:Ryan.Trosper@enmu.edu">Ryan.Trosper@enmu.edu</a>

## Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

### Institutional Course Information

Prefix	Hist
Number	2110
Title	Survey of New Mexico History
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	Hist
Number	2110
Name	Survey of New Mexico 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>)

Student Learning Outcomes1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of New Mexico from pre-Columbian times to the present day. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 16

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## 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.

Communication; Critical Thinking; Information & Digital Literacy; Quantitative Reasoning; Personal & Social Responsibility

## C. Narrative

In the 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 engage in problem setting with attention to the beginning of the earliest peoples around 10,000 BCE to the present. The class addresses each distinctive culture or civilization's political, economic, social, cultural, and religious/spiritual development. Native American nations, the Spanish empire including New Spain, and the nations of Mexico and the United States are discussed with regards to causation and conceptual tools such as empire-building, race, class, sexuality, and gender. The course utilizes power points, historical maps, short You Tubes, subject-related websites, and documentaries. Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students utilize their readings to gather their responses. Students must provide detail by discussing key events, key historical developments, key dates, names of key historical figures who are political figures, reformers, writers, and artists. They must provide examples for historical assertions made in essays. Each essay is graded with written commentary as well as an essay commentary that permits check marks.

Students are also asked to evaluate evidence on several sides of an issue. Students are organized into groups of four to discuss specific problems. After meeting with a respective group, a group leader orally presents the group's analysis with an assertion and respective evidence.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph papers. Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a specific era.

**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 seeks to introduce specific Native American cultures, Hispanics, European American, African American, and Asian cultures in specific historical eras. Ancient cultures such as the Clovis, Folsom, Mogollon, and Anasazi are discussed. Likewise, the Pueblo, Navajo and Apache are addressed from the 1200s to the present as living cultures. Conflict and accommodation are major themes of the Spanish colonial and Mexican era so as to discuss intercultural relations. The class will learn about how these cultures are organized, often in a unique Native American way. Likewise, the arrival of immigrants from Mexico, Asia, and Africa have also raised new intercultural ties and conflicts.

Students learn intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures experience military conflict or one group enslaves another as in the case of Native Americans and African Americans. Students write their first essay on the extent of Pueblo, Navajo, and Apache independence from the Spanish.

How humans view, conceptualize, use, manipulate, or honor the natural environment is a part of culture and is how culture is made. Native Americans' relations with nature is addressed as well as the decline/end of the Anasazi, perhaps related to the question of sustainability or drought. Water use is of key significance in New Mexico.

Ethics is part of all cultures. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices. Native Americans' understanding of conquest is part of this ethical discussion. Students work together in groups to discuss the conquests of both Native Americans and Mexican Americans; this allows for collaboration skills and a positive value system that honors cooperation and different opinions. Civic discourse, civic knowledge and engagement occurs locally and globally. New Mexico is tied to the history of Spain, Mexico, England, the United States, and France. Discussion of daily news and events will be student-driven as students are given extra points when a student introduces a current event for the day are discussed. Respectful civil dialogue by students follows. The students or teacher connects current events to historical events in New Mexico.



**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary with some information more accurate than others. A lay person and scholar's knowledge is different. Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. Students are required to locate a You Tube to show the class. Part of a class period is dedicated to discussing the question of authority and value. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites and locate an excellent site. The difference between a scholarly website and a Wikipedia entry will be explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. Using the criteria mentioned, students discuss the strength and weaknesses of websites selected by students. The teacher also provides a website selection commentary sheet.

Information structure is addressed. Students must define and clarify their terminology and use historical discourse.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis. Students are taught to discern what a primary source is in class for half a period. Then students are required to use endnotes citing primary sources. Students must also turn in a bibliography.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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



#### Date

May 23 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [Orozco Hist](#)

**Filename:** Orozco\_Hist.\_2110\_essay\_1.pdf **Size:** 10.6 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: 0000001168

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001168

**Status:** Under Review

**Last submitted:** May 27 2020 09:18 AM (MDT)

# Application Form

Completed - May 26 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	Julia Deisler
Title	Associate Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Dance (Arts, Design, and Media Arts)

### Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

No

**Institutional Course Information**

Prefix	DANC
Number	1110
Title	Dance Appreciation
Number of credits	3

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

No

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	DANC
Number	1110
Name	Dance Appreciation

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

1. Explain a range of ideas about the place of dance in our society. 2. Identify and apply critical analysis while looking at significant dance works in a range of styles. 3. Identify dance as an aesthetic and social practice and compare/contrast dances across a range of historical periods and locations. 4. Recognize dance as an embodied historical and cultural artifact, as well as a mode of nonverbal. 5. Expression, within the human experience across historical periods and cultures. 6. Use dance to consider contemporary issues and modes of thought.

## Institution-specific Student Learning Outcomes

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

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.*

Over the course of the semester, material is presented on dance as a historical, social, and cultural art form that extends from ancient civilization to modern ages. This course is broadly based in the context of the US and focuses on how distinct dance communities enact a multicultural and non-static notion of identity in America.

The assignment attached to this application is an example of how “Communication” can be assessed in this course. This assignment is a worksheet of nine questions which challenge students to identify the dance genre, evaluate messages communicated through dance, and to evaluate and support their own conclusions about the dance.

Genre and Medium Awareness: In weekly explorations, students engage several mediums of communication: film, online media, readings, live performance, and dance practice workshops. These studies cultivate students' awareness of dance's versatility and its capacity to interface with audiences through various mediums. In this course students explore multiple dance genres including: ballet; modern dance; postmodern dance; minstrel shows; the African Diaspora, flamenco; musical theater; Native American; Mexican and American Folkdance; and African American styles such as jazz, tap, and hip-hop.

Application and Versatility: Students apply knowledge of dance styles by viewing videos and live performance of dances comparing and contrasting those styles from a social, cultural, and historic perspective. Students will apply strategies for understanding and evaluating the material through written assignments and discussions.

Strategies for Understanding and Evaluation of Messages: Students communicate their understanding of these dance forms' purposes and messages through class discussions, written papers, worksheets and short essay exams. They explore some of the dance forms physically in guided workshops, which awakens awareness of the body's ability to communicate. Context and intended audience are considered. Students apply observational strategies such as "reading" dance to draw an understanding. Students also read peer reviewed scholarship to discern key arguments presented in the field about the dance forms, as well as counterarguments and alternative perspectives.

Evaluation and Production of Arguments: By sharing ideas, describing content and forming arguments, in class discussions and written assignments, students integrate and cite support for their own claims from course materials and the dance forms themselves. Students' skills for understanding and evaluating movement- based communication is developed through prompts, lectures and in class activities such as lecture demonstrations. As students' abilities develop they apply their broadened communication skills to the class work, guided peer discussions and demonstrate their analysis skills in formal assessments.

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

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



Each week students are asked to delineate a problem or question regarding the dance forms being studied. Students describe the dance they're viewing in order to support their conclusions about the dances. They practice choosing descriptive verbs and adjectives to serve as evidence for their ideas and arguments about the dance forms. They learn to pay attention to who is doing the dance, where the dance is happening or being presented, and when the dance is being practiced or presented in order to gather information about the dance's potential, purpose and meaning. They gather additional information by reading about the dance form's context including geographical location, time period, and culture. They evaluate the credibility of gathered evidence evaluating the sources reliability and bias. Students will consider their fellow classmates' point of view and explore what those differences teach us. Critical thinking component skills are assessed from the written critiques, research paper, discussions, worksheets and open-ended essay exam questions which students complete. Students use of all the areas of materials; readings, live and video performance, discussion and instructor prompts to present their ability to create well-reasoned written and verbal responses. The attached worksheet is an example for how students will demonstrate all areas of critical thinking in the course material.

**Problem Setting:** As mentioned above, each week students are asked to delineate a problem or question regarding the dance forms being studied. Throughout the semester through videos, concert attendance, readings, and research, students explore the various genres, styles and ritual of dance that span centuries and include the social influences and contributions from many cultures. By integrating knowledge of other areas of the humanities students will apply comprehensive critical thinking skills to problem setting specific in dance and culture throughout the world.

**Evidence Acquisition:** As mentioned above, students do research about the dance form's context including geographical location, time period, and cultural context. Students acquire aesthetic knowledge by viewing a series of video clips, live performances and/or demonstrations of select diversified dance performances. Students then write a critique for each one. Students use observation skills to reinforce and provide evidence for their discussion and writing.

**Evidence Evaluation:** Students compose a research paper based on a dance related topic and identify historical, cultural, and social influences. As mentioned above, students evaluate the credibility of gathered evidence evaluating the sources reliability and bias. Students will consider their fellow classmates' point of view and explore what those differences teach us.

**Reasoning/Conclusion:** Across the semester students present their critiques and research via discussions and writing responses, offering a defense of their reasoning and conclusions supported by credible

evidence.

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

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

Students participate in frequent class discussions where they are required to apply component skills of intercultural reasoning and competence as well as civil discourse. Personal and social responsibility skills are assessed using written assignments, discussion forums and open-ended exam questions.

Intercultural Reasoning: This course explores how dance, as an embodied practice, represents, and generates culture in a unique way, positioned to help us shape our sense of self and our sense of community. Students examine how dance reinforces cultural tradition and belonging, while it also provides pathways to demonstrate divergent values and new aesthetics. The course delves into several forms of dance occurring in such diverse contexts as the Cold War; Civil Rights; WWII; Franco Spain; Mexican Revolution and US Territories, etc.

Intercultural Competence: Students explore how dance is a significant tool for defining and articulating various intersecting facets of culture and identity such as gender, sexuality, race, class, and nationality. By examining multiple genres of dance, students gain intercultural competence, and an understanding of the cultural meaning and significance of various dance practices and forms. Students engage with dance as a form of embodied cultural knowledge and as an act of social, civic, and community engagement.

Collaboration skills, teamwork and value systems: Students are required to collaborate through experiential prompts. Students engage in discussion that forge teamwork and value system skills.

Civic Discourse: Students are exposed to the different aspects and diverse elements that make up the world of dance. To establish the appreciation and value of dance in society, students discover an appreciation of dance as an art form. Discussions allow students to view and comment on each other's dance reflections and critiques. The discussion of the attached worksheet is an example of how students

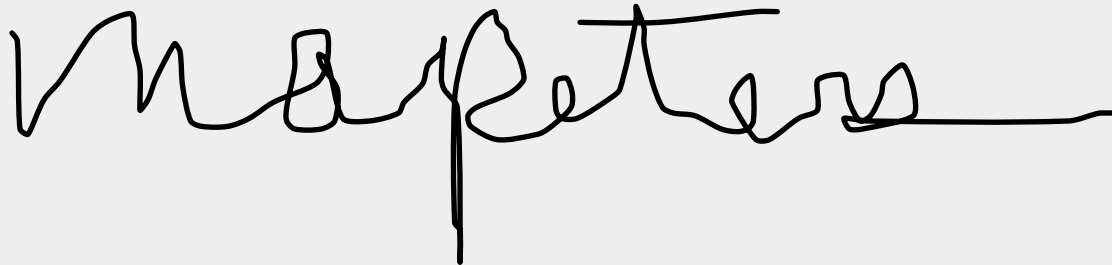
will develop and apply “Civic Discourse” in this course.

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

**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 "M. J. Peterson".

#### **Date**

May 26 2020

## **Upload Assessment**

**Completed** - May 25 2020

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

### **[DANC 1110 Lec-Demo WS \(1\)](#)**

**Filename:** DANC\_1110\_Lec-Demo\_WS\_1.pdf **Size:** 34.5 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: 0000001139

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

## Summary

**ID:** 0000001139

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:41 PM (MDT)

## Application Form

**Completed** - Apr 22 2020

## Application Form

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

## Essential Skills

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	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	<a href="mailto:pdutra@unm.edu">pdutra@unm.edu</a>

### Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

### Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

### Institutional Course Information

Prefix	PORT
Number	1120
Title	Elementary Portuguese II
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	PORT
Number	1120
Name	Elementary Portuguese II

## A. Content Area and Essential Skills

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

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

Other - Choose 3 essential skills below

### Choose 3 Skills

### Responses Selected:

Communication
Critical Thinking
Personal & Social Responsibility

## B. Learning Outcomes

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

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

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

A continuation of Portuguese I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing Portuguese. Students will also gain more in- depth knowledge of Portuguese-speaking cultures.

Student Learning Outcomes:

1. Students can participate in conversations on a number of familiar topics using simple sentences.
2. Students can handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can write about familiar topics and present information using a series of simple sentences.
4. Students can understand the main idea in short, simple messages and presentations on familiar topics.
5. Students can understand the main idea of simple conversations that they overhear.
6. Students can understand the main idea of short and simple texts when the topic is familiar.
7. Students can begin to narrate and describe simple events in the past.
8. Students can make broader connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.

## 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. 2ND LANG AT UNM



## C. Narrative

In the 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.*

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

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

Genre and Medium Awareness, Application, and Versatility: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

***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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

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

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

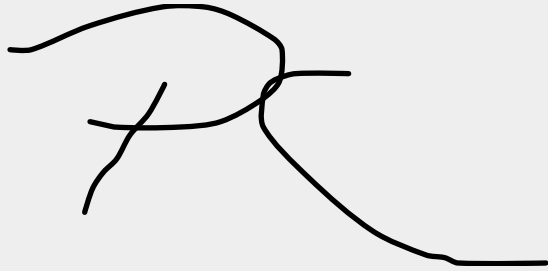
NA

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

Link to Institution's General Education Assessment Plan

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

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



**Date**

Apr 9 2020

## Upload Assessment

**Completed** - Apr 22 2020

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

**[PORT\\_1120P\\_OK](#)**

**Filename:** PORT\_1120P\_OK.pdf **Size:** 1.4 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: 0000001155**

Dianne Marquez - dmarquez@nmjc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001155

**Status:** Under Review

**Last submitted:** May 14 2020 10:09 AM (MDT)

## Application Form

**Completed** - May 14 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	Nathan Miles
Title	Adjunct Faculty
Phone	575-492-2841
Email	<a href="mailto:nmiles@nmjc.edu">nmiles@nmjc.edu</a>

## Submitting Institution

Name of HEI	New Mexico Junior College
Submitting Department	Arts, Sciences, & Learning Support

## Chief Academic Officer

Name	Larry Sanderson
Email	<a href="mailto:lsanderson@nmjc.edu">lsanderson@nmjc.edu</a>

## Registrar

Name	Rebecca Whitley
Email	<a href="mailto:rwhitley@nmjc.edu">rwhitley@nmjc.edu</a>

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

Yes

**Institutional Course Information**

Prefix	DR
Number	133W
Title	Beginning Acting
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

Prefix	N/A
Number	N/A
Title (if applicable)	N/A

## New Mexico Common Course Information

Prefix	THEA
Number	1220
Name	Beginning Acting

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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



## Institution-specific Student Learning Outcomes

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

n/a

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### C. Narrative

In the 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 and Application and Versatility will be displayed by students through written and oral assignments including character breakdown of goals, tactics, and obstacles, and in-class scene and monologue work.

Strategies for Understanding and Evaluating Messages will be demonstrated through students observing scene work and monologues of their peers. Through a feedback method, students will observe the work of others and provide on the spot feedback as to the effectiveness of their pursuit of goals and strategy. Furthermore, students will provide feedback on the clarity of the scene and effectiveness of the message contained therein.

Evaluation and Production of Arguments will be achieved by students producing character worksheets that detail an in-depth character history, a list of goals the character wants, the obstacles standing in their way, and the tactics they will use to try and achieve their goals. Scenes will be rated on the detail presented in the worksheet and the final product in the form of their active pursuit of goals.

***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 demonstrated by analyzing the relationships between two characters in a scene and how they create obstacles to each other in meeting a goal (Problem Setting). Special attention will also be paid to the given circumstances of the play, the “moment before” the scene begins, and what the ultimate goal of the characters is, not just in the scene but in the play itself. Students will provide written analysis of their character in the form of a character biography, as well as an analysis of the goals and obstacles presented to them in the scene (Evidence Acquisition) and how that results in movement and action within the scene. Students will provide support for their conclusions with examples from the text (Evidence Evaluation). Finally, students will rehearse and stage their scenes as a finished product for their peers, who will then provide oral feedback on the effectiveness of the scene (Reasoning/Conclusion). Analysis will focus on the effective pursuit of goals by each actor, clear communication of tactics in the attempt of overcoming obstacles, and the emotional effectiveness given in each performance. The instructor assesses their learning through the use of a rubric that focuses on both the written evidence and the memorization and presentation of the scene.

**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 will be displayed through the reading and examination of plays and scenes from different eras in human history, with special focus being paid to multiple cultures and time periods. Students will be asked to examine the differences between themselves and the cultures and time period presented (Intercultural reasoning and intercultural competence). Through examination of plays ranging from Shakespeare to the modern context, students will learn about the evolution of performance and its impact on the everyday world (Sustainability and the natural and human worlds). Students will also examine character motivations and discuss the differences between the character and themselves and why certain decisions are made by certain characters (Ethical reasoning). Group work will also be a focus in the class, not just in scenes but also in trust exercises and ensemble building work (Collaboration skills, teamwork and value systems). Students will also give oral responses to scenes, both scripted and improvised, in an effort to build an ensemble that can work together. Finally, students will perform monologues from a selected list that will include relevant social topics as well as age appropriate characters. Students will provide a written character background, examination of goals and obstacles within the monologue, and discuss its relevance to the world around them (Civic discourse, civic knowledge and engagement - local and global).

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

Link to Institution's General Education Assessment Plan

[https://www.nmjc.edu/about/institutional\\_effectiveness/assessment\\_student.aspx](https://www.nmjc.edu/about/institutional_effectiveness/assessment_student.aspx)

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



**Date**

May 14 2020

## Upload Assessment

**Completed** - May 14 2020

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

### [Contentless Scenes Beg Acting](#)

**Filename:** Contentless\_Scenes\_Beg\_Acting.pdf **Size:** 639.4 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: 0000001176

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

### Summary

**ID:** 0000001176

**Status:** Under Review

**Last submitted:** May 26 2020 05:15 PM (MDT)

# Application Form

Completed - May 26 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	Ashley Pagels
Title	Admin to the Provost
Phone	5755386207
Email	<a href="mailto:pagelsa@wnmu.edu">pagelsa@wnmu.edu</a>

### Submitting Institution

Name of HEI	Western New Mexico University
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	William Jack Crocker
Email	<a href="mailto:William.Crocker@wnmu.edu">William.Crocker@wnmu.edu</a>

### Registrar

Name	Betsy Miller
Email	<a href="mailto:Betsy.Miller@wnmu.edu">Betsy.Miller@wnmu.edu</a>

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

Yes

## Institutional Course Information

Prefix	LALS
Number	2430
Title	Hispanics, Chicanx, and Latinx: History, Politics, Migration, Identities, and Culture
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	LALS
Number	2430
Name	Hispanics, Chicanx, and Latinx: History, Politics, Migration, Identities, and Culture



## A. Content Area and Essential Skills

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### 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

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## B. Learning Outcomes

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### 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>)

LALS 2430 SLO's

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## 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.

Upon completion of this course, students will:

- understand the development of Latino Studies as an interdisciplinary field, including its relationship to the broader disciplinary trends of ethnic and comparative racial and ethnic studies fields.
- Critically assess aspects of the Latino and Chicano experience as rooted in a particular political history linked to grassroots activism and social movements from the late 1960s, 1970s to the 2000s.
- Evaluate the impact and presence of Latinos on the U.S. economy, society and culture and their place in the current U.S. public sphere.
- Learn about the challenges and possibilities of an interdisciplinary perspective.

---

### C. Narrative

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

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

---

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

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

The class will address New Mexico's general education essential skill of "Critical Thinking" by requiring students to address the following Component Skills: Problem Setting, Evidence Acquisition, Evidence Evaluation, and Reasoning/Conclusion. These skills will be incorporated into cultural artifact reflection assignments, reflection papers, and personal ethnographies. Students will be required to perfect the component skill of "Problem Setting" by posing questions about their topics (i.e. What do I not know about the topic?), and create a hypothesis (i.e. I anticipate that the following paper will argue successfully that Latinx women suffered from gender inequality during the time period in question.) The personal ethnography assignment will further build upon this concept by asking students to consider what assumptions they have based on their preliminary research and what questions they hope to answer through their research. The component skills of "Evidence Acquisition" and "Evidence Evaluation" will be accessed by having students evaluate readings and supplemental sources where they will have to consider: Does the author have the knowledge or credentials to speak with authority on this subject? To what degree can I trust these sources? Students will be asked if they have been able to prove that their hypothesis was correct and whether that educated guess had changed. Once students determine that their hypothesis (or revised hypothesis) can be proven, the professor will assist them in developing their thesis. In this way, the component skill of "Reasoning/Conclusion" will be developed. This class will also align essential skill of "Critical Thinking" with NMHED's Student Learning Outcomes for the Humanities and WNMU's Department of Social Sciences and Cultural Studies Shared Learning Outcomes. It will do this by having students ask questions such as: 1) How has the formation of identity shifted by region and across time? 2) How do these documents and questions circulate in culture? How are they distributed, and who has access? 3) What particular aspects of culture do we focus upon in this assignment? A sample essay guideline, syllabus, and rubric accompany this certification form to show how the course emphasizes critical thinking skills, acquiring and assessing information, asking research questions, developing hypotheses, and reaching conclusions.

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

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

The class will address New Mexico's general education essential skill of "Personal and Social Responsibility" by requiring students to address, in the various types of writing assignments, the following Component Skills: 1) Intercultural reasoning and intercultural competence; 2) The analysis of evidence to evaluate the cultural, economic, and political factors that hinder or support solutions to local and global problems; and 3) Ethical reasoning. Each of these component skills will be assessed by asking students to answer questions based on comparing cultures, assessing the scope and definition of social problems over time and how the perception of and solutions to these problems have changed, and analyzing the ethics of decisions made by political, economic, and cultural leaders. Such questions would include 1) How did the interpretation of the terms of the Treaty of Guadalupe-Hidalgo shift over time, and how did changes in that interpretation impact citizenship, voting rights, and access to land ownership? 2) How has the conceptualization of ethnic identity changed in popular culture over time? 3) How did ethical issues contribute to changes for Hispanics, Chicanx, and Latinx peoples in the context of the Civil Rights Movement? Students will have the opportunity to answer other specific questions, particularly those that focus on NMHED's Student Learning Outcomes for the Humanities and WNMU's Department of Social Sciences and Cultural Studies Shared Learning Outcomes. A sample essay guideline, syllabus, and rubric accompanies this certification form to show how the course will stress intercultural reasoning and competence, the analysis of varied factors that support or hinder solutions to local and global problems, and opportunities to contemplate ethical issues.

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

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

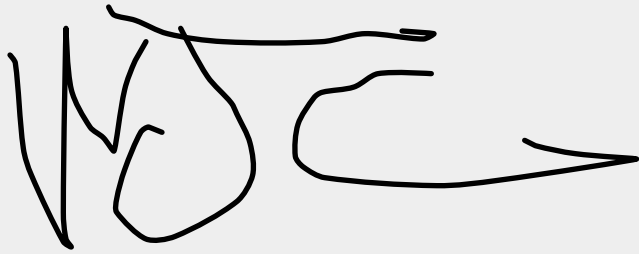
The class will address New Mexico’s general education essential skill of “Information and Digital Literacy” by requiring students address -- in essays -- the following Component Skills: Authority and Value of Information, Information Structure, and Research as Inquiry. All three of these Component Skills will be met by using following pedagogy: First, students will access the essay guideline. They will then be required to create an essay where they create a thesis based on the prompt for the assignment and support that thesis with relevant examples from the reading. This will allow them to develop their skills by analyzing sources critically for accuracy and bias, and presenting their findings through well-structured essays. Students will utilize both primary and secondary sources. While students will be encouraged to find ways to analyze bias within sources by, for example, telling the reader about the bias and how, by understanding that bias, the source can still be useful for understanding the construction of identity over time. In a similar manner, students will be encouraged to evaluate how their own biases and assumptions have shaped their own views, and how those assumptions and biases might be viewed by students and scholars several decades into the future. Furthermore, students will practice the structuring of in submissions that include an introduction, body, and conclusion, a thesis statement, and evidence. In so doing, they will find effective ways of presenting information that is logical and comprehensible in their assignments. The formatting method of Chicago Style/Turabian will be emphasized, though students approaching the material from other disciplines will be permitted to use other manuals of style as appropriate. The class will readily fulfill NMHED’s Student Learning Outcomes to “distinguish between primary and secondary sources, identify and evaluate evidence.” A sample essay guideline, syllabus, and rubric accompanies this certification form to show how this course will have an emphasis on accessing information, judging facts, developing interpretations, and presenting ideas effectively.

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

Link to Institution's General Education Assessment Plan

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

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



**Date**

May 26 2020

## Upload Assessment

**Completed** - May 26 2020

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

### [LALS 2340 Sample Assessment](#)

**Filename:** LALS\_2340\_Sample\_Assessment.pdf **Size:** 133.4 kB

## Upload Rubric

**Completed** - May 26 2020

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

### [LALS 2340 Rubric](#)

**Filename:** LALS\_2340\_Rubric.pdf **Size:** 54.2 kB

**Application: 0000001170**

## Summary

**ID:** 0000001170

**Status:** Under Review

**Last submitted:** May 27 2020 09:19 AM (MDT)

## Application Form

**Completed** - May 26 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	Julia Deisler
Title	Associate Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

## Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Theater (Arts, Design, and Media Arts)

## Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

## Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>



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

No

**Institutional Course Information**

Prefix	THEA
Number	1110
Title	Introduction to Theater
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	THEA
Number	1110
Name	Introduction to Theater

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

## Institution-specific Student Learning Outcomes

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

none

### C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. 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: Students watch a play and identify characteristics of specific genres. Students recognize that theatre is a fluid, living form of art with many layers of communication that operate through spoken word, staging, style, and genre. Students gain the ability to view a play through its particular genre, historical perspective, and gain an understanding of how their own social perspective can influence their perception of a play. They view films based on plays from specific genres in theatre, view links provided in the course modules, and read study guides provided in the course. Students identify elements of Greek classical theatre, neoclassical theatre, Medieval drama, realism, satire, modernism, and symbolic realism.

Students recognize that these genres evolved in a specific media, such as live performance outdoors, in

a castle, in private quarters that belonged to the aristocracy, and in buildings designed for the purpose of presenting live performances. In addition, some plays translate well to film, such as Shakespeare, others seem to lose something in translation, such as Antigone. In the past, students have attended a live performance and have identified how a live performance differs from a video and how those differences affect their experience.

Understanding and evaluating messages: Theatre is a specific form of communication, and depending on the social/historical context, will communicate specific concepts and ideas. In the context of this course, students evaluate the messages in plays from several perspectives; from their own (modern point of view), from an historical perspective, and from the perspective of the other students. They look at how historical context impacts the messages in drama, for example: G.B Shaw communicated criticism of social structures through satire, Greek/Classical Theatre originated out of religious festival and evolved into different genres depending on the message: tragedy for mythic stories, comedy for political criticism, satyr plays for bawdy humor, etc. Students explore the ways that dramatists communicate directly and indirectly, some plays are symbolic, some address human conditions through myth and magic ( Like Shakespeare's "The Tempest"), some are based in broad philosophical ideas or religious morals. Evaluation and production of Argument: Part of the midterm (attached to this application), asks students to watch a play, describe and evaluate the strength of the "messages" communicated in the play. They describe what elements of the play are successful in conveying emotion and messages? Why? What elements of the play were not successful? Why not? This is an example of an assignment which is used to assess the student's understanding of Communication as it relates to Theater.

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

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

PROBLEM SETTING--For the mid -term, students write a critique of a play of his/her choice, using the guidelines provided by faculty. For the film discussions, students will watch a film and respond to discussion prompts and to two other students. For the assignments, students will review imbedded links, attached documents, and conduct independent online research to respond to questions relevant to the assignment.

Evidence acquisition and evaluation: As mentioned above, students identify unique aspects of different genre of theater. They use this understanding to be able to distinguish one genre from another. Students look at a play and identify characteristics of specific genres. Students respond to discussion prompts that ask the student to view the characters, stage design, genre, and style and to provide a brief analysis based on the question. Students also respond to two other students, and often gain different perspectives on the question, especially when some students come from other countries and cultures. In the critique which students are required to do at midterm (mentioned above) students analyze a play by reviewing plot, staging, genre, and characters. Additionally, students identify and incorporate his/her personal experience of the play into the critique. This gives students a tool for recognizing personal bias and how that can impact individual perspectives of a play. Students also recognize how a message in a play may have had a very different reaction from an audience in a different historical era. For example, Ibsen's "A Doll's House" had a tremendous impact on audiences where the main character leaves her husband... as "the door slam that was heard around the world." In a modern context, the play is still relevant and interesting, but not shocking anymore because separation and divorce in modern culture is common. Throughout the course, students assess information through different forms of media, including film, study guides provided in the course and through research—mostly through the internet. Students will gain an understanding of how to evaluate the authority of a document... i.e. the difference between a WIKI site (which can be edited by anyone) and a site maintained by an accredited authority in a subject, such as [www.gutenberg.org](http://www.gutenberg.org) > files, and also to incorporate articles from news media like the New York Times for examples of modern critiques of plays.

Reasoning/conclusion: Students watch films and examine historical context, genre, style, social environment in evaluating plays. Students do additional research to examine how context can affect the impact of a play. For example, topics that would have been shocking in Victorian England would not have the same effect on a modern audience in London. In doing research, students will gain an understanding of the fluid nature of art, literature, theatre, even science as humans adjust perspective and are influenced by political, theological, philosophical, and scientific ideas. Students, through their discussions, research, and evaluations, incorporate historical perspective, dramatic theory, an understanding of personal bias, and social context. Students then to come to a conclusion about the impact of specific plays on themselves, on the modern audience, and on the audience the play was written for.

**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 and teamwork: Students participate in group discussions online throughout the course, and respond to each other based on guidelines provided in the discussion rubric. Students respond to each other in the discussions and evaluate dramatic genres through multiple angles of perspective. Students work together in developing their understanding of genres, styles, and cultural perspectives. Students also problem solve together in helping each other with navigating the online course template, or finding films. Students practice ethical standards in online communication with each other. The discussions and critiques provide the groundwork for the final project. For the final project, students develop a presentation based on a genre/play of his/her choice. For this, students will communicate with each other about their ideas for a final project, and will do independent research and choose a medium for their project.

Intercultural reasoning and competence: Theatre historian, Dr. Oscar Brockett wrote that theatre promotes empathy through its invitation to participate in the experience of another during a performance. "You don't really know a man until you step in his shoes and walk around in them." Atticus Finch, To Kill a Mockingbird. Students explore how differences in culture affect perspectives, through the discussions with other students, and through learning about the cultures that gave rise to particular dramatic genres.

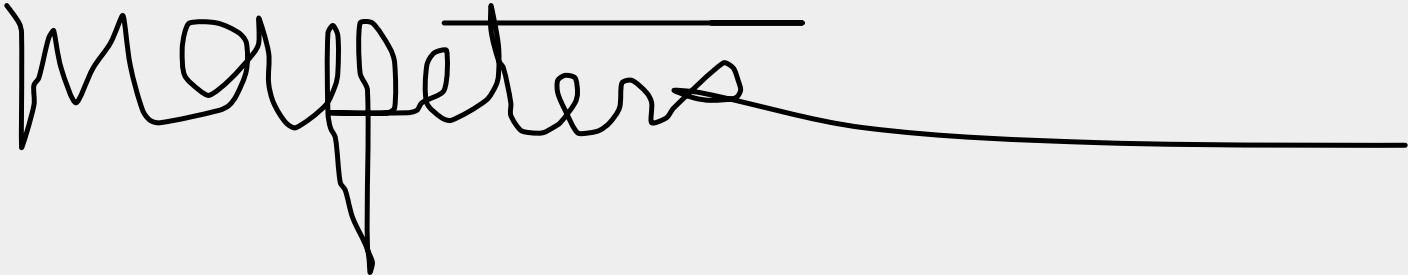
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

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



#### Date

May 26 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [THEA 1110 assignment and rubric \\_\\_ \(1\)](#)

**Filename:** THEA\_1110\_assignment\_and\_rubric\_\_1.pdf **Size:** 65.9 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: 0000001172

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001172

**Status:** Under Review

**Last submitted:** May 27 2020 09:24 AM (MDT)

## Application Form

**Completed** - May 27 2020

# Application Form

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

## Essential Skills

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	Julia Deisler
Title	Assoc. Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Science

### Chief Academic Officer

Name	Margaret Petersr
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

No

### Institutional Course Information

Prefix	GEOL
Number	2210 and 2210L
Title	Historical Geology
Number of credits	3+1

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

Yes

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	GEOL
Number	2210
Name	Historical Geology

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

GEOL 2110

1. List the major principles of stratigraphy and biostratigraphy and discuss their significance.
2. Recognize or explain how sedimentary rocks can be used to interpret ancient environments.
3. Recognize or explain how plate tectonics has affected the distribution of life, climate, and sea level.
4. Describe the process of Darwinian evolution.
5. Demonstrate a basic knowledge of biodiversity.
6. Recognize and explain taphonomy and the biases inherent in the fossil record.
7. Discuss the major mass extinctions recorded by fossil evidence including potential causes and organisms affected.
8. Compare relative versus absolute time and explain how geologists determine the ages of rocks, fossils, and the Earth.
9. Discuss the development of the geologic time scale.
10. Recognize or explain the history of life on Earth during major time periods and describe major biological innovations through time.
11. Recognize or explain the physical geologic evolution of Earth over time.

## 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

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### C. Narrative

In the 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.*

One of the assignments in this class is for students to assess the various theories that explain physical processes of the natural world and its interrelated ecosystems. Students identify the six most cited geologic theories that are used to explain geological/biological processes on the planet (problem setting). They research each in the textbook and other sources, citing their sources appropriately; they write a short definition of each theory in their own words and give examples of geologic events that apply to each theory (evidence acquisition). The students then create a table ranking the theories from the best supported to the least-well supported by the evidence (evidence evaluation). Students then write a synopsis of the best-supported theory, outlining the evidence that supports this theory (reasoning/conclusion). Students submit for grading theory definitions, theory ranking table, a discussion/synopsis of the best-supported theory, and a citation list.

**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 undertake an extended research and mapping project of the trapped water reservoir beneath the fictitious town of Wagon Wheel in the Water Melon Mountains somewhere out West. The students play the part of a young geo-hydrologist just out of school and map out the water reservoir, calculate the volume of water remaining, and estimate the life span of the town's water supply. Each week the students use the given water well drill data to construct several geological reports and maps – cross-sections, a topographic map, a fence diagram, a structure maps, and an isopach map (communication/representation of quantitative information). The students write a weekly report of their work in progress to be presented to the “town” (communication/representation of quantitative information). Lastly, the students calculate the volume of water remaining in the reservoir and compare it to yearly water consumption by the town. At that point they calculate the lifespan of the reservoir and its effects on the longevity of the town itself (analysis of quantitative arguments & application of quantitative models).

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

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

Students undertake an extended research and mapping project of the trapped water reservoir beneath the fictitious town of Wagon Wheel in the Water Melon Mountains somewhere out West. The students play the part of a young geo-hydrologist just out of school and map out the water reservoir, calculate the volume of water remaining, and estimate the life span of the town's water supply. Using the data given, student calculate the volume of the reservoir, and compare it to the town's yearly water consumption. The personal and social responsibility elements that the student must wrestle with in this project are sustainability and ethical reasoning. Students can use the data to calculate the sustainability and longevity of the town into the future; the student explores ways to extend the life of the reservoir and the lifespan of the town (sustainability & the natural & human worlds). The student must also deal with the issue of how to tell the town - which has "employed" them - that their resources are limited, and therefore to what extent the lifespan and/or size of their town is limited (ethical reasoning).

---

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

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 "Michael Raine" in a cursive, flowing style. The letters are connected, and there is a long horizontal line extending from the end of the signature.

### Date

May 25 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [GEOL2110 waterMelon final](#)

**Filename:** GEOL2110\_waterMelon\_final.pdf **Size:** 89.3 kB

## Upload Rubric

**Incomplete**

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

## Application: 0000001148

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

### Summary

**ID:** 0000001148  
**Status:** Under Review  
**Last submitted:** Apr 30 2020 11:28 AM (MDT)

## Application Form



# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Kathy Powers
Title	Associate Professor
Phone	505-277-5104
Email	<a href="mailto:kpowers1@unm.edu">kpowers1@unm.edu</a>

### Submitting Institution

Name of HEI	UNM
Submitting Department	Political Science

### Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

### Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

## Institutional Course Information

Prefix	POLS
Number	2120
Title	International Relations
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	POLS
Number	2120
Name	International Relations

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Explain the interrelationships between countries and people in the world,
2. Demonstrate an awareness of current events in the world.
3. Describe several theories of International Relations
4. Explain and identify theories of power and decision making among states in the world.
5. Describe and evaluate issues that relate to International Politics, and how individuals are affected by them.
6. Describe the role of Intergovernmental Organizations in International Politics.
7. Identify the role war plays in International Politics.
8. Explain how economics is intertwined with International Politics.
9. Demonstrate an understanding of role of international terrorism and its impacts on global diplomacy.
10. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, history, government, and social institutions.

## Institution-specific Student Learning Outcomes

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

The Department of Political Science also developed SLOs that inform learning objectives for all department courses.

1. The students will demonstrate an ability to think critically regarding political problems, trends, and developments.
2. The students will demonstrate an ability to communicate effectively.
3. The students will demonstrate strong analytical writing skills.
4. The students will demonstrate knowledge and understanding of fundamental concepts and theories in political science.
5. The students will be able to apply political science theories and/or concepts to realworld cases or be able to apply a case or set of cases using an appropriate theory.
6. The students will be able to evaluate theories, either in light of empirical evidence or on theoretical grounds.
7. The students will demonstrate knowledge and understanding of their rights and obligations as a citizen.

---

### C. Narrative

In the 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.*

POLS 2120 is a lower division undergraduate course designed to survey the study of International Relations within Political Science. The goal of the course is to introduce students to basic concepts, theories, issues, and cases. Course related activities are designed to develop essential skills including communications, critical thinking, and social responsibility.

Communication Skills: Since the size of the course has increased from 45 students to nearly 60 students over the last 5-7 years, written and digital communications are the focus. Students are evaluated via online quizzes, written exams, research papers, and other forms of written assignments. Verbal forms of evaluation, other than class participation, are difficult to include given the growing number of students in the course.

***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.*

POLS 2120 is an introductory course focused on teaching students how to critically evaluate ways of understanding international politics. The research paper assignment requires development and use of these skills. Students are required to choose a case and analyze its implications for international politics in general and specific issues like war, trade, human rights, environment, and health. In the process of conducting research, students will apply core concepts and theories, engage in problem setting, evidence acquisition, evidence evaluation, and reasoning/conclusion.

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

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

Several topics covered in the course encourage the development of skills in personal and social responsibility. International human rights law, international humanitarian law (laws of war), state repression, and climate change are core topics covered in this course. Students learn about their rights and responsibilities under international law. Major human rights treaties, international organizations, and Geneva Conventions on the laws of war are reviewed. Intercultural reasoning and competence is utilized to critically assess the provision of human rights and which human rights matter. For example, we discuss cultural sensitivity when encountering very different ways of thinking about what are human rights and who has them. Clashes among competing human rights (e.g., civil vs. economic human rights) are discussed in class and students must engage in related debates in written form. We consider these issues with respect to the environment in international relations and the political consequences of climate change. Ethical ways of addressing clashes in rights and responsibilities is an area of study in this class. Ethics is covered with respect to ethical issues in international politics as well as the ethics of how we choose to study international politics.

**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

Apr 30 2020

## Upload Assessment

**Completed** - Apr 30 2020

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

[\*\*POL 2120 International Politics\\_Final Paper\\_Fall 2019 recertification report\\_Spring 2020\\_final\*\*](#)

**Filename:** POL\_2120\_International\_Politics\_Final\_QMope9F.pdf **Size:** 75.0 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: 0000001137

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

#### Summary

**ID:** 0000001137

**Status:** Under Review

**Last submitted:** Apr 5 2020 08:41 AM (MDT)



# Application Form

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

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### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.

- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

### Contact Information

Name	Suzanne Balch Lindsay
Title	Asst VP for Academic Affairs
Phone	5755622314
Email	<a href="mailto:Suzanne.Balch@enmu.edu">Suzanne.Balch@enmu.edu</a>

### Submitting Institution

Name of HEI	Eastern New Mexico University
Submitting Department	Anthropology

### Chief Academic Officer

Name	Jamie Laurenz
Email	<a href="mailto:jamie.Laurenz@enmu.edu">jamie.Laurenz@enmu.edu</a>

### Registrar

Name	DeLynn Bargas
Email	<a href="mailto:DeLynn.Bargas@enmu.edu">DeLynn.Bargas@enmu.edu</a>

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

No

**Institutional Course Information**

Prefix	ANTH
Number	1140
Title	Introduction to Cultural Anthropology
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	ANTH
Number	1140
Name	Introduction to Cultural Anthropology

### A. Content Area and Essential Skills

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#### 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

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### B. Learning Outcomes

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

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

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

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

## Institution-specific Student Learning Outcomes

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

This is re-submission from a R&R vote at the February 2020 review meeting

## C. Narrative

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

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

---

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

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

\*This is re-submission from a R&R vote at the February 2020 review meeting\*

As an introduction to cultural anthropology, this course will provide a foundation in essential communication skills. In order to emphasize communication competencies, students will engage with written homework as well as in the class presentations. In these weekly assignments, students engage with writing prompts that explore issues discussed in class using their own experiences and real world examples. For example, in the attached assignment on “Ecological Footprint,” students have the opportunity to reflect on “sustainability and the natural and human worlds” in the ways that their behaviors impact the ecosystem and the ways they can minimize the environmental impact. Through this activity, students learn about “ethical reasoning” by learning about how their lifestyle choices impact their environmental impact on the planet and other human beings. Through evaluating these materials, they also have the opportunity to analyze different ideas about environmental sustainability and evaluate which choices can contribute most to lessening their ecological footprint. Students then write short answers to these prompts that allow them to develop their written communication skills. Upon completion of their individual assignments, students give oral presentations to the class about what they have learned and what changes they will make to minimize their ecological footprint. Presenting their work allows students to practice civil discourse and sharing their knowledge of local and global problems with their classmates. Having a number of low stakes writing and presentation assignments, rather than only one final essay, enables students greater opportunities to improve their communication skills over the course of the semester.

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

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

\*This is re-submission from a R&R vote at the February 2020 review meeting\*

One of the primary goals of this class is to help students develop critical thinking skills through engaging with and evaluating real world issues. Throughout the course, critical thinking assignments will challenge students to think about the world around them, challenging their own assumptions about themselves and ourselves. As an introduction to the discipline of cultural anthropology, this course emphasizes anthropology's unique approach to see and research world cultures. Developing critical thinking skills will help students appreciate both the similarities as well as differences within and among societies. The department assesses students' critical thinking skills informally through homework and in class assignments. In these assignments, students learn to think critically about major anthropological concepts such as culture, language, health, foodways, economies, political systems, kinship, marriage and the family, the environment, sex and gender, identity and social inequality, globalization processes and the arts. For example, in the Ecological footprint activity, students have the opportunity to practice critical thinking and ethical reasoning by understanding the ethical implications of their personal lives and having to make decisions about who should bear the cost and responsibilities for the long term sustainability of society. They also have the opportunity to engage with active learning, by presenting these ideas to their classmates and debating the cost vs. benefits of their choices. Assignments and homework such as these allow for students to explore these concepts in greater detail and apply them to their own lives. Throughout the course, critical thinking assignments will challenge students to learn what makes the anthropological perspective a unique way to approach and answer these questions, challenging our own assumptions about others and ourselves.

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

*In this box, provide a narrative that explains how the proposed course addresses 2 of the components of*



\*This is re-submission from a R&R vote at the February 2020 review meeting\*

Personal and social responsibility is at the heart of anthropology as it is the study of human cultures across space and time. This course explores what makes the anthropological perspective a unique way to understand human social life, challenging our own assumptions about others and ourselves. Throughout the course, students learn component skills in (1) ethical reasoning and develop an understanding of (2) civic discourse, knowledge, and engagement at the local and global level. One of the primary ways that this class encourages personal and social responsibility is by exploring the effects of ethnocentrism and bias in society. This perspective is at the heart of lecture material, class discussions, short debates, and other forms of media that are brought into the classroom to demonstrate how humanity's history of ethnocentrism has affected various cultural groups in the past and contemporarily. Through homework, in class assignments and tests, students focus on researching relevant current events from an anthropological perspective. These topics cover the breadth of the human experience including chapters on religion, language, art, family/kinship and culture. It also insists on the relevance of anthropological studies in today's world, for example in understanding issues of representation (race, gender, etc.), power, inequality, and health. By focusing on these contemporary topics, students learn how ethics concerning issues of race/racism, gender, class and other forms of discrimination are created and perpetuated in society. By the end of this module, students are able to participate in a respectful civic dialogue concerning ethical considerations, various cultural perspectives on social injustice, and the civic responsibilities of anthropologists.

For example, in the "Ecological Footprint" activity (see attached) students learn to take personal and social responsibility about the impacts of their way of life on the environment and see how small choices can lead to large consequences. They also learn the most effective ways to lessen their environmental impact. Emphasizing an approach to personal and social responsibility through their ecological footprint allows student understanding of the world around them, these assignments help students understand how culture, history, power, politics, and social inequality influence and impact their lives. Assessing these measures of personal and social responsibility allows the instructor and department to understand how students are learning and retaining new skills (such as civic discourse and ethical reasoning) and values (such as ecological sustainability) to their lives.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, appearing to read "John H. [unclear]". The signature is written in a cursive style with a large initial "J" and "H".

### Date

Apr 5 2020

## Upload Assessment

**Completed** - Apr 5 2020

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

### [ANTH 1140 ecological footprint](#)

**Filename:** ANTH\_1140\_\_ecological\_footprint.pdf **Size:** 114.4 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: 0000000899

David Torres - davytorres@nmmc.edu

## Summary

**ID:** 0000000899

**Status:** Under Review

**Last submitted:** May 14 2020 09:57 AM (MDT)

## Application Form

**Completed** - Jan 8 2020

## Application Form

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

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

# Tips for Completing the General Education Course Application

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

## Contact Information

Name	Dr. David Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nnmc.edu">davytorres@nnmc.edu</a>

## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nnmc.edu">provost@nnmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nnmc.edu">janice.baca@nnmc.edu</a>

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

Yes

**Institutional Course Information**

Prefix	PHYS
Number	1240L
Title	Algebra-based Physics II Laboratory
Number of credits	1

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

Yes

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

No

**Co-requisite Course**

Prefix	PHYS
Number	1240
Title (if applicable)	Algebra-based Physics II

## New Mexico Common Course Information

Prefix	PHYS
Number	1240L
Name	Algebra-based Physics II Laboratory

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

- 1.Explain the scientific method.
- 2.Test ideas using modern laboratory equipment.
- 3.Estimate experimental uncertainties using statistical methods.
- 4.Use computers to analyze and report laboratory results.
- 5.Draw appropriate conclusions from quantitative scientific observations
- 6.Accurately and clearly communicate the results of scientific experiments

## Institution-specific Student Learning Outcomes

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

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

- 1.Explain the scientific method.
- 2.Test ideas using modern laboratory equipment.
- 3.Estimate experimental uncertainties using statistical methods.
- 4.Use computers to analyze and report laboratory results.
- 5.Draw appropriate conclusions from quantitative scientific observations
- 6.Accurately and clearly communicate the results of scientific experiments

---

### C. Narrative

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

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

---

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

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

Student will engage in a series of labs that will teach the student learning outcomes for the course. The theory section, PHYS 1240, has already been accepted by the NMHED General Education Committee. These labs will involve:

1. Measuring voltage and resistance in electrical circuits
2. Using Faraday's law to induce current in a circuit
3. Explaining electrostatic experiments with a Van der Graff generator
4. Verifying that a coil of wire with current generates a magnetic field
5. Using a laser to determine the size of a human hair using its diffraction pattern
6. Measuring the thermal expansion of a metal
7. Determining the focal length of a lens
8. Using MATLAB computer simulations to verify Gauss' law
9. Using MATLAB computer simulations to demonstrate the Lorentz force equation on a charged particle due to a magnetic field.
9. Visualizing electric and magnetic fields using MATLAB codes

Students will learn to gather data (evidence acquisition) and analyze the data (evidence evaluation) in each of these labs. They will need to draw conclusions from the data (critical thinking; reasoning/conclusion) and determine if the analyzed data aligns with an equation or law in physics. For example, students will need to determine if the voltage in a circuit matches the predicted voltage from electrical theory. Students will also need to explain the physical phenomenon behind an equation and identify if there are inconsistencies between the data measurements and theory (thus applying reasoning skills).



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

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

Quantitative reasoning will be assessed through data collection. Students will need to process the data and communicate and summarize the results of their analysis. For example, suppose a student has collected voltages from a set of resistances connected in series. A student can calculate the voltages based on electrical theory and compare them to the measurements. This requires a student to use quantitative arguments and to apply quantitative models. Do the calculations verify Kirchhoff's laws?

Critical thinking will be needed to predict the direction of the current with Lenz's law when a magnet is moved through a coil of wire and students will need to use communication skills to explain the direction of current.

Students will measure the linear expansion when a metal rod is heated and determine if their measurements match thermal linear expansion theory. Can any inconsistencies be explained?

The same quantitative reasoning and analysis can be applied to computer simulations which show the force on a charged object due to a magnetic field. The Lorentz force equation can be used to predict the spiral motion a moving charged object will acquire. Students will need to use critical thinking skills and quantitative reasoning to predict if the radius of the spiral will increase or decrease if the magnetic field is increased. The simulations can also be used to visualize the electric field generated by two charged objects or the magnetic field generated by a linear or coiled conductor.

**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 learn to work in teams on the lab assignments. They will need to decide who performs what task in an assignment. Tasks may involve setting up the lab equipment, conducting the experiment, collecting the data, analyzing the data, and comparing the analysis with equations and physical laws. Some tasks may require the involvement of all the team members and some tasks may be performed by only two individuals. This teamwork will require intercultural reasoning and intercultural competence. If a result or calculation looks incorrect, students will need to explain why it may be incorrect while being sensitive to the other team members' work (thus applying ethics, civic discourse and engagement).

In a lab, students can observe firsthand a physical law instead of simply accepting the validity of a law. They will also learn that any experiment needs to be documented in order to be replicated by others. Students will also need to reconcile the fact that experimental errors can sometimes muddy the results and lead to variability when comparing with a physical law. This process however can allow them to reflect on what measures need to be taken to improve the experiment and reduce experimental error. Some discrepancies may be due to human error which ethical reasoning should require students to disclose

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

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 read 'D. Torres'.

**Date**

Jan 7 2020

## Upload Assessment

**Completed** - Jan 7 2020

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

### [Assessment for PHYS 1240L](#)

**Filename:** Assessment\_for\_PHYS\_1240L.pdf **Size:** 113.6 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: 0000000774**

David Torres - davytorres@nmmc.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000000774

**Status:** Under Review

**Last submitted:** May 14 2020 09:56 AM (MDT)

## Application Form

Completed - Jan 8 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 Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nmc.edu">davytorres@nmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nmc.edu">provost@nmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nmc.edu">janice.baca@nmc.edu</a>

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

Yes

**Institutional Course Information**

Prefix	PHYS
Number	1230L
Title	Algebra-based Physics I Laboratory
Number of credits	1

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

Yes

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

No

**Co-requisite Course**

Prefix	PHYS
Number	1230
Title (if applicable)	Algebra-based Physics I

## New Mexico Common Course Information

Prefix	PHYS
Number	1230
Name	Algebra-based Physics I

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

1. Explain the scientific method.
2. Test ideas using modern laboratory equipment.
3. Estimate experimental uncertainties using statistical methods.
4. Use computers to analyze and report laboratory results.
5. Draw appropriate conclusions from quantitative scientific observations.
6. Accurately and clearly communicate the results of scientific experiments.

## Institution-specific Student Learning Outcomes

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

1. Explain the scientific method.
2. Test ideas using modern laboratory equipment.
3. Estimate experimental uncertainties using statistical methods.
4. Use computers to analyze and report laboratory results.
5. Draw appropriate conclusions from quantitative scientific observations.
6. Accurately and clearly communicate the results of scientific experiments.

---

### C. Narrative

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

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

---



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

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

All the Student Learning Outcomes will be covered in the class. The theory section of this course PHYS 1230 has been already approved by NMHED General Education.

Student will engage in a series of labs that will teach the student learning outcomes for the course. These labs will involve:

1. Distance, velocity, and acceleration
2. Rotational motion
3. Forces on a block on an inclined plane
4. Balancing forces on a plane using a force table
5. Conservation of momentum
6. Wave motion and frequencies on a string

Students will learn to gather data (evidence acquisition) and analyze the data (evidence evaluation) in each of these labs. They will need to draw conclusions from the data (critical thinking; reasoning/conclusion) and determine if the analyzed data aligns with an equation or law in physics. For example, students will need to determine if the acceleration of an object matches the predicted acceleration of an object moving down an inclined plane. They will determine how the length of a string changes the fundamental frequency at which it vibrates and determine if the length can be predicted by theory. Students will also need to explain the physical phenomenon behind an equation and identify if there are inconsistencies between the data measurements and theory (thus applying reasoning skills).

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

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

Quantitative reasoning will be assessed through data collection. Students will need to process the data and communicate and summarize the results of their analysis. For example, suppose a student has collected a series of distances at different times. From these distances, a student can calculate the average velocities between these distances, and from the average velocities, students can calculate the average accelerations. This requires a student to use quantitative arguments and to apply quantitative models. Do the calculations show evidence of constant acceleration? Do the calculations show that the object's velocity increases linearly in time? Do the calculations show that the objects' distance increases quadratically in time?

The same quantitative reasoning and analysis can be applied to the frequencies on a guitar string. The notes on a tuned guitar string can be created by decreasing or increasing the string length using frets. Students can predict the position of the frets given knowledge of the frequencies of notes and the inverse relationship between the frequency and the length of a string, thus applying a quantitative model.

In a force table, students will need to calculate the angle at which to hang a third mass to balance two existing masses hung at arbitrary angles from the force table. This will require solving a set of equations involving some basic trigonometric calculations and thus ask students to communicate quantitative information using mathematics.

**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 learn to work in teams on the lab assignments. They will need to decide who performs what task in an assignment. Tasks may involve setting up the lab equipment, conducting the experiment, collecting the data, analyzing the data, and comparing the analysis with equations and physical laws. Some tasks may require the involvement of all the team members and some tasks may be performed by only two individuals. This teamwork will require intercultural reasoning and intercultural competence. If a result or calculation looks incorrect, students will need to explain why it may be incorrect while being sensitive to the other team members' work (thus applying ethics, civic discourse and engagement).

In a lab, students can observe firsthand a physical law instead of simply accepting the validity of a law. They will also learn that any experiment needs to be documented in order to be replicated by others. Students will also need to reconcile the fact that experimental errors can sometimes muddy the results and lead to variability when comparing with a physical law. This process however can allow them to reflect on what measures need to be taken to improve the experiment and reduce experimental error. Some discrepancies may be due to human error which ethical reasoning should require students to disclose.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

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 'Julia Deisler'.

**Date**

Nov 30 2019

## Upload Assessment

**Completed** - Jan 7 2020

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

### [Assessment for PHYS 1230L](#)

**Filename:** Assessment\_for\_PHYS\_1230L.pdf **Size:** 71.2 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: 0000001146

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001146

**Status:** Under Review

**Last submitted:** May 25 2020 11:10 AM (MDT)

# Application Form

Completed - Apr 22 2020

## Application Form

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

### Essential Skills

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	Julia Deisler
Title	Associate Dean
Phone	5054281817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community Colleg
Submitting Department	English

### Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

No

**Institutional Course Information**

Prefix	ENGL
Number	1120
Title	Composition II
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	ENGL
Number	1120
Name	Composition II

### A. Content Area and Essential Skills

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

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

### B. Learning Outcomes

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

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

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres
2. Employ writing processes such as planning, organizing, composing, and revising
3. Use a variety of research methods to gather appropriate, credible information
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.)
7. Use an appropriate and convincing voice (including syntax and word choice)



## Institution-specific Student Learning Outcomes

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

None

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### C. Narrative

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

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

---

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

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

Genre and Medium Awareness, Application, and Versatility: Students read, analyze, and write material in a range of forms and genres, including but not limited to essays, stories, poems, critical analyses, reading responses, journal entries, annotations, bibliographies, and discussion posts. They also read, listen to, watch, and/or analyze communications in a range of media--in print, online, and in spoken and visual formats. In discussion and writing, students analyze communicative purposes of texts and visuals, and the effects and effectiveness of presenting information in different genres and using different media.

Strategies for Understanding and Evaluating Messages: In discussion and writing, students analyze audience, purpose, genre (form), tone, style, credibility, contexts, and subtexts in assigned materials created in various genres and media. For example, students may analyze pieces of writing (including essays and articles) as well as visual images (ie photographs), with a focus on how imagery, language, associations, and other clues to be found in the material convey a central message. Students' rhetorical analyses also include identification and critique of common logical fallacies.

Evaluation and Production of Arguments: Students read and assess the persuasiveness of a range of written and visual materials. Students distinguish implicit perspectives from explicit thesis statements; identify main claims or themes in a given work; make their own original claims in response to claims put forth in a given work; identify and explore logical and aesthetic patterns in a given work or set of works; generate expository and persuasive writing in response to a range of materials, written and otherwise; and present "naysayer" perspectives in order to create well-defended written arguments. Students conduct research in print and online, and they integrate information/ideas from this research into their own argumentative writing.

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

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

Problem Setting: Students develop their own original claims in response to written and/or visual works, identifying key “problems” or questions they’d like to see answered or explored.

Evidence Acquisition: For multiple written assignments, students gather information through primary and secondary research. To ensure that students understand research methods and evaluation of sources, they participate in library research activities offered in consultation with one or more of SFCC’s instructional librarians. Students must select and use diverse information sources to indicate their grasp of how information structures may vary from personal narrative to journalistic reporting to peer-reviewed scholarly research.

Evidence Evaluation: Assignments, quizzes, and/or class discussions guide students in determining the credibility and applicability of evidence gathered. Students evaluate the quality and credibility of details, statistics, anecdotes, and other evidence-based material in course texts and media; and they identify a writer’s goals and/or intentions.

Reasoning/Conclusion. For many assignments, students derive their thesis claims and central arguments through analysis of primary and secondary research. Students are asked to use inductive and deductive logic, evidence, and analysis of audience to craft persuasive arguments that center on the course’s texts and media selections.

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

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

Authority and Value of Information. Students use research from authoritative, credible sources to help support claims. For one or more assignments, students are required to use more than three outside, credible sources. Students are typically required to source research from our library's holdings, including electronic databases that provide access to general readership periodicals as well as peer-reviewed scholarly journals. An annotated bibliography assignment require students to articulate the authority, value, and applicability of the researched information to their own purposes in constructing meaningful arguments and other communications.

Information Structures. To ensure that students understand research methods and evaluation of sources, they participate in library research activities offered in consultation with one or more of SFCC's instructional librarians. Students must select and use diverse information sources to indicate their grasp of how information structures may vary from personal narrative to journalistic reporting to peer-reviewed scholarly research.

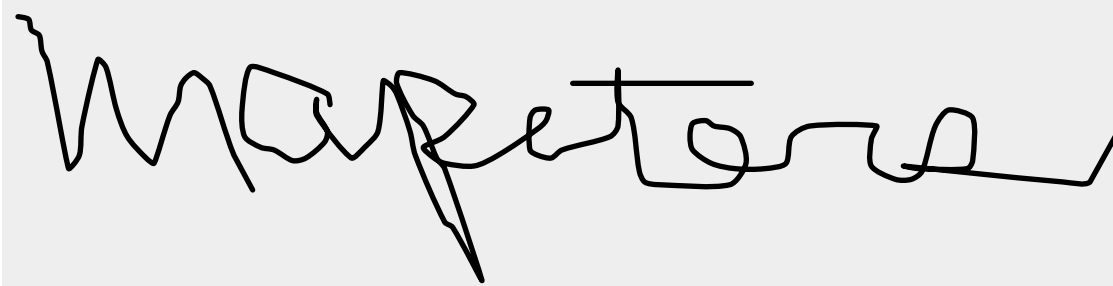
Research as Inquiry. In one or more research-based assignments, students engage in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. (See sample assignment for assessment.)

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

Link to Institution's General Education Assessment Plan

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

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



#### Date

Apr 22 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [English 1120 Sample Assessment](#)

**Filename:** English\_1120\_Sample\_Assessment.pdf **Size:** 113.0 kB

## Upload Rubric

**Completed** - May 25 2020

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

### [SFCC ENGL Dept Critical Thinking & Info Lit Rubric Spring 2020](#)

**Filename:** SFCC\_ENGL\_Dept\_Critical\_Thinking\_Info\_816tthT.pdf **Size:** 192.7 kB

## Application: 0000001173

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

#### Summary

**ID:** 0000001173

**Status:** Under Review

**Last submitted:** May 27 2020 09:25 AM (MDT)

# Application Form

Completed - May 26 2020

## Application Form

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

### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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

### Tips for Completing the General Education Course Application

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- 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	Julia Deisler
Title	Assoc. Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Science

### Chief Academic Officer

Name	Margaret Petersr
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

No

## Institutional Course Information

Prefix	BIOL
Number	2225 and 2225L
Title	Human Anatomy and Physiology II/L
Number of credits	3+1

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	BIOL
Number	2225 and 2225L
Name	Anatomy and Physiology II

## A. Content Area and Essential Skills



## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

BIOL 2225

1. Identify and describe the major anatomical features of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems.
2. Analyze the physiological roles of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis in the human body.
3. Explain how fluid and electrolyte balance is maintained in the human body.
4. Compare and contrast the anatomy and physiology of male and female reproductive systems.
5. Describe pregnancy from conception to parturition including human growth and development from zygote to newborn.
6. Explain heredity and genetic control.

### 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.*

Critical thinking skills are assessed in the laboratory experiments throughout the semester, as students must learn to use concepts in a logical, practical manner to understand why a tissue/structure functions as it does. Science commonly uses the scientific method format to acquire, evaluate, reasonably and consistently analyze, and come to conclusions.

Students complete a unit on heart function; students work together as a team to learn proper technique for listening to individual heart valve sounds with a stethoscope, the technique for taking a patient's pulse, and the technique for blood pressure reading with a blood pressure cuff. Students also learn normal values for these measurements as well as abnormal values and their diagnostic value for diseases and conditions harmful to the patient (problem setting). Students collect data (evidence acquisition). Students compare pulse and blood pressure values collected with normal values (evidence evaluation). Then, students use their measurements as evidence to analyze the health status of the patient. Some measurements require calculations of formulae to observe the various effects of several factors on blood pressure and how changes in BP affect heart output. Students evaluate and use medical-based reasoning to come to a conclusion about the health status of their patient (reasoning/conclusion). Thus, critical thinking skills are used in learning the importance of these measurements and how to perform them, acquiring the data, analyzing the data, and using calculations for results to evaluate patient health.

---See attachment: Heart Sounds, Pulse, and Blood Pressure"

As students explore cells of other body systems, they use the same critical thinking methods to compare/contrast structure and function of various types of cells/organs in the body, transport of molecules into/out of cells, kidney filtration processes, and to predict inheritance of different blood types.

---

***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 communicate and analyze specific characteristics used to identify different types of blood cells observed in microscope slides. Students form teams of four, then observe and practice how to distinguish types of white blood cells apart while using communication to differentiate characteristics of each type of cell. Then each student counts 25 cells on the microscope slide (= 100 total white blood cells for the team) while another student prepares a quantitative table of the results. Students represent their results in graphs and as percentages, to find the relative frequency of each type of white blood cell in their blood sample (communication/representation of quantitative information).

Students compare the number of each cell type in the sample to a table of normal blood cell values to see if the results express normal or abnormal numbers of each cell type. Observation of normal or abnormal numbers of various white blood cell types (expressed in charts and graphs) indicates if the body is mounting an immune response to certain pathogens (virus, bacteria, allergic reaction, etc.) and assists in the diagnosis of disease conditions. Students analyze examples of diseases/conditions that show varying numbers of certain cell types (anemia, polycythemia, allergic reaction, etc.). Students apply the reasoning used to assist with patient diagnosis (analysis of quantitative arguments and application of quantitative models). This test and others in the attached chart are standard tests done in the medical laboratory on patient samples.

---See attachment: "Chart of Blood Tests"

Students complete a unit on heart function, including listening heart sounds, and taking pulse and blood pressure readings on a patient. Emphasis is on understanding of the measurement and meaning of diastolic/systolic blood pressure units and pulse rates. Students work in pairs, as one takes the pulse and blood pressure of the other student. As students read the blood pressure cuff gauge, and learn the technique, they gather quantitative data on the patient's heart function (communication/representation of quantitative information).

Students use the "Cardiac Cycle" graph (attached) to compare measured pressures during contraction (systolic) and relaxation (diastolic) to the different lines in the graph, which show not only contraction and relaxation of the heart, but also which valves are open/closed and how blood volume changes in different locations over the cycle. As blood pressure moves blood volume through the heart, the pressure is measured in the vessels. This applies the data acquired directly to the aspects of heart function and health as the pressure measurements give the status of heart and blood vessel function. As increased/decreased pressures are measured, they explain what is actually happening the heart, and if it is within normal functioning limits. Some measurements require using data calculation in formulae to observe the various effects of several factors on blood pressure. Students learn to read the graph, compare their data to normal pressure at points along the graph, and relate data to disease conditions (analysis of quantitative arguments and application of quantitative models).

Application of this quantitative model is critical in lecture discussion of normal and diseased heart function, how this affects blood pressure, and delivery of oxygen to body cells. Evaluation of patient health is then possible using normal and abnormal values to assess and apply to human health. ---see attachment of Cardiac Cycle graph and “Heart Sounds, Pulse, and Blood Pressure” sheets.

**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.*

Healthcare careers require development of essential collaboration skills, teamwork, and value systems; workers must understand/use ethical reasoning in all aspects of their job. In the lab, students are required to work with others using collaboration skills and teamwork as they share microscopes and models.

During labs, the instructor requires active participation, including interactive collaboration, teamwork, and respect for other student’s value systems. For example, as students observe microscope slides, they must identify and compare structure of the tissue critical to function; they will discuss the slide, pointing out and identifying structures to each other. As one is usually better at a task (microscopy technique, visually recognizing structures with tissue, etc.) than another student, teamwork allows both students student to improve their skills for collaboration and teamwork, as the concepts are learned.

(collaboration, teamwork, and value systems).

As students study relationships/interactions of genetic basis for inheritance of blood types and several diseases (sickle cell anemia, Down’s, cystic fibrosis, etc.), the instructor explains concepts of inheritance of the “ABO blood antigens”; then team collaboration is used to build on the concepts. As students learn the blood typing procedure, four teams collaborate to perform the test on an unknown sample, each member taking on a role within the experiment. Interpretation of test results require visual collaboration, teamwork, and discussion as students visually observe and determine the results for blood typing of four samples. (collaboration, teamwork, and value systems ). Students consider the ethical aspects for patient confidentiality and cultural/moral stigma associated with certain conditions (ethical reasoning).

Instructor uses a rubric to assess teamwork and ethical/professional behavior.

Students watch a film (“9 Months That Made You”) that shows a trimester of development in a human

fetus. As the film shows the developmental milestones of a fetus, several developmental mistakes in turning on/off of genes are explained (polydactyly, affect of season-born on life longevity in an African region, a community where males do not develop a penis until puberty, etc.). Different societies/cultures seen in the film provide students with an opportunity to explore cultural beliefs and ethical considerations. The film also shows the strength of some patients who do not allow a handicap to affect their success in a full life. Either post-film or on the next exam, students are asked to select one of the cases, and write a short essay expressing why the case caught their attention, explaining how the condition occurred, the condition's effect on the person and their family, and the ethical issues surrounding the condition, including the ethics of patient confidentiality (ethical reasoning).

---see attached sample assessment sheet.

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

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

A handwritten signature in black ink, appearing to read "M. Peters", is written on a light gray background.

**Date**

May 25 2020

**Upload Assessment**

**Completed** - May 25 2020

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

### [2225 attach apr 2020 \(1\)](#)

**Filename:** 2225\_attach\_apr\_2020\_1.pdf **Size:** 3.6 MB

## Upload Rubric

**Completed** - May 25 2020

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

### [2225 rubric \(1\)](#)

**Filename:** 2225\_rubric\_1.pdf **Size:** 1.2 MB

# Application: 0000001069

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001069

**Status:** Under Review

**Last submitted:** May 13 2020 09:44 AM (MDT)

## Application Form

**Completed** - Mar 12 2020

## Application Form

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

## Essential Skills

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

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Tara Lopez
Title	Chair of Humanities and Social Sciences
Phone	(505) 747-2120
Email	(No response)



## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:Janice.Baca@nmmc.edu">Janice.Baca@nmmc.edu</a>

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

No

## Institutional Course Information

Prefix	PSYC
Number	2120
Title	Developmental Psychology
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	PSYC
Number	2120
Name	Developmental Psychology

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

---

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

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

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences.
6. Analyze historical and cultural factors that influence development across the lifespan.

---

### **Institution-specific Student Learning Outcomes**

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

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

In terms of genre, psychology is a complex discipline because, for example, the American Psychological Association recognizes 54 divisions in psychology. Further, many research perspectives and theories inform psychology. Students learn about this complexity of psychology as a genre mainly through the medium of the textbook, which is unpacked throughout the semester via lectures, assignments, and exams. Students demonstrate their awareness of psychology's complexity through their weekly reports, wherein they have to reflect on the assigned reading. They apply this awareness in both their individual presentations and their group projects. But their versatility comes to fruition particularly through the group project, wherein they commit to a topic of their interest, which they can then analyze through the lens of developmental psychology.

Strategies for Understanding and Evaluating Messages

The course encourages students to use different strategies for understanding and evaluating messages. For example, they do so when they write their weekly reports that help them improve their writing but also inspires them to engage closely with the text. Or when they orally present on a topic from the textbook or their original research project, wherein they applied the knowledge they have gained throughout the semester to any topic of their choice. Finally, they demonstrate their understanding and evaluating of messages through multiple choice exams that test them on their recognition of knowledge as opposed to their ability to memorize.

Evaluation and Production of Arguments

The two main ways for assessing evaluation and production of arguments are the writing assignments and presentations. Students are expected to write formally while connecting the objective knowledge to both what they already know and their experiences. Students are also encouraged to write professionally like psychologists in APA-style because form and content are both equally important. Finally, when students present they are expected to demonstrate not only an understanding of the material but also their presentation style is important, which has more to do with public speaking skills.

***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

Problem solving is an important aspect of psychology, particularly since it is associated with thinking from a cognitive perspective. There are two dimensions to problem solving: interpreting a problem and solving it. Students learn how to interpret problems before they can consider solution strategies, which can either be algorithmic or heuristic. In the group project, students choose a topic as a group, which then they analyze using concepts from developmental psychology.

#### Evidence Acquisition

The question of evidence acquisition in psychology is vital because it is a methodological question, which has to do with data collection. Since psychology is situated within science, students learn about the scientific method in general and specific methodologies in psychology, which be descriptive or explanatory. So students learn that how the phrasing of their questions informs the type of method that they will end up choosing. To help them with this project, they break down the group project into 6 parts: topic selection, abstract, outline, draft essay, revised essay, and exhibition. That way they are working on their topic as mini-problems throughout the semester, which they can always revise based on the best evidence they find to support their arguments.

#### Evidence Evaluation

By learning about the scientific method and the different methodologies in psychology, students are well equipped for evidence evaluation. For instance, they can distinguish between correlation and causation when reading the results of scientific articles or books. They can also think scientifically by not engaging in confirmation bias and instead attempt to disconfirm their hypotheses before looking for supporting evidence. This is a key skill in research, which they will engage in when they are reviewing the literature and then writing in a scholarly fashion about it in their group project.

#### Reasoning/Conclusion

A critical understanding of science leads to critical thinking because students can think for themselves and question the ways psychologists arrive at knowledge. This flexible form of reasoning is key for any kind of research, whether rationalist or empirical and whether theoretical, quantitative, qualitative, or mixed methods. Students also learn about the importance of philosophy for psychology since the latter grew out of the former, and also since philosophy continues to inform psychology to this day even if implicitly. In sum, students' critical reasoning empowers them to evaluate any conclusion by assessing methodology. Students will demonstrate this skill in their analysis of the methods used in the literature and the pros and cons of these.

**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**

Given that cultural sustainability is one of four student learning outcomes at Northern New Mexico College, students are often encouraged in their research projects to consider the relevance of their research to where they are situated in New Mexico. For this reason, intercultural reasoning and competence can be demonstrated through an integration of objective knowledge from psychology with subjective knowledge. Subjective knowledge is a combination of personal experiences and local ways of knowing (e.g., sacred knowledge passed on generationally in a tribe).

**Sustainability and the Natural and Human Worlds**

Language and culture go together, and so it is important to sustain not only the language of psychology and the culture of science, but also the natural and human worlds that inform that language and that culture. These natural and human worlds are of extreme importance to Native American tribes since they are the originators of life and knowledge.

**Ethical Reasoning**

Ethical reasoning in a secular world is vital, and psychology is certainly concerned with ethical questions when it comes to doing research with human subjects. Psychology is also devoted to the question of moral reasoning in the context of development.

**Collaboration Skills, Teamwork and Value Systems**

Collaboration skills, teamwork and value systems are vital in lower-division psychology courses and students engage in them via group projects, wherein they have to work together on a topic of their choice, which they can then analyze using concepts from developmental psychology. Finally, they get to write and present together, so this helps them to think collaboratively and to be involved in constructive dialogue.

**Civic Discourse, Civic Knowledge and Engagement – Local and Global**

Civic discourse, civic knowledge and engagement (both local and global) are very important not only in psychology but in academia in general because it is normal for individuals to disagree, but they must do so respectfully. Civil discourse is one of the hallmarks of any democratic institution or organization.

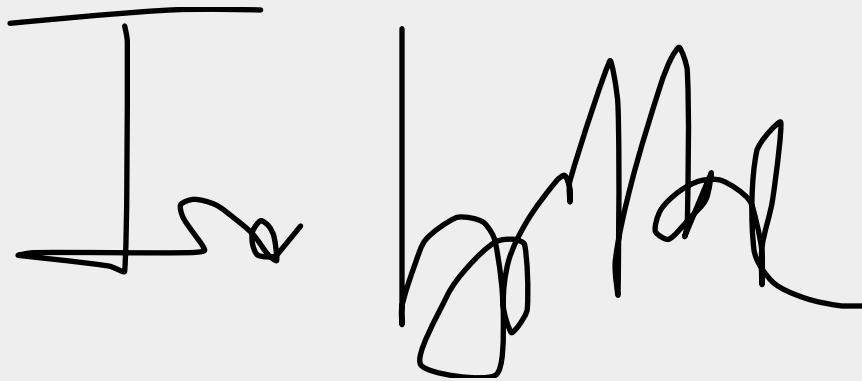
Education thrives on civil discourse, which includes constructive criticism.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 'J. [unclear]'. It consists of a large 'J' followed by a series of loops and a final flourish.

**Date**

Mar 12 2020

### **Upload Assessment**

**Completed** - Mar 12 2020

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

#### **[Assessment - Dev PSY \(1\)](#)**

**Filename:** Assessment\_-\_Dev\_PSY\_1.pdf **Size:** 18.0 kB

### **Upload Rubric**

**Completed** - Mar 12 2020



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

## [Essay Rubric for Dev Psy - Sheet1](#)

**Filename:** Essay\_Rubric\_for\_Dev\_Psy\_-\_Sheet1.pdf **Size:** 61.2 kB

# Application: 0000001142

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

## Summary

**ID:** 0000001142

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:42 PM (MDT)

## Application Form

**Completed** - Apr 22 2020

## Application Form

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

## Essential Skills

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	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	<a href="mailto:p Dutra@unm.edu">p Dutra@unm.edu</a>

### Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

## Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

## Institutional Course Information

Prefix	PORT
Number	2120
Title	Intensive Portuguese for Spanish Speakers
Number of credits	6

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	PORT
Number	2120
Name	Intensive Portuguese for Spanish Speakers

## 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>)

NONE LISTED. 2ND LANG AT UNM

**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) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

## C. Narrative

In the 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: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

***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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

---

**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

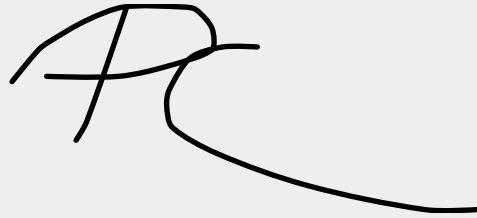


## D. Assessment Plan (Must be on file with HED by August 1, 2019)

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**

Apr 9 2020

## Upload Assessment

**Completed** - Apr 22 2020

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

**[PORT\\_2120\\_ok](#)**

**Filename:** PORT\_2120\_ok.pdf **Size:** 1.4 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: 0000001159**

Roberto Vasquez - rvasquez25@cnm.edu  
NM General Education Curriculum

**Summary**

**ID:** 0000001159

**Status:** Under Review

**Last submitted:** May 21 2020 12:53 PM (MDT)

## Application Form

Completed - May 21 2020

## Application Form

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

### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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	Roberto Vasquez
Title	Director of Transfer Pathways
Phone	5052243000 ext 53075
Email	<a href="mailto:rvasquez25@cnm.edu">rvasquez25@cnm.edu</a>

### Submitting Institution

Name of HEI	Central New Mexico Community College
Submitting Department	Office of Academic Affairs

### Chief Academic Officer

Name	Sydney Gunthorpe
Email	<a href="mailto:rvasquez25@cnm.edu">rvasquez25@cnm.edu</a>

### Registrar

Name	Glenn Damiani
Email	<a href="mailto:gdamiani@cnm.edu">gdamiani@cnm.edu</a>

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

(No response)

**Institutional Course Information**

Prefix	CHEM
Number	1115 and 1115L
Title	Chemistry in Art and Lab
Number of credits	4

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

No

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

No

**Co-requisite Course**

Prefix	IRW
Number	0980
Title (if applicable)	Integrated Reading and Writing II

## New Mexico Common Course Information

Prefix	CHEM
Number	1115 and 1115L
Name	Chemistry in Art and 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>)

CHEM 1115 Lecture:

1. Define and explain basic chemical terms, principles and concepts including the scientific method, atoms, molecules, elements, and compounds.
2. Use dimensional analysis and the SI system of units to solve quantitative scientific calculations.
3. Recognize simple chemical compounds and describe differences between physical and chemical properties.
4. Discuss the relationship of color to electromagnetic radiation.
5. Calculate molar mass of chemical compounds, and molarities of solutions to prepare solutions to be used in the art studio.
6. Use Lewis structures to describe formation of ionic and covalent compounds and describe how electronic structure determines the three-dimensional spatial arrangement of atoms in compounds and

ultimately, molecular polarity as it relates to solvents and solubility.

7. Balance chemical reactions and solve simple stoichiometry problems relevant to the synthesis of pigments, binders, and other art materials.
8. Recognize periodic trends of elements in the periodic table and their electron configurations to relate these properties to chemical structure, bonding and reactivity.
9. Explain the differences between covalent, ionic, network covalent and metallic bonding and give examples of art materials that exhibit these types of bonding.
10. Recognize and name simple hydrocarbons and organic functional groups and identify the properties of organic compounds used in the world of art.

#### CHEM 1115L:

1. Define and explain basic chemical terms, principles and concepts presented in the lecture.
2. Properly operate laboratory equipment to collect data to be used in art projects.
3. Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation and filtration.
4. Discuss chemical reactions that take place under various circumstances and their uses in the creation of both 2 and 3-dimensional works of art.
5. Discuss the use and harmful effects of chemicals to the environment and to human health, including the importance of safe disposal of toxic chemicals.
6. Evaluate safety issues in chemical reactions, laboratories and the art studio and take precautions to minimize risk.
7. Utilize chemical mixtures prepared in the laboratory to create works of art.
8. Calculate molar mass of chemical compounds, and molarities of solutions to prepare solutions to be used in art projects.
9. Understand qualitative chemical techniques for determining the presence of particular chemicals in a piece of art and relate this information to the art's authenticity.
10. Interpret information from data represented in charts, graphs, tables to relate laboratory experimental observations, calculations, and findings to theoretical concepts presented in the complementary lecture course.

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### **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.

CHEM 1115 Lecture:

1. Define and explain basic chemical terms, principles and concepts including the scientific method, atoms, molecules, elements, and compounds.
2. Use dimensional analysis and the SI system of units to solve quantitative scientific calculations.
3. Recognize simple chemical compounds and describe differences between physical and chemical properties.
4. Discuss the relationship of color to electromagnetic radiation.
5. Calculate molar mass of chemical compounds, and molarities of solutions to prepare solutions to be used in the art studio.
6. Use Lewis structures to describe formation of ionic and covalent compounds and describe how electronic structure determines the three-dimensional spatial arrangement of atoms in compounds and ultimately, molecular polarity as it relates to solvents and solubility.
7. Balance chemical reactions and solve simple stoichiometry problems relevant to the synthesis of pigments, binders, and other art materials.
8. Recognize periodic trends of elements in the periodic table and their electron configurations to relate these properties to chemical structure, bonding and reactivity.
9. Explain the differences between covalent, ionic, network covalent and metallic bonding and give examples of art materials that exhibit these types of bonding.
10. Recognize and name simple hydrocarbons and organic functional groups and identify the properties of organic compounds used in the world of art.

CHEM 1115L:

1. Define and explain basic chemical terms, principles and concepts presented in the lecture.
2. Properly operate laboratory equipment to collect data to be used in art projects.
3. Master basic laboratory techniques including, but not limited to weighing samples (liquid and solid), determining sample volumes, measuring the temperature of samples, heating and cooling a sample or reaction mixture, decantation and filtration.
4. Discuss chemical reactions that take place under various circumstances and their uses in the creation of both 2 and 3-dimensional works of art.
5. Discuss the use and harmful effects of chemicals to the environment and to human health, including the importance of safe disposal of toxic chemicals.

6. Evaluate safety issues in chemical reactions, laboratories and the art studio and take precautions to minimize risk.
7. Utilize chemical mixtures prepared in the laboratory to create works of art.
8. Calculate molar mass of chemical compounds, and molarities of solutions to prepare solutions to be used in art projects.
9. Understand qualitative chemical techniques for determining the presence of particular chemicals in a piece of art and relate this information to the art's authenticity.
10. Interpret information from data represented in charts, graphs, tables to relate laboratory experimental observations, calculations, and findings to theoretical concepts presented in the complementary lecture course.

### C. Narrative

In the 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.*

Thinking critically about chemistry is framed within the scientific method with regards to the way science works. This involves observing a phenomenon, then setting the problem by formulating a hypothesis, followed by evidence acquisition in experiments to yield quantifiable data, and finally appropriate evaluation of data to form a reasonable conclusion. For example, the students will develop a problem, gather evidence relevant to this problem, evaluate the evidence and develop a conclusion, as shown in the sample assessment. Gathering and analyzing data is mostly done in the laboratory; although introduction to the scientific method and studies of accepted scientific theories (with historical observations, hypothesis, and supporting evidence that led to these theories) are discussed in lecture. The atomic theory (including relating chemical formula to specific structures and properties of compounds) is developed throughout the course. Assessment is by lab report and final project.

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

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

Quantitative reasoning occurs throughout the lecture and laboratory portions of the course because numbers, measurements and quantitative relationships are essential to chemistry. For example, analysis of quantitative arguments is needed for unit conversion, calculating percentage, molar mass, molar concentrations and calculation of yield in reactions. Communication of quantitative information is employed in describing chemical reactions using balanced reactions. Application of quantitative models is used in applying Lewis structure models to describe molecular properties and calculating radioactive decay. Assessment is by lab report and final exam.

**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.*

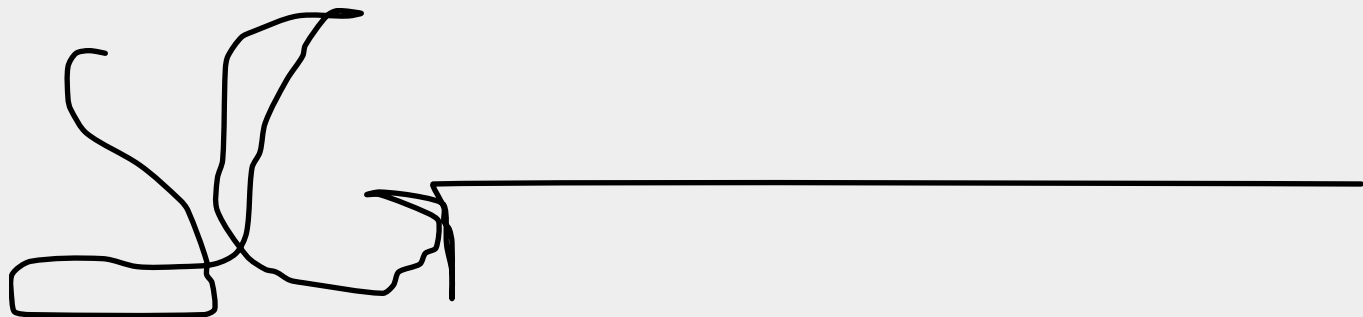
Many aspects of sustainability and the natural and human worlds are addressed in both the lecture and the lab. Specific topics include chemical safety and disposal of hazardous chemicals, as well as sources and uses of a variety of substances, including metals and polymers. Questions on the final exam for the lecture and in the lab reports address topics of sustainability. Collaboration skills, teamwork and value systems are also included in this class as students collaborate in discussions and as they work on class projects. Assessment is by lab reports, class discussions and final exam.

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

Link to Institution's General Education Assessment Plan

<https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

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

A handwritten signature in black ink, consisting of several loops and a long horizontal line extending to the right, is written on a light gray background.

## Date

May 20 2020

## Upload Assessment

**Completed** - May 20 2020

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

### [CHEM 1115 and 1115L Sample Assessments for Gen Ed Application 5](#)

**Filename:** CHEM\_1115\_and\_1115L\_Sample\_Assessments\_hxqqum8.pdf **Size:** 440.1 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: 0000001169

Tara Lopez - tara.lopez@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001169

**Status:** Under Review

**Last submitted:** May 26 2020 08:22 AM (MDT)

## Application Form

**Completed** - May 25 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	Tara
Title	Chair of Humanities and Social Sciences
Phone	(505) 747-2120
Email	<a href="mailto:tara.lopez@nmc.edu">tara.lopez@nmc.edu</a>

## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmc.edu">provost@nmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:Janice.Baca@nmc.edu">Janice.Baca@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	HIST
Number	1120
Title	United States History II
Number of credits	3

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

Yes

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	HIST
Number	1120
Name	United States History II

**A. Content Area and Essential Skills**

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

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

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

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**B. Learning Outcomes**

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

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

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

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

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

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## 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.*

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

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

A successful online course relies on critical thinking assignments to gauge student understanding of the course materials for example the following assignment fosters online skill sets related to critical thinking. “The three films highlighted this week focus on two leaders of the Civil Rights Movement Martin Luther King Jr., and Malcolm X whose opinions and leadership styles differed significantly as to how they viewed obtaining legal and just Civil Rights for African American's and other minority groups. The other two films detail the struggle of African American and Mexican American students who stage non-violent protests of their own in the 1950s and 1960s. Pay particular attention to the strategies used by each group as part of their protest against racism. The D/F question asks you to compare and contrast the leadership styles of Martin Luther King Jr., and Malcolm X and what messages were they sending to young people of the Civil Rights Movement.”

These types of discussion forum assignments are consistent throughout the semester students are encouraged to read the chapter assignment, review the discussion forum question, research the topic by taking notes, formulate a written response, then post to the discussion forum area. They are then expected to answer two of their student colleagues posts in order to create an online classroom activity whose goal is to foster a climate of mutual respect for differing opinions while discussing historical topics. The instructor provides input with individual responses to each student including comments about their understanding of the question covered, suggestions to improve their writing, or encouraging students to keep up the good work in class, and the online instructor can respond to all of the students who commented on the D/F question.

Meets Blooms Requirements: 1 – 5

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

*In this box, provide a narrative that explains how the proposed course addresses 2 of the components of*

Personal and Social Responsibility:

From a holistic viewpoint the study of history encompasses past human events that have shaped the present while providing a framework for anticipating the future. The United States History II survey is designed to introduce college students to historical events from the end of the Civil War to the early decades of the twenty-first century. The course explores not only the main historical currents of the 19th - 20th - 21st centuries but it also examines the cultural and social changes occurring during this historical period.

For example the history of African-Americans, Women, Hispanic/Native Americans and other minority groups are examined in weekly assignments and discussed with the goal to provide a venue for students to understand intercultural awareness, how past events helped shape individual and collective experiences, and influence interpretation of societies in the past or present. The weekly online discussion forums, quiz's, and unit exams are designed so that students will examine, question, analyze, and discuss the intercultural histories of the United States and the peoples who make up our shared history.

Students studying the history of World War I are asked are asked to write an essay based on their research of an WWI poster web site. The posters are categorized so students can choose war posters such as soldiers going off to war, the need for nurses, or themes about the home front and those individuals left behind. This is an online historical research assignment whose goal is to help today's students understand how WW I was "sold" to the American public using patriotic themes and wartime propaganda while improving their online research skills.

In their essays students are asked to address the following questions:

- 1) What messages are the posters trying to convey? What personal emotions do you find displayed in each poster?
- 2) How were the characters in each poster presented? For example, if they used children or adults how were they presented? If minority peoples how were they presented?
- 3) If you examined the posters of German soliders how were they presented? How was the message "We are in this together" conveyed to WWI audiences?

Students are then to list five posters with their titles and then write a one page essay describing what they found and how World War I era audiences might have believed about what messages these posters were trying to convey. Students are cautioned that mass communication only existed with newspapers, limited use of the telephone and primitive newsreels shown only in movie theaters, there was no such

thing as the "24 hour news cycle" so how did these posters influence public opinion?

The study of history provides students with a clearer understanding of what it means to become an "informed" citizen an individual who has an understanding of history and the political/social/and cultural events that have helped shape the world we all live in today. An understanding of past historical events provides a venue for students to continue their study of history whether at the local, state or national level. History continues to evolve with new generations offering their insight into past events whether that history is social, racial, political, religious, military, cultural, popular, or indigenous history it serves as multi-faceted vehicle for understanding ourselves and the world.

Meets Blooms Requirements: 1 - 5

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

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

**Information & Digital Literacy**

At present United States History II is taught only in an online format offered each spring semester using the colleges online Learning Management System. All NNMC students are offered LMS training during student orientation providing them with their college email account, login information regarding the college's learning management system, information regarding their individual videoconferencing license, online textbook information, online and campus library services, available tutoring services, and information regarding college courses taught via traditional, hybrid or online courses. Additional student support is offered by the Center for Distance Education and the Eagle Tech Support Desk offering assistance with the college LMS, password resets, videoconferencing assistance, and desktop support throughout main campus.

United States History II utilizes the following online educational technologies weekly discussion forums, class/instructor email, videoconferencing class meetings, group or individual meetings. The course also utilizes instructor comments for each chapter assignment, textbook author video's, discussion forums, and weekly quiz's all promoting active engaged online learning.

Promoting digital learning is a chapter assignment asking each student to review three online video's (1) Martin Luther and Malcom X Debate, (2) 1968 East Los Angles Walkouts (Hispanic Students), and the 1963 film the Children of Birmingham and the Turning Point of the Civil Rights Movement. The first film describes the Civil Rights Movement and the influence of Martin Luther King Jr., and Malcolm X whose opinions and leadership styles differed significantly as to how they viewed obtaining legal and just Civil Rights for African American's and other minority groups. The other two films detail the struggle of African American and Mexican American students who stage non-violent protests of their own in the 1950s and 1960s. Students are asked to pay particular attention to the strategies used by each group as part of their protest against racism. Students are then asked to compare and contrast the leadership styles of Martin Luther King Jr., and Malcolm X and what messages were they sending to young people of the Civil Rights Movement by writing a one page discussion forum response and then comment on the postings of their student colleagues.

Assigning historical research and analysis using educational and digital technologies provides a venue for students to explore human history in a wider context rather than just using printed textbooks. Describing their research to their student colleagues using electronic discussion forums provides the entire class with examples of how their colleagues are thinking about this topic and their willingness to share their findings with their classmates.

Meets Blooms Requirements: 1-5

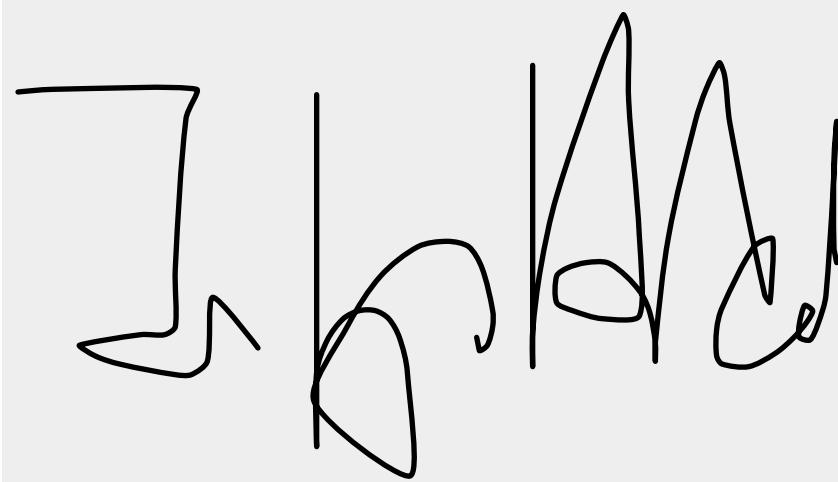
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#### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 read "J. R. Raine".

#### Date

May 25 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [Assessment United States History II](#)

**Filename:** Assessment\_United\_States\_History\_II.pdf **Size:** 78.4 kB

## Upload Rubric

**Completed** - May 25 2020

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

### [United States History II Essay Exam Rubric](#)

**Filename:** United\_States\_History\_II\_Essay\_Exam\_Rubric.pdf **Size:** 19.9 kB

**Application: 0000001149**

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

## Summary

**ID:** 0000001149

**Status:** Under Review

**Last submitted:** Apr 30 2020 11:28 AM (MDT)

## Application Form

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

## Contact Information

Name	Kelly Becker
Title	Professor
Phone	505-277-2405
Email	<a href="mailto:kbecker@unm.edu">kbecker@unm.edu</a>

## Submitting Institution

Name of HEI	UNM
Submitting Department	Philosophy

## Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>



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

Yes

**Institutional Course Information**

Prefix	PHIL
Number	1120
Title	Logic, Reasoning, & Critical Thinking
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	PHIL
Number	1120
Name	Logic, Reasoning, & Critical Thinking

### 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. Comprehend components of arguments.
2. Acquire a general understanding of the essential logical concepts needed for argument analysis, such as validity, soundness, deduction, and induction.
3. Critically assess arguments with an aim toward identifying what constitutes effective and reasonable argument strategies.
4. Learn to identify common logical fallacies.
5. Apply knowledge of argumentation principles to philosophical and scholarly 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.*

***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 central purpose of Philosophy 1120, Logic, Reasoning, and Critical Thinking, is to develop students' critical thinking abilities. [Genre and Medium Awareness] For the most part, the focus in the classroom is on written arguments from various sources--philosophical texts, news media, op-eds, and other forums where philosophical, moral, social, and political ideas are expressed and debated. Increasingly, however, digital sources such as websites and social media are brought into classroom discussion, as are oral sources, for example YouTube videos. Because the focus is on assessing the cogency of arguments, students are required to take into account the rhetorical situation with a view toward separating what might be persuasive in that context, given the audience, from what is actually a logically grounded argument backed by solid evidence. The aim is to learn how not to be misled by persuasive rhetoric. [Strategies for Understanding and Evaluating Messages] (On the application of "strategies such as

reading for main points; seeking key arguments, counterarguments, rebuttals", please see "Critical Thinking", below. Other aspects of this Essential Skill rubric dimension are discussed here.) More specifically, students are taught to take into account the purpose of the speaker or writer, his or her intended audience, and the broader context, including social, political, cultural, and even psychological factors, such as the mood created by the speaker or already prevalent in the context, in order to distinguish factors that may enhance rhetorical persuasiveness from those that determine the logical strength of an argument. In classroom practice, this is accomplished through close readings of texts or interpretations of speeches. First, the contents of assertions are clarified through analyzing language, applying principles of charity in interpretation where necessary, and accounting for contextual factors that may imply non-standard usage or non-semantic, pragmatically generated implications. (That is, there is what is literally said, and then there is the implied message, which is partly determined by context and purpose.) Second, instructors and students work together to determine which assertions provide rational bases for a conclusion, and which serve merely to persuade. And finally, instructors and students evaluate the resulting argument through a logical lens. The result is that students come to see how they might have been persuaded by a weak argument if they hadn't distinguished cogency from persuasion. On "The Evaluation and Production of Arguments", please see "Critical Thinking", below, where this is discussed at length.

***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.*

Logic, Reasoning, and Critical Thinking is specifically designed to hone students' critical thinking skills and to expose students to more, often better and more sophisticated, tools to enhance their critical thinking abilities. The course succeeds in part by making those tools explicit--making them an independent topic of inquiry--so that students become aware of their own critical thinking processes and of the tools at their disposal. The highest priority of the course is that students acquire the skills to assess arguments. This involves three crucial elements. (1) [Problem Setting] Clarifying and making explicit what is asserted in the statements composing an argument (its premises and conclusion)--simply, what the statements mean. Clear and unambiguous language is crucial to constructing a problem or argument, which in turn is crucial to having any chance to solve the problem or understand a

proposed solution. Instructors work with students to identify pitfalls in linguistic expression--vagueness, ambiguity, grammatical problems leading to misinterpretation, etc.--with a view toward correcting and avoiding these problems in their own writing. Students also learn to apply principles of charity in interpreting otherwise unclear language, so as to be able to reconstruct an argument fairly. (2) [Reasoning/Conclusion] Determining the extent to which the premises in fact support the conclusion, logically. Instructors work through principles of (non-symbolic) deductive logic, varieties of inductive inference, and common formal and informal logical fallacies. [Also: Problem Setting] Implicit in this aspect of argument assessment is that one must also be able to determine the structure of an argument in the first place. What is the conclusion? What statements are meant as support? Are there hidden or suppressed premises, or unstated assumptions, which, brought to light, would improve the logical strength of the argument? Students are taught techniques for diagramming an argument to reveal its logical structure, beginning with identifying the main point, or conclusion, of an argument. (3) [Evidence Acquisition and Evaluation] Investigating the truth or at least plausibility of the premises in an argument. What is the source of the evidence? Are there illicit appeals to authority or popular opinion? Where should one look for good sources? Are there identifiable biases or preconceptions? If there is a reason to think a premise is false, then even if it logically supports the conclusion, there is still reason to doubt the conclusion.

A fairly typical structure for the course is that the first half of the semester focuses intensely and explicitly on these three aspects of argument evaluation, and, in the second half of the semester, students apply what they've learned to their own argumentative writing, which involves developing a problem (usually philosophical), reconstructing an extant argument that takes a position on the problem, critically assessing that argument, and responding to it. This "two halves" course structure is not forced on instructors, but the elements of the course discussed herein--how to evaluate arguments and incorporating those lessons in students' writing--are considered essential.

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

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

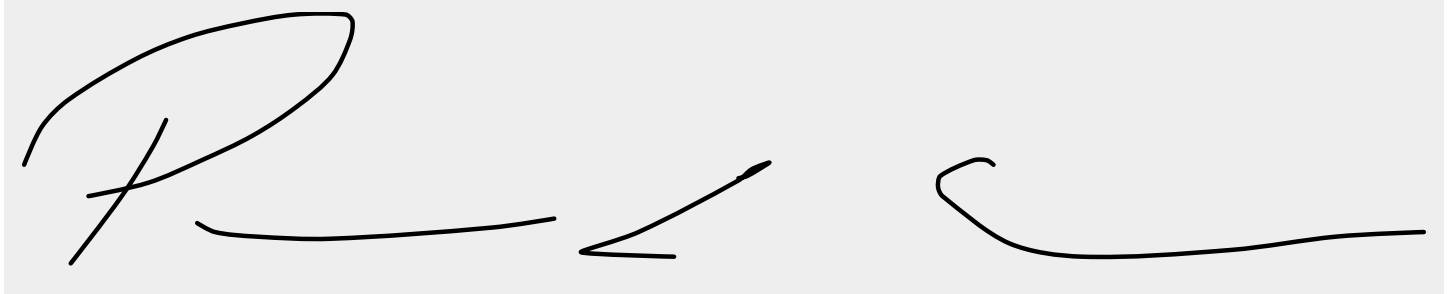
Digital literacy and the abilities to cull and use information appropriately are developed by students through everyday course activities that involve the internet, social media, and dedicated digital platforms such as learn.unm.edu, and through written exercises, typically essays. [Authority and Value of Information/Information Structures] In the process of reconstructing and assessing arguments, students participate in investigating premises that are presented as information--as factual--and in evaluating their sources: academic authors, non-academic pundits, presumed experts, celebrities, professors, and each other (in discussion). Fidelity to the sources, including fairness and charity in reconstructing or characterizing ideas and information, is emphasized in lecture and discussion. Students are expected to use quotations where useful, and to paraphrase fairly and accurately when citing sources. [Digital Literacy] Students in most face-to-face classes are required to use learn.unm.edu to obtain assignments and information about the course, are provided digital links to sources additional to assigned texts, and are typically required to upload their work to a dedicated site. Our online offerings of the course are increasing, and students in these classes use discussion boards, online videos, notes, and grade books, web conferencing, and other state-of-the-art digital technologies, depending on the instructor. [Information Structures] Developing the abilities to “select, use, produce, organize, and share information dovetails with developing the critical thinking skills discussed above. Students read extensively in this course and in order to produce clear and coherent written work must learn to recognize relevant information and assess its value. We teach this explicitly in this course, and implicitly in all our other courses, for it is weaved into the fabric of philosophical pedagogy. We develop ideas, outline arguments, and discuss them critically with frequent references to specific textual passages. [Research as Inquiry] Philosophy just is inquiry, and the exceptional virtue of Philosophy 1120 is that the nature of well-conducted inquiry becomes a topic of inquiry in its own right. One learns the tools to conduct a productive and penetrating inquiry. Please see the narrative under "Critical Thinking" for further details on this process.

## 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).**

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be a cursive or semi-cursive script. It consists of several connected strokes, starting with a large loop on the left, followed by a series of horizontal and slightly curved lines extending to the right.

**Date**

Apr 30 2020

## Upload Assessment

**Completed** - Apr 30 2020

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

[Phil\\_1120\\_SampleAssignment](#)

**Filename:** Phil\_1120\_SampleAssignment.pdf **Size:** 76.1 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: 0000001161**

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001161

**Status:** Under Review

**Last submitted:** May 25 2020 09:44 AM (MDT)

## Application Form

**Completed** - May 25 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	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

## Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

## Chief Academic Officer

Name	Ryan Trospen
Email	<a href="mailto:Ryan.Trospen@enmu.edu">Ryan.Trospen@enmu.edu</a>

## Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

**Institutional Course Information**

Prefix	Hist
Number	1150
Title	Western Civilization I
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	Hist
Number	1150
Name	Western Civilization I

### A. Content Area and Essential Skills

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#### 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

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### B. Learning Outcomes

---

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

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

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

Student Learning Outcomes1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the Student Learning Outcomes1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. 516Revised 5/8/2019Bloom Taxonomy's Cognitive Process: CREATE, APPLY6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 14

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## 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.

Communication, Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility

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## C. Narrative

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

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

---

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

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

This class addresses problem setting. The class is organized chronologically with attention to the beginning of the earliest peoples around 10,000 BCE to the present. The classes addresses each distinctive culture or civilization's political, economic, social, cultural, and religious/spiritual development. The course addresses the earliest peoples to early major civilizations like Mesopotamia and Egypt and continuing through the Persians, Greeks, Romans, Germanic peoples and medieval societies. Each culture or civilization is based on the natural environment, geographical location, and era. The course utilizes power points, historical maps, short You Tubes, and documentaries.

Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students utilize their readings to gather their responses. Students must provide detail by discussing key events, key historical developments, key dates, names of key historical figures who are political figures, reformers, writers, and artists. They must provide examples for historical assertions made in essays. Each essay is graded with written commentary as well as an essay commentary that permits check marks.

Students are also asked to evaluate evidence on several sides of an issue. Students are organized into groups of four to discuss specific problems. After meeting with a respective group, a group leader orally presents the group's analysis with an assertion and respective evidence.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph papers.

Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a specific era.

**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 seeks to introduce specific ancient Middle Eastern, African, and European civilizations. Student learn intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures experience military conflict. Learning about the diversity of the human experience and intercultural competence is key. Essay number one addresses Mesopotamia, Egypt, and the Hebrews in comparison; essay number two touches on the Greeks and Romans; and essay number 3 is on distinguishing eras within the medieval era. How humans view, conceptualize, use, manipulate, or honor the natural environment is a part of culture and is how culture is made. Civilizations' honor of nature and their use of of nature in their specific geographic and era is addressed. Sustainability, drought, and food supplies are discussed. Ethics is part of all cultures. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices. Conquest, imperialism, and migration all involve ethics. Students work together in groups to support collaboration skills and a positive value system that honors cooperation and different opinions. Civic discourse, civic knowledge and engagement occurs locally and globally. Discussion of daily news and events will be student-driven as students are given extra points when a student introduces a current event for the day are discussed. The students or teacher connects current events to historical events. In recent times, discussion about competing religious world views is evident in the Middle East and the issue of modern-day super-powers like the US connect students to the ancient era.

**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different. Moreover, not all sources are credible. Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. Students are required to locate a You Tube to show the class. Part of a class period is dedicated to discussing the question of authority and value. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites. The difference between a scholarly website and a Wikipedia entry will be explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. Students are given a commentary form assessing selection of their website. Information structure is addressed by students in their papers. They must define and clarify terminology and use historical discourse. Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis. Half of a class is dedicated to explaining primary sources. Each student paper must utilize primary sources and endnotes to cite them. An endnote paper is required as is a bibliography.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign



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



#### Date

May 23 2020

## Upload Assessment

**Completed** - May 23 2020

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

### [Orozco Hist](#)

**Filename:** Orozco\_Hist.\_1150\_essay.pdf **Size:** 53.5 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: 0000001077

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001077

**Status:** Under Review

**Last submitted:** May 13 2020 09:45 AM (MDT)

# Application Form

Completed - Mar 12 2020

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Tara Lopez
Title	Chair of Humanities and Social Sciences
Phone	(505) 747-2120
Email	<a href="mailto:tara.lopez@nmc.edu">tara.lopez@nmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Science

### Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmc.edu">provost@nmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:Janice.Baca@nmc.edu">Janice.Baca@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	ANTH
Number	1140
Title	Introduction to Cultural Anthropology
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	ANTH
Number	1140
Name	Introduction to Cultural Anthropology

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

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

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

## Institution-specific Student Learning Outcomes

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

N/A

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### C. Narrative

In the 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 explores the core concepts and methods of cultural anthropology that are used to understand the ways in which human beings organize and experience their lives through distinctive cultural practices; both social and cultural similarities and differences, around the world, are examined. Topics such as language and communication, marriage and family, kinship and descent, economics, politics, religion, art, sex and gender, cultural relativism, cultural persistence and change, world view and enculturation, and globalization are examined through the lens of cultural anthropology. Students demonstrate genre and medium awareness, application and versatility through weekly discussions and reflection papers, which correspond with weekly reading assignments or assigned films, and through a term paper assignment.

Strategies for Understanding and Evaluating Messages:

Students practice strategies for understanding and evaluating messages by the close and critical reading of assigned materials, the analytical assessment of films, and by applying course content to anthropological interests. Utilizing anthropological concepts, methods, and research practices, students practice critical thinking skills and application of course content by providing evidence-based arguments and ideas to issues of culture and society during participation in class discussions and through completion of reflection papers and in the completion of a term paper.

Evaluation and Production of Arguments:

Evaluation and production of arguments is demonstrated by student's ability to apply anthropological concepts when engaging in class discussions, by completing reflection papers, and in the term paper assignment. Students are evaluated based on the thoroughness of their responses during discussions, their conscientious completion of reflection papers and the term paper, and whether they follow the required rubrics. In addition, tests, which are associated with assigned readings and films, provide another method by which to evaluate student understanding of course materials.

***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 practice critical thinking skills in a variety of contexts such as: critical readings of assigned texts, analytical assessment of films, class discussions, reflection papers, the term paper, and tests. Such assignments allow students to demonstrate their ability to develop and express their position or argument, gather evidence, evaluate evidence, and reach a reasonable conclusion.

**Problem Setting:** Critical thinking is re-enforced weekly during class discussions, which are based on close critical readings of the assigned texts and the analytical viewing of assigned films. The discussion and reflection papers require that students demonstrate critical thinking skills as evidenced in reasoned thinking in evaluating others' arguments and in supporting their own position or argument, as exhibited in reflection papers.

**Evidence Acquisition:** Students acquire evidence by carefully reading assigned texts and by selecting and evaluating credible outside sources, as required for the term paper. Students demonstrate that they have read the assigned texts or viewed the assigned film during class discussions and in reflection paper assignments. The term paper requires that student gather information from credible sources, critique the information gathered, and properly cite the source/s.

**Evidence Evaluation:** Students will evaluate their own and others' positions during class discussions. Students will analyze and evaluate the information they gathered as part of their term paper assignment, which will assist them in drawing reasonable conclusions based on the evidence collected.

**Reasoning/Conclusion:** Students state their understanding of and conclusive findings about assigned readings during class discussions, reflection papers and in the term paper.

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



## **global**

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

Intercultural reasoning and intercultural competence: Students are introduced to the core concepts and research methods of cultural anthropology that are used to understand the ways in which human beings organize and experience their lives through distinctive cultural practices. Students explore social and cultural similarities and differences around the world and gain a broad range of perspectives and practices of various cultural groups from across the globe.

Sustainability and the natural and human worlds: By using an integrated focus during class discussions and research projects, students will explore connections between the variety of social and cultural artifacts and the possible relationships of such artifacts to the natural world and to sustainability.

Ethical reasoning: Ethical reasoning is cultivated by exploring topics and ideas from a variety of perspectives, belief systems, traditions, and practices especially in relation language and communication, marriage and family, kinship and descent, economics, politics, religion, art, sex and gender, cultural relativism, cultural persistence and change, world view and enculturation, and globalization, for example. The concepts of cultural bias and ethnocentrism will be discussed at the onset of the course and will be reviewed throughout the course, as needed. Students demonstrate their understanding of ethical reasoning as evidenced during participation in class discussions, reflection papers, and in the term paper.

Collaboration skills, teamwork, and value systems: Class discussions promote collaboration in examining varied perspectives and traditions, and in identifying and discussing social and ethical issues. As well, collaboration is encouraged in identifying possible relationships between culture and the individual, social and cultural artifacts and beliefs, and the natural world and sustainability through class discussions. Students demonstrate their understanding of value systems as evidenced during participation in class discussions and in reflection papers.

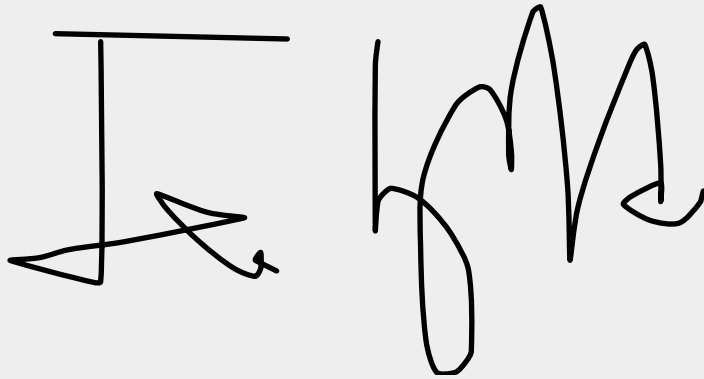
Civic discourse, civic knowledge and engagement – local and global: Based on careful reading of assigned texts and critical reasoning, through class discussions, civic responsibility is addressed across time and culture. During such discourse and in reflection paper assignments, students are encouraged to identify similarities and differences related to civic expressions, expectations, and responsibilities.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 'J. M.' followed by a flourish.

Date

Mar 12 2020

## Upload Assessment

Completed - Mar 12 2020

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

### [Sample Assignment for ANTH1140](#)

Filename: Sample\_Assignment\_for\_ANTH1140.pdf Size: 17.3 kB

## Upload Rubric

Incomplete

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

# Application: 0000001164

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001164

**Status:** Under Review

**Last submitted:** May 25 2020 12:09 PM (MDT)

## Application Form

**Completed** - May 25 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	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

### Chief Academic Officer

Name	Ryan Trosper
Email	<a href="mailto:Ryan.Trosper@enmu.edu">Ryan.Trosper@enmu.edu</a>

## Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

## Institutional Course Information

Prefix	Humn
Number	1110
Title	Intro to World Humanities I
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	Humn
Number	1110
Name	Intro to World Humanities I

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

Student Learning Outcomes1. Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.2. Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.3. Demonstrate knowledge of particular examples introduced in the course.4. Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

## Institution-specific Student Learning Outcomes

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

Communication; Critical Thinking; Quantitative Reasoning; Personal & Social Responsibility; Information and Digital Literacy

## C. Narrative

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

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

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

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

This class addresses problem setting by giving attention to world cultures and world civilizations from the beginning of time to the modern era or 10,000 BCE to 1500 AD. The class addresses each culture or civilization's political, economic, social, cultural, and religious/spiritual development as well as their arts, religions, philosophies, and literature. Tribes, city-states, nation-states, and empires are included. Attention is brought to the uniqueness of each culture or civilization based on the natural environment, geographical location, and era. Problem setting is addressed by students in assessing how societies developed, arose, survived or declined over time. In this online class, this is done most commonly in class discussion.

Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. The second essays asks Did the Romans create a more "classic" civilization than the Persians and Indians from India? Give three examples for each civilization. Students utilize their readings to gather their responses. Students must provide detail by discussing key events, key historical developments, key dates, names of key historical figures who are political figures, intellectuals, philosophers, religious thinkers, artists or reformers. They must provide examples for historical assertions made in essays. Each essay is graded with written commentary as well as an essay commentary that permits check marks.

Students are also asked to evaluate evidence on several sides of an issue. Students are asked specific questions which ask them to "take a side." In class discussion, they must choose a side or clarify their position and provide respective factual evidence.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph papers. Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a particular culture in a specific time period.



**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.*

World Humanities seeks to introduce specific world cultures in specific historical eras. These world cultures represent various continental and regionally specific cultures in Africa, Asia, Europe, and the Americas. Students learn about how societies, cultures, and civilizations are organized, often in a patriarchal and hierarchical ways. They will learn about shifting world powers, world order, and global ties. Attention to both the West and East helps student understand their own place with regards to power and privilege and thus personal and social responsibility.

Students learns intercultural reasoning through reading and discussing similarities and differences among these cultures, especially when the two cultures experience military conflict. Learning about the diversity of the human experience and intercultural competence is key. Each of three essays addresses intercultural relations.

How humans view, conceptualize, use, manipulate, or honor the natural environment is a part of culture and is how culture is made. Likewise, the natural environment is mostly not made by humans. Cultures develop or fail to develop sustainability so that lack of sustainability has led to the fall of societies or empires.

Ethics is part of all cultures. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices.

Students must discuss a posting/question with at least two students. Students are also assigned a You Tube project so they work together in groups to support collaboration skills. A positive value system honors cooperation and different opinions in deciding upon one You Tube.

Civic discourse, civic knowledge and engagement occurs locally and globally. Students are asked to participate in a non-graded discussion forum of current events. Discussion of daily news and events is both professor and student-driven as students are given extra points when a student introduces a current event for the day are discussed in posting/discussion. The students or teacher will connect current events to historical events.

**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different.

Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. This course utilizes the Canvas platform and as a new platform, I am in the process of developing recorded brief talks. Students are required to locate a You Tube to share with the class. Authority and value are shared in a shared file. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites. The difference between a scholarly website and a Wikipedia entry are explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. Students are given a commentary form assessing selection of their website. In their papers students must define and clarify terminology as part of their information structure. They must use discourse relevant to the humanities.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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



#### Date

May 23 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [Orozco Humn 1110 essay \(1\)](#)

**Filename:** Orozco\_Humn\_1110\_essay\_1.pdf **Size:** 7.8 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: 0000001175

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001175  
**Status:** Under Review

**Last submitted:** May 27 2020 09:26 AM (MDT)

## Application Form

**Completed** - May 26 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	Julia Deisler
Title	Assoc. Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Business/ECON

### Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

(No response)

**Institutional Course Information**

Prefix	ECON
Number	2110
Title	Macroeconomics
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	ECON
Number	2110
Name	Macroeconomics

### A. Content Area and Essential Skills

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#### 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

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### B. Learning Outcomes

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

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**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.*

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

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

(Genre and Medium Awareness, Application and Versatility)

Students interact with course material and communicate their knowledge in various genres and media, attending to the different formats and information requirements for reviews, online discussions, and formally researched papers. In online discussions, students view and write reviews of a weekly video or article on an economic topic taken from the Wall Street Journal or similar industry publication. Students also reply to other students' reviews of these discussions and readings. Throughout all the on-line discussions, students apply the three Key Economic Ideas 1) People are rational, 2) People respond to economic incentives, and 3) Optimal decisions are made at the margin. Students give real world examples of these principles in action. Students research a topic for a term paper from the supplementary text: The Economy. They write individual or group papers on one of the following topics: Globalization, Inequality, Environmental Economics, or the Information Economy. Students apply the three key economic principles in their papers.

(Strategies for Understanding and Evaluating Messages)

The Students explore a technique for reading the text from the Reading Apprenticeship Program. (Reading is Thinking). For example, students read various chapters in the text to learn the key economic principles These principles comprise the economic way of thinking, to think like an economist. Students apply this rigorous, logical thinking method to their reading, writing and speaking. They participate throughout the 8-week class in online discussions on posted videos and articles. Students demonstrate their thinking like an economist skills in these discussions.

(Evaluation and Production of Arguments)

In the online discussions, students evaluate the weekly video or reading assignment by answering the following questions. What was the major thesis of the video/article? What ideas expressed by the presenter do you agree with most? Does evidence or economic theory support these ideas? Identify one idea in the assignment you disagree with or felt the presenter did not provide sufficient evidence or theory to support.

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

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

(Problem Setting and Evidence Acquisition)

In the Term paper assignment students:

1. Identify and discuss 3 major economic policy issues that were discussed by the author in their selected chapter/ topic.
2. Identify and discuss how one or more of the three key principles of economics is applicable to each policy issue.
3. Identify the conclusions/ solutions proposed to alleviate the issues identified. Evaluate their effectiveness. Does the author present sufficient evidence or economic theory to support the conclusions? Is there additional evidence to support or refute the conclusions?

(Evidence Evaluation and Reasoning/Conclusion)

Students take two comprehensive exams on textbook reading assignments. The exams, midterm and a final, have approximately 40 questions. The questions present reasoning exercises about economic theory and its impact on society. In their term paper and online discussions students evaluate the evidence presented in videos and their readings. Is the information current, accurate and relevant? Are there biases in the information? Are the conclusions drawn sufficiently supported by the evidence?

In the Term paper assignment students:

1. Select one measuring technique/ graph utilized by the author of your chosen topic.
2. How does the measuring technique/ graph provide an accurate, concise representation of a complex idea or discussion?

For the term paper and other written assignments students collect evidence or review other readings to answer these questions.

1. Are the conclusions made by the author supported by other evidence or refuted?
2. Are there any biases in the data? Was some key data omitted?
3. Are the conclusions made feasible for implementation from a political or cultural perspective?
4. Are there examples where the conclusions made by the author have already been tried? What was the result?
5. Is the implementation time period of the proposed conclusions in the near term or the long term? When would it impact your life?

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

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

(Sustainability and the natural and human worlds)

In the Term paper assignment students identify and discuss three major economic policy issues that were discussed by the author in their selected chapter/ topic. Part of the student's discussion focuses upon how each of the three selected themes are relevant to current issues of social, environmental and economic sustainability. For environmental topics: What are the tradeoffs between economic growth vs. environmental quality. Why are environmental tipping points important? For sustainability topics: What factors influence labor's share of economic growth? What are the advantages and disadvantages of globalization? For Inequality topics: What is the impact of education in countering gender and racial discrimination? What is the impact of excluding credit availability to marginalized communities? What are the advantages of immigration to a nation?

(Civil discourse, civil knowledge and engagement-local and global)

In the Term paper assignment students discuss relevance of one of the selected themes to their personal living experience in their family and community. Have you witnessed the effects of economic inequality within your community? Has your life style been affected by an environmental factor? Have you witnessed the impact of social insurance benefits provided to someone in your community? Have members of your family or community benefited from acquiring an education?


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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

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 "David Torres".

#### Date

May 26 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [ECON 2110 Term Paper Requirements 5](#)

**Filename:** ECON\_2110\_Term\_Paper\_Requirements\_5.5.20-2.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: 0000000771

David Torres - davytorres@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000000771

**Status:** Under Review

**Last submitted:** May 14 2020 09:56 AM (MDT)

# Application Form

Completed - Dec 1 2019

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	David Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nmmc.edu">davytorres@nmmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nmmc.edu">janice.baca@nmmc.edu</a>

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

Yes

## Institutional Course Information

Prefix	GEOL
Number	2110
Title	Historical Geology
Number of credits	3

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

Yes

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

No

## Co-requisite Course

Prefix	GEOL
Number	2110L
Title (if applicable)	Historical Geology Lab

## New Mexico Common Course Information

Prefix	GEOL
Number	2110
Name	Historical Geology

## A. Content Area and Essential Skills



## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. List the major principles of stratigraphy and biostratigraphy and discuss their significance.
2. Recognize or explain how sedimentary rocks can be used to interpret ancient environments.
3. Recognize or explain how plate tectonics has affected the distribution of life, climate, and sea level.
4. Describe the process of Darwinian evolution.
5. Demonstrate a basic knowledge of biodiversity.
6. Recognize and explain taphonomy and the biases inherent in the fossil record.
7. Discuss the major mass extinctions recorded by fossil evidence including potential causes and organisms affected.
8. Compare relative versus absolute time and explain how geologists determine the ages of rocks, fossils, and the Earth.
9. Discuss the development of the geologic time scale.
10. Recognize or explain the history of life on Earth during major time periods and describe major biological innovations through time.
11. Recognize or explain the physical geologic evolution of Earth over time.

## 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. List the major principles of stratigraphy and biostratigraphy and discuss their significance.
2. Recognize or explain how sedimentary rocks can be used to interpret ancient environments.
3. Recognize or explain how plate tectonics has affected the distribution of life, climate, and sea level.
4. Describe the process of Darwinian evolution.
5. Demonstrate a basic knowledge of biodiversity.
6. Recognize and explain taphonomy and the biases inherent in the fossil record.
7. Discuss the major mass extinctions recorded by fossil evidence including potential causes and organisms affected.
8. Compare relative versus absolute time and explain how geologists determine the ages of rocks, fossils, and the Earth.
9. Discuss the development of the geologic time scale.
10. Recognize or explain the history of life on Earth during major time periods and describe major biological innovations through time.
11. Recognize or explain the physical geologic evolution of Earth over time.

---

### C. Narrative

In the 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.*

All the Student Learning Outcomes will be covered in the course. Many of the outcomes focus on critical thinking. For example, the students will have multiple assignments where they are presented with data sets. These data sets will provide information about continental drift and fossil evidence for evolution. Continental drift is the process by which continents move through geologic time. Data takes the form of collection of earthquake epicenters, continents sharing similar species through fossil record, current movement of continents through satellite imagery, continents that share complementary coastlines, and glacier deposits that can be found on continents that would not normally be formed due to the continent's latitude. Fossil evidence can be used to show species share a common ancestor. These data sets constitute the data acquisition phase of critical thinking. Students will work as teams to evaluate the data. The students will need to determine if the data is based on evidence and is free of assumptions and presuppositions. This phase constitutes the evaluation phase of the assessment. Then teams will use the data to make a conclusion. Each of these assignments will result in a report that will include the student team's evaluation of the data and the team's conclusion. The report is to include the team's reasoning and justification for the evaluation and conclusions made based on the data presented. Once they have completed this portion of the assignment, the teams will share and review another team's evaluation and conclusion. The students are to examine each other's work for reason and logic as well any signs of bias and/or assumptions. This final phase constitutes the reasoning/conclusion phase.

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

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

Students will use quantitative reasoning in the following student learning outcomes.

1. Evolution for rapidly dividing organisms can be observed and quantified. Viruses, bacteria, yeast, and *C. elegans* can be observed in the laboratory. The growing resistance of bacteria to antibiotics poses a serious threat to the management of future diseases (MRSA, tuberculosis). The development of zoonotic viruses (viruses that spread from animals to humans) from fowl or swine has the potential to create pandemics like the Spanish Flu in 1918. Students will be asked to quantify the pace of evolution of different types of organisms ranging from microorganisms, worms, insects, mice, mammals, and humans based on the reproduction rate and how rapidly multiple generations can be produced.
2. Students will be asked to use dating processes to calculate the age of fossils and rocks. For example, carbon dating uses the half-life of the carbon isotope  $^{14}\text{C}$  to determine when a living organism died. Isotopes are forms of an element with different numbers of neutrons. Similarly, potassium dating can be used to date rocks. Students will assume they are working in a lab and asked to perform calculations to date substances based on the half-life of radioactive isotopes.
3. Students will be asked to map geologic eons, eras, periods, and epochs to a 12 hour clock face. Proportions will be used to map a period of time in millions of years to its equivalent in minutes given that the earth has existed for 4.54 billion years.
4. Students will be asked to calculate the rise in sea levels using the density dependence of water on temperature and the expected influx of liquid water from glaciers and ice sheets. The area covered by oceans and the average depth of the oceans will be simplifications used to calculate the rise in sea levels.

**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 enrolled in this course will be engaged in teamwork for most assignments within the course (see Critical Thinking). Beyond teamwork, the assignments described above teach civic discourse and require collaboration and reasoning. All of the data sets evaluated by student teams in the aforementioned assignments will result in a better understanding of our Earth's history which will allow the students to make more informed decisions regarding the environment, sustainability and the preservation and/or conservation of our natural world. Topics that will be included to encourage classroom discourse are:

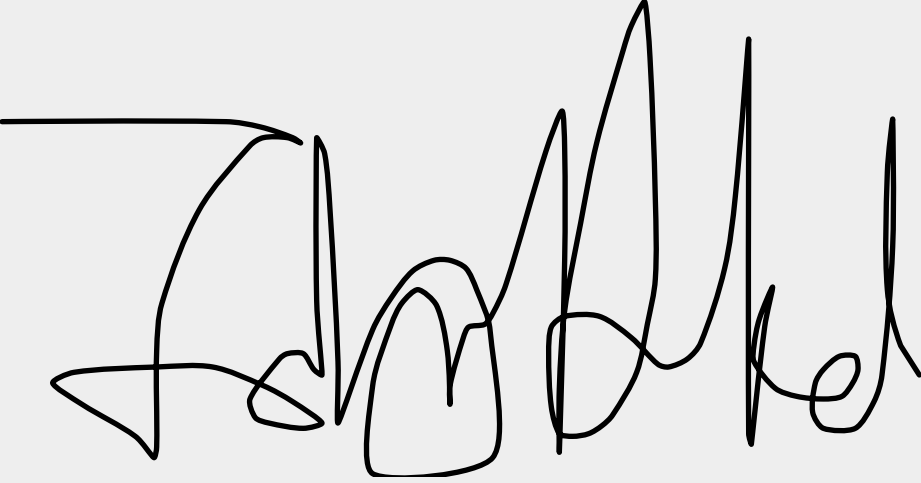
1. The anti-vaccine movement and the consequences for the prevention and eradication of disease. The recent measles outbreak can be traced back to a fraudulent paper. We hope students will learn to verify claims with credible sources and understand the importance of the scientific process.
2. The importance of biodiversity on the planet and how biodiversity is important for our own survival. Plant species led to the development of antibiotics (penicillin is made from a mold) and plant species may be the key to finding medicines that can serve as the next line of defense against bacteria that have become resistant to antibiotics. Research is ongoing in harnessing of plant species for biofuels. Biodiversity is especially important in the insect and an arthropod population. Changes in insect population can have dramatic effects on our economy. The most prominent and current example is the declining bee population and its importance in pollination.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

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 27 2019

## Upload Assessment

**Completed** - Dec 1 2019

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

### [Continental Drift Assessment](#)

**Filename:** Continental\_Drift\_Assessment.pdf **Size:** 30.4 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: 0000001174

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001174  
**Status:** Under Review

## Application Form

Completed - May 26 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	Julia Deisler
Title	Assoc. Dean
Phone	505-428-1817
Email	<a href="mailto:julia.deisler@sfcc.edu">julia.deisler@sfcc.edu</a>

### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Science

### Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

### Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>



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

No

**Institutional Course Information**

Prefix	GEOL
Number	2110 and 2110L
Title	Historal Geology
Number of credits	3+1

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	GEOL
Number	2210
Name	Historical Geology

### A. Content Area and Essential Skills

---

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

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

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

---

### B. Learning Outcomes

---

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

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

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

GEOL 2110

1. List the major principles of stratigraphy and biostratigraphy and discuss their significance.
2. Recognize or explain how sedimentary rocks can be used to interpret ancient environments.
3. Recognize or explain how plate tectonics has affected the distribution of life, climate, and sea level.
4. Describe the process of Darwinian evolution.
5. Demonstrate a basic knowledge of biodiversity.
6. Recognize and explain taphonomy and the biases inherent in the fossil record.
7. Discuss the major mass extinctions recorded by fossil evidence including potential causes and organisms affected.
8. Compare relative versus absolute time and explain how geologists determine the ages of rocks, fossils, and the Earth.
9. Discuss the development of the geologic time scale.
10. Recognize or explain the history of life on Earth during major time periods and describe major biological innovations through time.
11. Recognize or explain the physical geologic evolution of Earth over time.

**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.*

One of the assignments in this class is for students to assess the various theories that explain physical processes of the natural world and its interrelated ecosystems. Students identify the six most cited geologic theories that are used to explain geological/biological processes on the planet (problem setting). They research each in the textbook and other sources, citing their sources appropriately; they write a short definition of each theory in their own words and give examples of geologic events that apply to each theory (evidence acquisition). The students then create a table ranking the theories from the best supported to the least-well supported by the evidence (evidence evaluation). Students then write a synopsis of the best-supported theory, outlining the evidence that supports this theory (reasoning/conclusion). Students submit for grading theory definitions, theory ranking table, a discussion/synopsis of the best-supported theory, and a citation list.

**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 undertake an extended research and mapping project of the trapped water reservoir beneath the fictitious town of Wagon Wheel in the Water Melon Mountains somewhere out West. The students play the part of a young geo-hydrologist just out of school and map out the water reservoir, calculate the volume of water remaining, and estimate the life span of the town's water supply. Each week the students use the given water well drill data to construct several geological reports and maps – cross-sections, a topographic map, a fence diagram, a structure maps, and an isopach map (communication/representation of quantitative information). The students write a weekly report of their work in progress to be presented to the “town” (communication/representation of quantitative information). Lastly, the students calculate the volume of water remaining in the reservoir and compare it to yearly water

**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 undertake an extended research and mapping project of the trapped water reservoir beneath the fictitious town of Wagon Wheel in the Water Melon Mountains somewhere out West. The students play the part of a young geo-hydrologist just out of school and map out the water reservoir, calculate the volume of water remaining, and estimate the life span of the town's water supply. Using the data given, student calculate the volume of the reservoir, and compare it to the town's yearly water consumption. The personal and social responsibility elements that the student must wrestle with in this project are sustainability and ethical reasoning. Students can use the data to calculate the sustainability and longevity of the town into the future; the student explores ways to extend the life of the reservoir and the lifespan of the town (sustainability & the natural & human worlds). The student must also deal with the issue of how to tell the town - which has "employed" them - that their resources are limited, and therefore to what extent the lifespan and/or size of their town is limited (ethical reasoning).

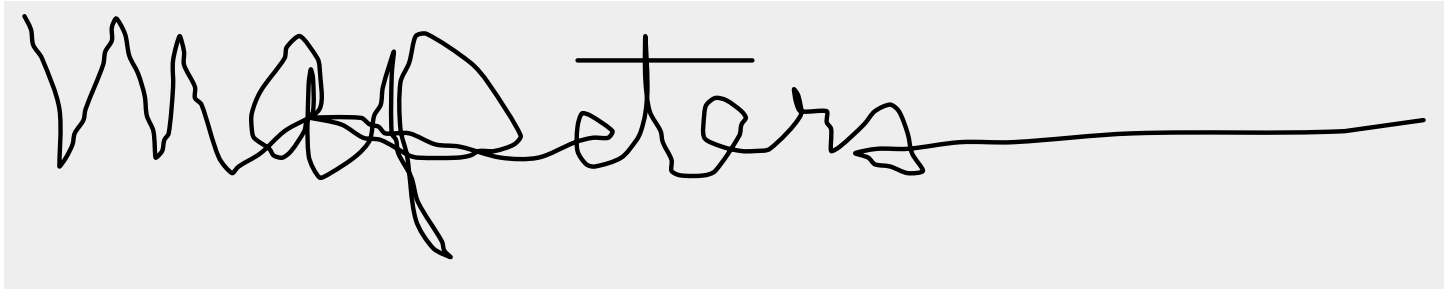
---

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

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



#### Date

May 26 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [GEOL2110 waterMelon final](#)

**Filename:** GEOL2110\_waterMelon\_final\_hxh1iB6.pdf **Size:** 89.3 kB

## Upload Rubric

**Incomplete**

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

## Application: 0000001046

Tara Lopez - tara.lopez@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001046

**Status:** Under Review

**Last submitted:** May 19 2020 01:46 PM (MDT)

## Application Form

**Completed** - May 13 2020

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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



the course.

### Contact Information

Name	David Barton
Title	Associate Professor of Hum
Phone	(505) 747-2217
Email	<a href="mailto:dbarton@nmmc.edu">dbarton@nmmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Sciences

### Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nmmc.edu">janice.baca@nmmc.edu</a>

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

No

### Institutional Course Information

Prefix	HUMN
Number	1120
Title	The Search for Meaning
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	HUMN
Number	1120
Name	The Search for Meaning

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

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

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. 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 practice critical thinking skills in a variety of contexts such as critical readings of primary texts, class discussions, reflection papers, and research projects. Such assignments allow students to demonstrate their ability to develop and express their position or argument, gather evidence, evaluate evidence, and reach a reasonable conclusion.

**Problem Setting:** Critical thinking is re-enforced during weekly class discussions, which are based on close critical readings of the assigned texts. Each writing assignment requires that students demonstrate critical thinking skills as evidenced in reasoned thinking to support their position or argument.

**Evidence Acquisition:** Students acquire evidence by carefully reading assigned texts and by reading credible outside sources for presentations. Students demonstrate that they have read the assigned texts during class discussions and in written assignments, as well as on the mid-term and final examination. Research presentations require that student gather information from credible sources, which must be properly cited.

**Evidence Evaluation:** Students will evaluate their own and others' positions during class discussions. Students will analyze and evaluate the information they gathered as part of their research presentation assignments, which will assist them in drawing reasonable conclusions based on the evidence collected. In addition, students are required to do a source evaluation of the material they gathered for presentations.

**Reasoning/Conclusion:** Students state their understanding of the assigned readings during class discussions, written assignments, and research presentations. During weekly discussions students critically analyze the reasoning and conclusions of the course texts, and they provide written feedback on the reasoning and analysis of the written work of fellow students twice during the semester.

---

***Personal & Social Responsibility. Intercultural reasoning and intercultural competence;***

***Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global***

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

Intercultural reasoning and competence: This interdisciplinary course requires students to dialogue with timeless ideas that have been at the center of many different cultural traditions, engaging with authors from other times and historical contexts from both the modern and ancient world. By connecting ideas that are common to the ancient and modern world, students develop an ability to engage in larger trans-generational questions of human being that transcend their own individual lives, requiring them to see both these ideas and their lives from a new perspective. The course encourages intercultural reasoning and intercultural competence by examining various cultural contributions and social artifacts from across a variety of cultural perspectives.

Sustainability of the natural and human worlds: Central to course discussions and course papers is the existential question of being and the different possibilities of creating a social, just, and sustainable relationship with the world around us. This is accomplished by readings, discussions, and making connections between multiple texts from the ancient and modern world. By engaging in the big questions of human existence in weekly discussions, student develop the skills to engage in their world in an ethical and conscious way. By using an integrated focus during class discussions, reflection papers, and research projects, students will explore connections between the variety of cultural, social, and scientific artifacts and the possible relationship of such artifacts to the natural world and sustainability.

Ethical reasoning: The entire purpose of the class is to engage primary texts that ask deeply moral and ethical questions, which are developed in weekly classroom discussions. Ethical reasoning is cultivated by exploring topics and ideas from a variety of perspectives, traditions, and belief systems, especially in relation to power, conflict and being. The concepts of personal and cultural bias are introduced. Students demonstrate their understanding of ethical reasoning as evidenced during participation in class discussions and course papers.

Collaboration: Class discussions promote collaboration in examining varied humanistic traditions and in identifying ethical issues. Students demonstrate their understanding of value systems and basic principles as as evidenced during participation in class discussions and in course papers. Finally, students

engage in peer-to-peer feedback through reviewing and responding to each other's written work twice during the semester.

Civic Discourse (see above): The primary texts chosen for this course are designed specifically to engage students in a vital, authentic discourse of what it means to live a responsible life in today's world. Based on careful reading of assigned texts and critical reasoning applied in class discussions, students address civic responsibility across time and culture. During such classroom conversations and in written assignments, students are encouraged to identify similarities and differences of civic expectations and responsibilities between the past and present cultures.

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

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

Authority and Value of Information: The value, context, bias and reliability of information is explored weekly through seminar-style class discussions in which those issues are continually assessed. The student's ability to evaluate these issues is further demonstrated through two course papers and a course presentation which require students to provide historical and cultural context, and to evaluate and analyze information gathered. Finally, the value of literacy (and scholarship) is emphasized at two levels. First, one of the main purposes of the course to expose students to vital primary texts, thus increasing their sophistication and capacity for historical context, reading comprehension, and textual analysis. Second, students must engage in independent research for presentations in which they are required to provide historical background and context to the course readings and provide an analyses of the reliability of their information.

Digital Literacy: Digital literacy is addressed throughout the course. Students must demonstrate familiarity with word processing programs and, in some cases, presentation programs. Additionally, students must demonstrate ability to navigate the technological tools frequently used in college settings, such as the LMS used at the college, the online library resources offered at the college, and commonly used search engines. As part of the in-class presentation students are required to complete and turn an web-site analyses of one of the sites they used to find historical background for the readings.

Information structure: Students are taught to identify and use credible sources versus non-credible sources and they are required to evaluate the potential biases of their sources. This is engaged through class discussions and a web site analysis required of every student in the course.

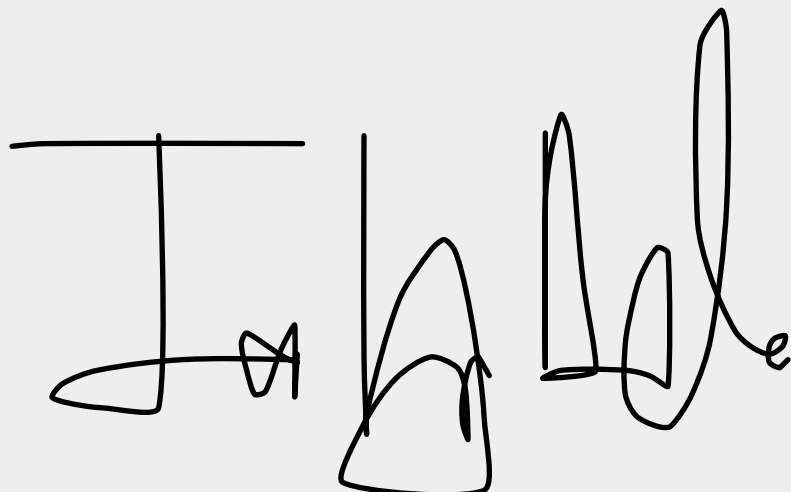
Research as Inquiry: Research presentation assignments require that student demonstrate ability to gather information from credible sources, such as peer-reviewed academic journals, which must properly be cited. Research project assignments are evaluated by measuring the students' digital performance skills and their abilities to: accurately judge the authority and reliability of information, reach a reasonable conclusion, and synthesize their findings into a cogent paper. Finally, students learn research as inquiry in weekly course discussions that focus on formulating critical questions about the text.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.pdf>

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

A handwritten signature in black ink, consisting of three distinct parts: a stylized 'J' with a horizontal bar, a large 'W' with a loop, and a tall, thin 'l' with a small 'e' at the end.



## Date

May 13 2020

## Upload Assessment

**Completed** - May 13 2020

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

### [HUMN 1120 Writing 1 Assignment](#)

**Filename:** HUMN\_1120\_Writing\_1\_Assignment.pdf **Size:** 125.4 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: 0000001112

Tara Lopez - tara.lopez@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001112

**Status:** Under Review

**Last submitted:** May 13 2020 09:46 AM (MDT)

## Application Form

**Completed** - Mar 13 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Tara Lopez
Title	Chair of Humanities and Social Sciences
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## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmc.edu">provost@nmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:Janice.Baca@nmc.edu">Janice.Baca@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	SOCI
Number	2120
Title	Sociology of Deviance
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	SOCI
Number	2120
Name	Sociology of Deviance

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Identify and explain sociological theories of deviance and conformity through academic research, inclass discussions, written assignments, and other methods as necessary.
2. Describe and identify the influences of gender, race, ethnicity, sexual orientation, class, nation, and other factors in defining social deviance and social control.
3. Describe how various sociological theories explain deviance and conformity.
4. Identify important ethics and methods issues that arise in the study of deviance and conformity.

### 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

In terms of regards to genre, there are a variety of different focuses such as gender, race, class, inequality, theory, environment, deviance, etc. Many theoretical perspectives inform the discipline of sociology. Students learn about such diversity via the textbook, films, discussions, and presentations. Students are to apply such awareness in tests, essays, discussions, and presentations. Versatility comes to the fore in the final exam where the essay component requires them to analyze an article from the text that is devoted to deviance and crime. The students are then to evaluate the methodology and situate the theoretical stance of the author within the major theoretical perspectives on deviance and crime.

Strategies for Understanding and Evaluating Messages

Sociology of Deviance has students utilize an array of strategies for understanding and evaluating messages the following three ways. First, two tests and one final exam provide opportunities to evaluate students' comprehension of key concepts and theories garnered from the text. Second, students apply their knowledge of these concepts in group discussions and leading a class discussion. Third, they develop a strong understanding and ability to analyze these concepts via essay questions embedded in the tests and final exam.

Evaluation and Production of Arguments

Essays embedded in the tests and final exam, along with class discussions, provide two central ways of assessing evaluation and production of arguments. Within the essays within the tests and final exam, students are posed with developing an argument substantiated with peer-reviewed qualitative and/or quantitative data. The same demand for data to support arguments is required in the class discussions, and students are also evaluated for their ability to effectively and respectfully communicate their ideas, but to also engage in the ideas of others.

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

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

*critical thinking.*

### Problem Setting

At the foundation of critical thinking, is grappling with a variety of problems that arise in regards to deviance and crime and how society is to manage such issues. All assignments, discussions, essays, and presentations revolve around engaging with crucial social problems of deviance and crime. All activities trace the history of such problems and how framing something as a “problem” is key to understanding broader issues.

### Evidence Acquisition

Throughout all assignments, from discussions to essay exams, speculation and anecdote are eschewed. Rather, passing assignments will all demonstrate the use of quantitative and/or qualitative peer-reviewed evidence and how such quality research can be acquired. The latter is best developed with the visitation of school librarian and her/his review of high caliber sociological databases.

### Evidence Evaluation

The evidence utilized in all assignments must be peer-reviewed, relevant, and current. The use of the textbook, which provides excerpts from recent peer-reviewed studies, provides examples to analyze and discuss to address the strengths and weaknesses of their methodology. Such discussions are set to provide the basis of students independently interrogating evidence to develop a rigorous practice of critical thinking.

### Reasoning/Conclusion

Comprehension of conclusive findings, and the quality of the methodology that bolsters it, are demonstrated and interrogated in class discussions.

---

**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

Progression through the course is predicated on students questioning established understandings of deviance by studying a variety of cultural norms around norms, mores, and laws throughout the world, providing the basis of intercultural reasoning. Such understanding takes place via assigned textbook readings, films shown in class, and class discussions. The respect for understanding of different norms and ideas of deviance that are interwoven in the fabric of the curriculum set to help student grow intercultural competence.

#### Sustainability and the Natural and Human Worlds

Key readings in the textbook challenge the “personhood” how criminal behavior and have students questions forms of environmental degradation as criminal. Furthermore, examples white - collar crime that have poisoned the natural work, with detrimental effects on human society, are reviewed in the textbook and discussed in class to improve students’ understanding of sustainability and the natural and human worlds.

#### Ethical Reasoning

The cultivation of ethical reasoning occurs in the ways classism, sexism, racism, homophobia, transphobia, and colonialism can shape definitions of what is deviant and criminal and what is not. Discussions and films, in particular, set students to interrogate their own established perceptions to evaluate the ethical core of such views. Moreover, discussions of punishment have students consider the ethics of different forms of punishment in society, which further develops forms of ethical reasoning.

#### Collaboration Skills, Teamwork and Value Systems

Deviance and crime are rooted in social value systems. To understand what is considered “weird” or

criminal in a society, you have to understand the ideals and values of systems of said society. Therefore, in discussions, students work together to discuss such value systems and reflect on their own in a collaborative manner.

Civic Discourse, Civic Knowledge and Engagement – Local and Global

Sociology of Deviance brings up very controversial issues, but providing civil, evidence-based discussion of differing ideas cultivates civic discourse. All the items reviewed in the class are policy-related since there have been laws historically, or today, that regulate such behavior; therefore, readings, films, and discussions all spur students in the realm of local and global civic knowledge and engagement.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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, appearing to read "J. [unclear] [unclear]". The signature is written in a cursive style with a horizontal line above the first letter.

## Date

Mar 13 2020

## Upload Assessment

**Completed** - Mar 13 2020

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

### [Sociology of Deviance Assessment](#)

**Filename:** Sociology\_of\_Deviance\_Assessment.pdf **Size:** 524.9 kB

## Upload Rubric

**Completed** - Mar 13 2020

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

### [Sociology of Deviance Rubric](#)

**Filename:** Sociology\_of\_Deviance\_Rubric.pdf **Size:** 127.1 kB

## Application: 0000001156

Dianne Marquez - dmarquez@nmjc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001156

**Status:** Under Review

**Last submitted:** May 14 2020 10:29 AM (MDT)

## Application Form

**Completed** - May 14 2020

## Application Form

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

# Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Dustin Kaufman
Title	Professor of Art
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## Submitting Institution

Name of HEI	New Mexico Junior College
Submitting Department	Arts, Sciences, & Learning Support

## Chief Academic Officer

Name	Larry Sanderson
Email	<a href="mailto:lsanderson@nmjc.edu">lsanderson@nmjc.edu</a>

## Registrar

Name	Rebecca Whitley
Email	<a href="mailto:rwhitley@nmjc.edu">rwhitley@nmjc.edu</a>

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

Yes

## Institutional Course Information

Prefix	AR
Number	223
Title	Three Dimensional Design
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

Prefix	n/a
Number	n/a
Title (if applicable)	n/

**New Mexico Common Course Information**

Prefix	ARTS
Number	1250
Name	Design II

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

Apply the artistic qualities of the elements of art and principles of design to three-dimensional form.  
2. Create 3 dimensional form using varied sculptural methods, construction techniques and media.  
3. Produce 3D design projects safely with proper use of equipment and materials. 4. Apply realistic, referential, and abstract concepts and ideas to projects.  
5. Demonstrate knowledge of 3-D related art vocabulary, origin and trends in sculpture, and 3-D design fundamentals.

### 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.*

This is a foundation course in which students are introduced to a variety of three-dimensional media and techniques which they learn to work with to create their assigned projects. They are introduced to the elements and principles of design as they relate to actual form in three-dimensional space. They are challenged to use appropriate combinations of the elements and principles of three-dimensional design to communicate the idea or concept to an intended audience.

Genre and Medium awareness, Application and Versatility:

Students are introduced through images and lectures to a wide range of three-dimensional artwork with historic as well as contemporary examples. Assignments and projects are given context through visual reference specific genre or medium usage by contemporary or historic artists. Students are assigned to research and visually present an artist working in a three-dimensional medium, where they identify aspects of the artist's works that are specific to the media and/or genre they are working with.

Strategies for Understanding and Evaluating Messages:

Through discussion and formal critique of work done in the class as well as examples from historic and contemporary context, students are challenged to begin to identify aspects of three-dimensional design and composition and how the compositional decisions add to or take away from the intended visual concept or idea. In both formal and informal critiques, students are challenged to struggle with the intended narrative or concept of the work that they have created, the work of other students in the class,



as well as historic and contemporary three-dimensional work.

#### Evaluation and Production of Arguments:

Formal Critique sessions are done individually or as a group, focusing on construction, design, planning, etc. Students are challenged to employ the vocabulary of three-dimensional design and to engage in constructive, substantive critique with the class. Students also learn how to receive critique of their work by agreeing and building on the suggestions, or by defending their compositional or technical decisions through the presentation of a different argument. Successful assessment skills have been done by faculty through observation of the quality and quantity of student participation in critique. In addition each project done in the course is assessed for the visual communication of an idea or concept.

### ***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 challenged to critically evaluate their work of others based on a developing understanding of strong design. Designing and working in three-dimensional media requires constant questions and decisions, based on a student's degree of understanding of the many ways to work with form in space, the technical aspects of a given material, and the conceptual and visual goals of the piece.

#### Problem Setting:

At the beginning of each project, students think critically regarding the problem they will set out to solve. They decide how they will use a certain material or technique introduced in the class to solve a conceptual or visual object building problem. Students engage in verbal critique of the work done in class on a regular basis as class group and in discussions of their work with faculty. Individually they evaluate their work and its progress or lack of towards an intended visual goal. They will be able to discuss how those choices affected their pieces either negatively or positively.

#### Evidence Acquisition and Evaluation:

Students collect evidence for evaluation. They learn to evaluate the actual form in 3D space and how it interacts in an environment. They evaluate the proportions of the piece as well as how it interacts with the negative space and light around it. In conclusion they can evaluate the relative success of the

intended visual or conceptual communication based on the reaction of the viewers in and outside of the class, to their work.

**Reasoning/Conclusion:**

In addition to these formal concerns is the intention of visual message. Critical discussion is focused on how successfully this has been done. Students learn to accept all or a part of the critique they receive. They learn to defend their work or to alter it based on actual perceived visual communication. Thus, they learn to evaluate the intended concept or idea and compare this to what has been created with their work, as well as to give a reasoned explanation regarding the success or failure of a particular work, and to conclude what aspects of an evaluation they will incorporate into their work.

Student application of critical thinking is evident with the evaluation of each project and is also assessed through observation of student participation in critique sessions.

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

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

Intercultural Reasoning and Intercultural Competence:

Students will create and design an original three-dimensional work that represent an aspect of cultural self-awareness. When presenting the piece to the class, the students will articulate how their own culture has shaped their identities and world views (history, values, politics, economics, communication styles, values, beliefs, practices, etc.) and is represented in their idea. The class will then analyze and describe the emotional impact and importance the 3-D piece conveys.

Sustainability and the natural and human worlds:

Students practice safe and sustainable studio practice. Students understand this as the responsible, safe, ethical use and disposal of materials relating to three-dimensional media and equipment.

Collaboration Skills, Civic Discourse, Civic Knowledge and Engagement—Local and Global:

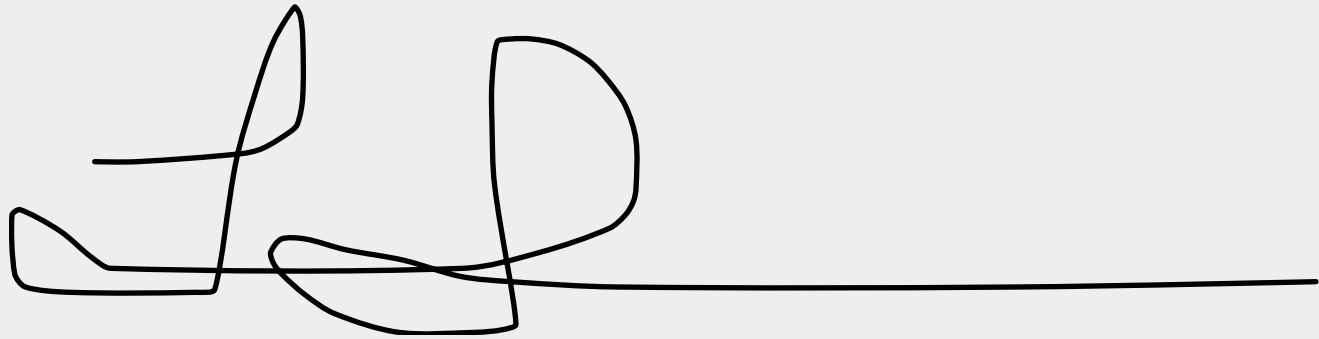
Students participate in collaborative group critique frequently. In group critique students verbalize the strengths and weaknesses of the work of their fellow classmates, thus taking on the responsibility for assisting in each other's improvement in craft and design of a three-dimensional object. Faculty design one collaborative project in which students work with each other to complete. To complete this project students must gain an understanding of each other's artistic strengths, etc. They collaborate on the division of labor, problem solving and display of the finished piece. Collaboration skills are assessed through a set of questions in which the students in a team must do a self-evaluation and an evaluation of the team effort. Students provide written answers to questions such as: 1. What did you contribute to this piece which might not have been used if you were not part of the team? How did this effect the outcome of the piece? 2. What did you learn or receive from this team effort that might not have occurred if you had done this by yourself? 3. What worked or did not work well in the division of labor within the team to complete the project?

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

Link to Institution's General Education Assessment Plan

[https://www.nmic.edu/about/institutional\\_effectiveness/assessment\\_student.aspx](https://www.nmic.edu/about/institutional_effectiveness/assessment_student.aspx)

**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 cursive, consisting of several loops and a long horizontal line extending to the right.

### Date

May 14 2020

## Upload Assessment

**Completed** - May 14 2020

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

### [Wire Assignment](#)

**Filename:** Wire\_Assignment.docx.pdf **Size:** 291.2 kB

## Upload Rubric

**Completed** - May 14 2020

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

### [Design II Rubric](#)

**Filename:** Design\_II\_Rubric.pdf **Size:** 409.5 kB

# Application: 0000001171

Julia Deisler - julia.deisler@sfcc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001171

**Status:** Under Review

**Last submitted:** May 27 2020 09:20 AM (MDT)

## Application Form

**Completed** - May 26 2020

## Application Form

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## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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2019 to be heard at the **June 13-14, 2019** [NMCAC Meeting](#).

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

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

### Contact Information

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Title	Assoc. Dean
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### Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	Science

### Chief Academic Officer

Name	Margaret Peters
Email	<a href="mailto:margaret.peters@sfcc.edu">margaret.peters@sfcc.edu</a>

## Registrar

Name	Kathleen Sena
Email	<a href="mailto:kathleen.sena@sfcc.edu">kathleen.sena@sfcc.edu</a>

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

No

### Institutional Course Information

Prefix	BIOL
Number	2310 and 2310L
Title	Microbiology/Microbiology Lab
Number of credits	3+1

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

No

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	BIOL
Number	2310
Name	Microbiology

### 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>)

BIOL 2310

1. Describe and compare the structure and function of prokaryotic and eukaryotic cells.
2. Describe and compare the techniques used for staining of and microscopic observation of bacteria including morphology.
3. Describe the nutritional requirements for bacterial growth and the impact of environmental factors on bacterial growth (temperature, pH, oxygen, etc.).
4. Describe and compare the mechanisms of aerobic respiration, anaerobic respiration, and fermentative metabolism.
5. Describe the mechanism of bacterial growth by binary fission, and laboratory methods used for observing and measuring bacterial growth.
6. Describe the mechanisms of bacterial DNA replication, RNA transcription, and translation, and compare and contrast with eukaryotic cells.
7. Describe the structure and replication strategies of viruses.
8. Describe and contrast mechanisms of innate nonspecific immunity and adaptive specific immunity.
9. Describe immune hypersensitivity reactions, autoimmune diseases, and immunodeficiency diseases.
10. Differentiate between host-microbe relationships, mechanisms of microbial pathogenesis, differentiate between communicable and non-communicable diseases and describe mechanisms of direct and indirect transmission of communicable diseases.

---

**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.*

Critical thinking skills are assessed using lab experiments that support lecture discussions of growth requirements, diversity of cell metabolism, and dichotomous keys for testing patient samples and identifying bacterial species.

In lecture and lab, students discuss cell growth requirements, types of cell respiration, and identification of species using a dichotomous key of tests. Students describe methods that they can use to identify or exclude different types of bacteria (problem setting). Students do a series of experiments, over two weeks, using several tests to determine types of bacterial aerobic cell respiration or fermentation (Phenol Red agar tubes test for aerobic/anaerobic pathways). In addition, Enterotubes are used to run 12 tests on the same bacterial species. Each pair of students is given one bacterial species to inoculate into each type of test media. After inoculation and incubation, each pair of students collects data for their species and compiles tables to display the data (evidence acquisition). Then they compare their data with other students who have different species of bacteria. Data for all four bacterial species is combined into a table, discussed, and evaluated (evidence evaluation). Discussion covers strategies for understanding results, including possible technique errors; evaluation is used to support understanding of the wide diversity of different species, their requirements for growth, and their pathways for cell metabolism (reasoning/conclusion).

Routinely, medical laboratories determine the identity of bacterial species in patient samples using the same lab tests on patient samples, and evaluation of results is applied in patient diagnosis and treatment.

---see attached experiments: Phenol Red / Snyder tests / Enterotubes, and assessment rubric

**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 apply quantitative reasoning when studying disease epidemiology, the study of how, when and where diseases occur. Epidemiologists keep track of reportable diseases using tables and graphs showing incidence (new cases) and prevalence (total cases) [attached, Fig. 14.14]. As specific infectious diseases are studied, information/data are integrated into various graphs, tables, and maps [attached, Figs. 14.15 / 14.16 / 14.19]. Students draw, label, and interpret epidemiological charts and graphs (communication/representation of quantitative information). Students analyze charts, graphs, and maps to clearly describe the occurrence, geographical distribution, and transmission aspects of an infectious disease (analysis of quantitative arguments). Students discuss how this knowledge is used to prevent and prepare for potential outbreak of the disease in locations where it is common (application of quantitative models). Students discuss prevention of transmission, aseptic treatment methods, possible isolation, and increased public awareness.

In another example, a graph of “stages or periods” of a disease [Fig. 14.10] illustrates the numbers of microbes and intensity of symptoms as the disease progresses from exposure through convalescence. Students describe how medical workers can analyze this data to understand transmission and to treat patients. For example, students compare pertussis 2-3 month extended convalescent period [Fig. 20.25] with days in the influenza graph [Fig. 14.10].

Assessment occurs with exam questions covering drawing/labelling graphs, reading maps/graphs/tables of specific bacterial and viral pathogens.

In addition, topics in lecture cover scientific based data collection and interpretation of data (using graphs, tables, comparison charts) on bacterial growth curves, virus replication, vaccination effectiveness, and epidemiological data on various diseases. Assessment: students must interpret and answer questions about these on exams and in lab result analysis.

---see attached graphs / tables.

**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 watch a film ("Spillover: Zika, Ebola, and Beyond") as an introduction to concepts of emerging virus spillover from animals into humans. The film focuses on why there is an increase in spillover, how outbreaks of disease begin and spread, and how public health officials collect evidence based on biological methods to prevent and contain future outbreaks. Prior to the film the students are given an introduction to zoonotic infections and epidemiology concepts using basic biological research.

After watching the film and a class/team discussion, students collaborate and write a short essay, covering the ethics of data collection using patient interviews, contact tracing, monitoring people's health status, investigation of reservoirs/transmission of the possible infectious agent, vaccination/quarantine, and treatment with approved and tested drugs or with experimental drugs (ethical reasoning). Students also consider how these public health tools can be used in different cultural situations (intercultural reasoning and intercultural competence). As new infectious reservoirs are identified and linked to the increasing transmission of disease in humans, students discover global partnerships and investments must cross borders and cultures to work toward prevention of future outbreaks.

---see the attached rubric for the essay.

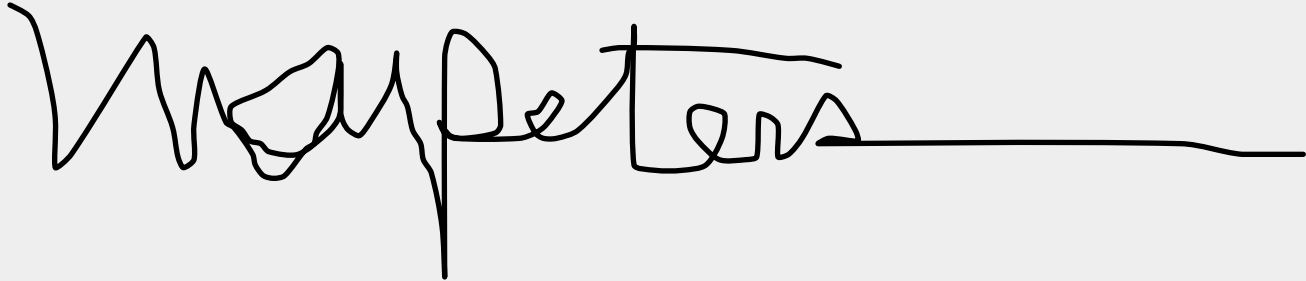
In addition, the film "Vaccines: Calling the Shots" contains discussions of the pros and cons of vaccinations by both scientists and parents. The history of vaccination is also covered. Class discussion (civic discourse) and a short quiz requiring ethical reasoning, intercultural reasoning, and sustainability is taken by the students.

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

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

**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 "W. J. Peters".

### Date

May 26 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [2310 attach BW \(1\)](#)

**Filename:** 2310\_attach\_BW\_1.pdf **Size:** 2.1 MB

## Upload Rubric

**Incomplete**

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

# Application: 0000001138

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

## Summary

**ID:** 0000001138

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:40 PM (MDT)

## Application Form

Completed - Apr 22 2020

## Application Form

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

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

## Tips for Completing the General Education Course

# Application

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

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	<a href="mailto:pdutra@unm.edu">pdutra@unm.edu</a>

## Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

## Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>



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

Yes

**Institutional Course Information**

Prefix	PORT
Number	1110
Title	Elementary Portuguese I
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	PORT
Number	1110
Name	Elementary Portuguese I

### A. Content Area and Essential Skills

---

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

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

Other - Choose 3 essential skills below

#### Choose 3 Skills

#### Responses Selected:

Communication

Critical Thinking

Personal & Social Responsibility

### B. Learning Outcomes

---

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

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

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

1. Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can handle most short social interactions in everyday situations by asking and answering simple questions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.
8. Students can make connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.

---

**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: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

***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.*

N/A

**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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

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

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

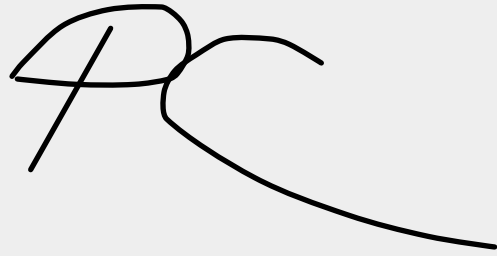
NA

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

Link to Institution's General Education Assessment Plan

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

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



**Date**

Apr 9 2020

## Upload Assessment

**Completed** - Apr 22 2020

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

**[PORT\\_1110- ok](#)**

**Filename:** PORT\_1110\_ok.pdf **Size:** 1.4 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: 0000001143**

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

## Summary

**ID:** 0000001143

**Status:** Under Review

**Last submitted:** Apr 22 2020 01:42 PM (MDT)

## Application Form

**Completed** - Apr 22 2020

## Application Form

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

## Essential Skills

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	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	<a href="mailto:pdutra@unm.edu">pdutra@unm.edu</a>

## Submitting Institution

Name of HEI	UNM
Submitting Department	Portuguese

## Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

**Institutional Course Information**

Prefix	PORT
Number	2130
Title	Intermediate Portuguese I
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	PORT
Number	2130
Name	Intermediate Portuguese I

### A. Content Area and Essential Skills

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

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

Other - Choose 3 essential skills below

#### Choose 3 Skills

#### Responses Selected:

Communication

Critical Thinking

Personal & Social Responsibility

### B. Learning Outcomes

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

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

NONE LISTED. 2ND LANG AT UNM

## 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) Engage in conversations on a variety of familiar topics, relevant experiences, and current events with ease and confidence using context-appropriate, culturally relevant vocabulary, idiomatic expressions, and sentences in various timeframes and expressing different moods (indicative and subjunctive) (UNM Area VI, Competency 1, 2 and 3)
- 2) Handle social interactions in culturally appropriate ways in everyday as well as formal situations such as a job interview with ease and confidence, using context-appropriate vocabulary, idiomatic expressions and adequate grammatical structures (UNM Area VI, Competency 1)
- 3) Identify the main idea, central idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in various forms of oral, written and visual texts (UNM Area VI, Competencies 2, 3, 4)
- 4) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics, topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competencies 1, 2)
- 5) Write an essay in the target language in various timeframes and degrees of formality employing appropriate vocabulary in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestion.

## C. Narrative

In the 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: Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

Evaluation and Production of Arguments: Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

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

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

Problem Setting: Delineate a problem or question. Students state problem/question appropriate to the context.

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.

***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 Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

Sustainability and the natural and human worlds Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

Ethical Reasoning Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

Collaboration skills, teamwork and value systems Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

Civic discourse, civic knowledge and engagement -- local and global Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

---

**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**

Apr 9 2020

## Upload Assessment

**Completed** - Apr 22 2020

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

**[PORT\\_2130 OK](#)**

**Filename:** PORT\_2130\_OK.pdf **Size:** 1.4 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: 0000001162**

Cynthia Orozco - Cynthia.Orozco@enmu.edu  
NM General Education Curriculum

**Summary**



**ID:** 0000001162

**Status:** Under Review

**Last submitted:** May 25 2020 12:08 PM (MDT)

## Application Form

Completed - May 25 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	Cynthia Orozco
Title	Professor of History & Humanities
Phone	5752582212
Email	<a href="mailto:Cynthia.Orozco@enmu.edu">Cynthia.Orozco@enmu.edu</a>

### Submitting Institution

Name of HEI	ENMU Ruidoso
Submitting Department	History, Humanities & Social Sciences

### Chief Academic Officer

Name	Ryan Trospen
Email	<a href="mailto:Ryan.Trospen@enmu.edu">Ryan.Trospen@enmu.edu</a>

### Registrar

Name	Amy Means
Email	<a href="mailto:Amy.Means@enmu.edu">Amy.Means@enmu.edu</a>

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

No

**Institutional Course Information**

Prefix	Hist
Number	1160
Title	Western Civilization II
Number of credits	3

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

Yes

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

No

**Co-requisite Course**

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

## New Mexico Common Course Information

Prefix	Hist
Number	1160
Name	Western Civilization II

### A. Content Area and Essential Skills

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#### 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

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### B. Learning Outcomes

---

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

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

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

Student Learning Outcomes1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from ancient times to the early modern era. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. 516Revised 5/8/2019Bloom Taxonomy's Cognitive Process: CREATE, APPLY6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE 14

## Institution-specific Student Learning Outcomes

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

Communication, Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility

## C. Narrative

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

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

---

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

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

This class addresses problem setting. The class is organized chronologically with attention to the beginning of the earliest peoples around 10,000 BCE to the present. The class addresses each distinctive culture or civilization's political, economic, social, cultural, and religious/spiritual development. The course begins with medieval Europe and assesses political, economic, and social changes from 1500 to the present. In politics the rise of constitutional monarchy, democracy, and communism are addressed. In economics the continuation of feudalism, commercial capitalism, industrial capitalism, and post-industrial capitalism are included. Social changes include the rise of feminist movements in specific nations in various centuries, the decline of religious authority, and the rise of secularism. The course utilizes power points, historical maps, short You Tubes, and documentaries.

Evidence acquisition is obtained in three essays which ask students to provide evidence based on factual materials for their argument. Students utilize their readings to gather their responses. Students must provide detail by discussing key events, key historical developments, key dates, names of key historical figures who are political figures, reformers, writers, and artists. They must provide examples for historical assertions made in essays. Each essay is graded with written commentary as well as an essay commentary that permits check marks.

Students are also asked to evaluate evidence on several sides of an issue. Students are organized into groups of four to discuss specific problems. After meeting with a respective group, a group leader orally presents the group's analysis with an assertion and respective evidence.

Students must provide logical reasoning and arrive at a conclusion in their five-paragraph papers.

Students write three two page essays in the semester. In each paper students must provide a thesis, argumentation, and supporting evidence. All papers reflect a specific era.

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

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

Students learn intercultural reasoning through reading and discussing similarities and differences among various nations within Europe. Contact between Europe and Latin America as well as contact between Europe and Africa allows the class to explore the cultures and economies of various nations. Intercultural contact is military and economic is included. Learning about the diversity of the human experience and intercultural competence is key. Essay number one addresses feudalism, which

How humans view, conceptualize, use, manipulate, or honor the natural environment is a part of culture and is how culture is made. European disregard for Native American conceptions of their natural world are addressed. European conquest of land and resulting deforestation is addressed.

Ethics is part of all cultures. Most societies have either a written or unwritten (oral) ethical understanding of human behavior and operate accordingly as seen in their criminal justice practices or religious/spiritual practices. European and Asian imperialism are part of this ethical discussion. Students work together in groups to support collaboration skills and a positive value system that honors cooperation and different opinions.

Civic discourse, civic knowledge and engagement occurs locally and globally. Discussion of daily news and events will be student-driven as students are given extra points when a student introduces a current event for the day are discussed. The students or teacher connects current events to historical events. In recent times, discussion about replacing Columbus Day with Indigenous Day provides an opportunity to discuss personal and social responsibility on the question of Spanish conquest and resulting power differentials.



**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 that information does not have the same value. The purpose of a textbook, monograph, dissertation, thesis, journal article, book review, news article and opinion-editorial are different. Moreover, authorities are not the same since education and professional training vary. A lay person and scholar's knowledge is different. Moreover, not all sources are credible. Digital literacy is taught by using computers and especially utilizing websites, You Tube, and podcasts. Students are required to locate a You Tube to show the class. Part of a class period is dedicated to discussing the question of authority and value. Not only must students abide by five to ten-minute length, they must also distinguish between excellent, good, and OK sites. The difference between a scholarly website and a Wikipedia entry will be explained. Wikipedia sites are not accepted. Students will be oriented toward .edu sites and encyclopedic sites. Students are given a commentary form assessing selection of their website.

Information structure is addressed. In their papers students must define and clarify terminology. They must use historical discourse.

Research is part of inquiry. Students write three essays during the semester. They are asked broader conceptual questions but must locate evidence in their books and on the internet to support their thesis. Each student must use primary sources in each paper. Half of a class is dedicated to discussing primary sources. Students will also learn how to differentiate primary and secondary sources. Essays must use endnotes citing these primary sources. A bibliography is also required.

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

Link to Institution's General Education Assessment Plan

Site is being updated as part of web page redesign

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



#### Date

May 23 2020

## Upload Assessment

**Completed** - May 25 2020

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

### [Orozco Hist](#)

**Filename:** Orozco\_Hist.\_1160\_essay.pdf **Size:** 50.1 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: 0000001043

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001043

**Status:** Under Review

**Last submitted:** May 13 2020 09:42 AM (MDT)

# Application Form

Completed - Mar 10 2020

## Application Form

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

### 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	Pamela Piccolo
Title	Professor of Psychology and Integrated Studies
Phone	505-747-2141
Email	<a href="mailto:pmpiccolo@nnmc.edu">pmpiccolo@nnmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Sciences

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:ilopez@nnmc.edu">ilopez@nnmc.edu</a>

### Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nnmc.edu">janice.baca@nnmc.edu</a>

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

No

**Institutional Course Information**

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

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

Yes

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

No

**Co-requisite Course**

Prefix	(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.

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 introduction to sociology course covers a broad array of topics related to core sociological theories, viewpoints, and practices, which are used to explain, describe, and predict social behavior. Fundamental issues of social behavior are examined through the lens of sociological perspectives and the sociological imagination, which include, but are not limited to: Institutions of society, social structure, and the concept of intersectionality and the connections between race, class, gender, disability, sexual identity and other forms of structural inequality. Students demonstrate genre and medium awareness, application and versatility through weekly discussions, which correspond with weekly reading assignments and through research assignments, which relate to evaluating and critiquing videos or films that address social issues.

**Strategies for Understanding and Evaluating Messages:**

Students practice strategies for understanding and evaluating messages by the close and critical reading of assigned materials and by applying course content to sociological issues. Utilizing sociological concepts, theories, and perspectives, students practice critical thinking skills and application of course content by providing evidence-based arguments and ideas to sociological issues during participation in class discussions and through completion research projects.

**Evaluation and Production of Arguments:**

Evaluation and production of arguments is demonstrated by student's ability to apply sociological concepts when engaging in class discussions and by completing of research projects. Students are evaluated based on the thoroughness of their responses during discussions, their assiduous completion of research projects, and whether they follow the required rubrics. In addition, tests, which are associated with assigned readings, provide another method by which to evaluate student understanding of course materials.



***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 practice critical thinking skills in a variety of contexts such as: critical readings of assigned texts, class discussions, research projects, and a final (which is essentially a reflection paper in the form of a 3-part essay paper). Such assignments allow students to demonstrate their ability to develop and express their position or argument, gather evidence, evaluate evidence, and reach a reasonable conclusion.

**Problem Setting:** Critical thinking is re-enforced weekly during class discussions, which are based on close critical readings of the assigned texts. The discussion and research assignments require that students demonstrate critical thinking skills as evidenced in reasoned thinking in evaluating others' arguments (regarding discussions) and in supporting their own position or argument.

**Evidence Acquisition:** Students acquire evidence by carefully reading assigned texts and by selecting and evaluating credible outside sources, as required for research projects. Students demonstrate that they have read the assigned texts during class discussions. Research project assignments require that student gather information from credible sources, critique the information gathered, and properly cite the source/s.

**Evidence Evaluation:** Students will evaluate their own and others' positions during class discussions. Students will analyze and evaluate the information they gathered as part of their research project assignments, which will assist them in drawing reasonable conclusions based on the evidence collected.

**Reasoning/Conclusion:** Students state their understanding of and conclusive findings about assigned readings during class discussions, research projects, and on the final.

NOTE: Grading rubrics for all assignments, including participation in discussions, are provided on the syllabus.

***Personal & Social Responsibility. Intercultural reasoning and intercultural competence;***

***Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global***

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

Intercultural reasoning and intercultural competence: In this introductory course, students are introduced to the concept of the sociological imagination, sociological theories, sociological perspectives, the concept of intersectionality, and to the contributions that sociology, as an academic discipline, makes to the social sciences. It explores the relationships between social structures, social forces, and individuals. This course encourages intercultural reasoning and intercultural competence by examining various social structures, social institutions, social issues, and cultural contributions from a cross-cultural perspective.

Sustainability and the natural and human worlds: By using an integrated focus during class discussions and research projects, students will explore connections between the variety of social and cultural artifacts and the possible relationships of such artifacts to the natural world and to sustainability.

Ethical reasoning: Ethical reasoning is cultivated by exploring topics and ideas from a variety of theories, perspectives, traditions, and belief systems, especially in relation to power structure, conflict, religion, sex, gender, and ecological issues, for example. The concepts of cultural bias and ethnocentrism will be discussed at the onset of the course and will be reviewed throughout the course, as needed. Students demonstrate their understanding of ethical reasoning as evidenced during participation in class discussions and in research projects.

Collaboration skills, teamwork, and value systems: Class discussions promote collaboration in examining varied perspectives and traditions, and in identifying and discussing social and ethical issues. As well, collaboration is encouraged in identifying possible relationships between society and the individual, social and cultural artifacts and beliefs, and the natural world and sustainability through class discussions. Students demonstrate their understanding of value systems as evidenced during participation in class discussions and in research project assignments.

Civic discourse, civic knowledge and engagement - local and global: Based on careful reading of assigned texts and critical reasoning, through class discussions, civic responsibility is addressed across time and culture. During such discourse and in research project assignments, students are encouraged to

identify similarities and differences related to civic expectations and responsibilities.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 "J. Ken [unclear]".

**Date**

Mar 10 2020

## **Upload Assessment**

**Completed** - Mar 10 2020

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

### **[Grading Rubric for SOCI1110 - Res Project \(1\)](#)**

**Filename:** Grading\_Rubric\_for\_SOCI1110\_-\_Res\_Project\_1.pdf **Size:** 166.2 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: 0000001144

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

## Summary

**ID:** 0000001144

**Status:** Under Review

**Last submitted:** May 1 2020 09:44 AM (MDT)

## Application Form

**Completed** - Apr 10 2020

## Application Form

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

## 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	Timothy Krebs
Title	Chair
Phone	(No response)
Email	<a href="mailto:tbkrebs@unm.edu">tbkrebs@unm.edu</a>

### Submitting Institution

Name of HEI	UNM
Submitting Department	Political Science

### Chief Academic Officer

Name	Pamela Cheek
Email	<a href="mailto:pcheek@unm.edu">pcheek@unm.edu</a>

## Registrar

Name	Michael Raine
Email	<a href="mailto:mraine@unm.edu">mraine@unm.edu</a>

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

Yes

### Institutional Course Information

Prefix	POLS
Number	2110
Title	Comparative Politics
Number of credits	3

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

Yes

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	POLS
Number	2110
Name	Comparative Politics

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

1. Identify different political and economic regimes in a range of representative countries
2. Assess tradeoffs among various political and economic regimes.
3. Compare and contrast the differences among cultures and subcultures, and the connections between politics and culture in different countries.
4. Describe the major issues facing a range of representative countries today.
5. Explain the connections between historical events and phenomena, on the one hand, and contemporary political and economic systems, on the other.

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**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.*

Communication Genre and Medium Awareness is addressed throughout the course as it engages with a variety of mediums, including scholarly readings, op-eds, magazine articles and documentaries. Students are also required to write for different audiences. For example, students must complete a short essay elaborating on a hypothetical political party's platform on three issues. In it, they must make a convincing argument about the party's stances to attract members by leveraging scholarly evidence, drawing on empirical examples of real political parties and using persuasive language. They further draw on these sources by engaging in debate in a parliamentary simulation on the three issues in a fictional country. To build strategies for understanding and evaluating messages, the class engages salient political debates including whether the United States should change its electoral and/or presidential systems to a multiparty parliamentary system, whether France should amend its census to collect data on racial or ethnic identities, and the relative strengths of different policies to promote gender equality. Classroom activities require students to understand these issues from different stakeholder perspectives. Students are asked to apply political theories to the issues, such as Marxist views on welfare and gender equality or collective action theory and its relevance to political outcomes in different electoral systems. To encourage student to evaluate and produce arguments, classroom debates are supplemented with argumentative writing exercises including exam essays and assignments that require use of properly cited scholarly sources to buttress arguments. Discussions of scholarly readings require students to identify authors' main points, connect them to larger arguments and determine possible counterarguments. Classroom discussions also interrogate claims around these debates asking students to supply evidence backing the array of claims surrounding these debates.

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

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

The course develops skills in critical thinking by organizing material around key political theories and related debates, such as those described above. In-class exercises encourage students to identify problem settings by applying political theories to current issues and events. Students must develop skills in evidence acquisition through essays on exams and written assignments where they must supply empirical evidence and cite scholarly research that addresses the debate question. To evaluate evidence, classroom discussions also interrogate claims around debates, including discussion of the role of bias, validity of data and reliability of sources that inform political opinions surrounding these issues. Finally, these discussions (as well as written assignments and exam) also develop the students' reasoning/conclusion skills, since they require them to critically think about the issue at hand, assess the evidence they have gathered, make logical connections between different arguments and positions, and ultimately form their own judgement about the issue at hand.

**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.*

Several topics covered in the course encourage the development of skills in personal and social responsibility, such as the study of collective action and political participation. For instance, a key activity of the semester is an in-class simulation of the Tragedy of the Commons, i.e., a situation in which common usage of a limited, potentially renewable resource leads to its exploitation until it is eventually depleted. The activity consists of three parts. First, students play the role of fishermen who share access to a common fishing pond. This activity encourages students to think critically about a key issue of sustainability—the tension between individual incentives to maximize profits and personal consumption and the collective goal of having access to common resources—as well as the connection between natural and human worlds. The second part of the activity, in which students are divided into teams and asked to design possible solutions to the tragedy of the commons, develops the skills ethical reasoning and collaboration skills, teamwork and value systems. The final part of the activity, which consists of a discussion, promotes the skill of civic discourse, civic knowledge and engagement (local and global). Initially, each team presents its solution to the rest of the class, and then students are asked to compare the relative merits (and feasibility) of their proposed solutions in the context of specific real-life examples of the Tragedy of the Commons. All the skills mentioned here are evaluated in two ways: (1) students are graded for their performance and engagement in the activity and (2) the topics discussed during this activity are included in their final exam.

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**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**

Apr 10 2020

## Upload Assessment

**Completed** - Apr 22 2020

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

### [POLs 2110 Simulation Recertification Submission](#)

**Filename:** POLS\_2110\_Simulation\_Recertification\_S\_eHIdmBX.pdf **Size:** 88.3 kB

## Upload Rubric

**Incomplete**

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

# Application: 0000001073

Tara Lopez - tara.lopez@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001073

**Status:** Under Review

**Last submitted:** May 13 2020 09:45 AM (MDT)

## Application Form

**Completed** - Mar 12 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Tara Lopez
Title	Chair of Humanities and Social Sciences
Phone	(505) 747-2120
Email	<a href="mailto:tara.lopez@nmc.edu">tara.lopez@nmc.edu</a>

## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Humanities and Social Science

## Chief Academic Officer

Name	Dr. Ivan Lopez
Email	<a href="mailto:provost@nmc.edu">provost@nmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:Janice.Baca@nmc.edu">Janice.Baca@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	SOCI
Number	2310
Title	Social Problems
Number of credits	3

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

No

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	SOCI
Number	2310
Name	Social Problems

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Identify and explain major social problems in the United States, and how social problems become constructed as problems.
2. Describe and analyze policy related solutions associated with social problems from various perspectives.
3. Critically examine social problems through the use of sociological theories, methods, and empirical techniques.
4. Identify connections, both national and global, between social problems and social inequalities (e.g., social class, race/ethnicity, and gender/sexuality).

### 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.*

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

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

**Genre and Medium Awareness, Application and Versatility:**

This course studies the nature, scope, and effects of social problems and their solutions. The course will concentrate on sociological perspectives, theories, and key concepts when investigating problems, such as inequality, poverty, racism, alienation, family life, sexuality, gender, urbanization, work, aging, crime, war and terrorism, environmental degradation, and mass media. This course is designed to build students' sociological understanding of how sociological approaches attempt to clarify various issues confronting contemporary life, as well as how sociologists view solutions to these problems. Students demonstrate genre and medium awareness, application and versatility through weekly discussions and reflection activities, which correspond with weekly reading assignments, an autoethnography assignment, and in a presentation.

**Strategies for Understanding and Evaluating Messages:**

Students practice strategies for understanding and evaluating messages by the close and critical reading of assigned materials and by applying course content to contemporary social problems and policy issues. Utilizing sociological theories, methods, and empirical techniques, students practice critical thinking skills and application of course content by providing evidence-based arguments and ideas to social issues during participation in class discussions, reflection activities, and completion of other course related assignments.

**Evaluation and Production of Arguments:**

Evaluation and production of arguments is demonstrated by student's ability to apply course concepts when engaging in class discussions and by completing reflection activities. Students are evaluated based on the thoroughness and diligence in completing course related assignments. Tests, which are associated with assigned readings, provide another method by which to evaluate student understanding of course materials.

***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 practice critical thinking skills in a variety of contexts such as: critical readings of assigned texts, class discussions, reflection activities, essay style tests, and a presentation assignment. Such assignments allow students to demonstrate their ability to develop and express their position or argument, gather evidence, evaluate evidence, and reach a reasonable conclusion.

**Problem Setting:** Critical thinking is re-enforced weekly during class discussions, which are based on close critical readings of the assigned texts. The class discussions, reflection activities, and preparatory research for the presentation assignment require that students demonstrate critical thinking skills as evidenced in reasoned thinking in evaluating others' arguments and in supporting their own position or argument.

**Evidence Acquisition:** Students acquire evidence by carefully reading assigned texts and by selecting and evaluating credible outside sources, as required for the presentation assignment. Students demonstrate that they have read the assigned texts during class discussions. The reflection activities and the presentation assignment require that student gather information from credible sources, critique the information gathered, and properly cite the source/s.

**Evidence Evaluation:** Students will evaluate their own and others' positions during class discussions. Students will analyze and evaluate the information they gathered as part of their presentation assignment, which will assist them in drawing reasonable conclusions based on the evidence collected.

**Reasoning/Conclusion:** Students state their understanding of and conclusive findings about assigned readings during class discussions, reflection activities, and on exams.

**NOTE:** Grading rubrics for all assignments, including participation in discussions, are provided on the syllabus.

**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 studies the nature, scope, and effects of social problems and their solutions. The course will concentrate on sociological perspectives, theories, and key concepts when investigating problems, such as inequality, poverty, racism, alienation, family life, sexuality, gender, urbanization, work, aging, crime, war and terrorism, environmental degradation, and mass media. This course is designed to build students' sociological understanding of how sociological approaches attempt to clarify various issues confronting contemporary life, as well as how sociologists view solutions to these problems.

Sustainability and the natural and human worlds: By using an integrated focus during class discussions and reflection activities, students will explore connections between the variety of social and policy issues and the relationships of such issues to the natural world and to sustainability.

Ethical reasoning: Ethical reasoning is cultivated by exploring topics and ideas from a variety of sociological perspectives, theories, and key concepts when investigating contemporary social problems. As well, how sociologists view solutions to these problems is discussed. Students demonstrate their understanding of ethical reasoning as evidenced during participation in class discussions and in reflection activities.

Collaboration skills, teamwork, and value systems: Class discussions promote collaboration in examining varied perspectives and theories, and in identifying and discussing social problems, policies, solutions, and ethical issues.

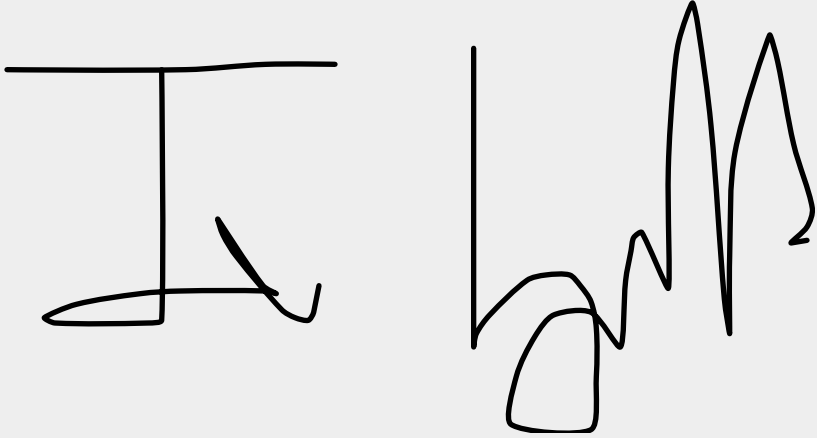
Civic discourse, civic knowledge and engagement - local and global: Based on careful reading of assigned texts and critical reasoning, through class discussions, civic responsibility is addressed locally and globally. During such discourse and in reflection activities, students are encouraged to identify similarities and differences related to civic expressions, expectations, and responsibilities.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/wp-content/uploads/2019/10/NNMC-General-Education-Assessment-Plan.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 cursive or semi-cursive script. It consists of several connected loops and lines, with a prominent vertical stroke on the left side and a series of peaks and valleys on the right side.

**Date**

Mar 12 2020

## Upload Assessment

**Completed** - Mar 12 2020

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

### [SOCI 2310 Assignment](#)

**Filename:** SOCI\_2310\_Assignment.pdf **Size:** 6.7 kB

## Upload Rubric

**Completed** - Mar 12 2020

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

### [SOCI 2310 Grading Rubric for Presentation](#)

# Application: 0000000902

David Torres - davytorres@nnmc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000000902

**Status:** Under Review

**Last submitted:** May 14 2020 09:59 AM (MDT)

## Application Form

**Completed** - Jan 24 2020

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	David Torres
Title	Chair of Mathematics and Physical Science
Phone	5057472174
Email	<a href="mailto:davytorres@nmmc.edu">davytorres@nmmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Mathematics and Physical Science

### Chief Academic Officer

Name	Ivan Lopez
Email	<a href="mailto:provost@nmmc.edu">provost@nmmc.edu</a>

## Registrar

Name	Janice Baca
Email	<a href="mailto:janice.baca@nmmc.edu">janice.baca@nmmc.edu</a>

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

Yes

### Institutional Course Information

Prefix	GEOL
Number	1110L
Title	Physical Geology Laboratory
Number of credits	1

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

Yes

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

No



## Co-requisite Course

Prefix	GEOL
Number	1110
Title (if applicable)	Physical Geology

## New Mexico Common Course Information

Prefix	GEOL
Number	1110L
Name	Physical Geology Laboratory

### A. Content Area and Essential Skills

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

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

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

### B. Learning Outcomes

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

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

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

1. Describe basic meteorological processes such as climate and weather patterns.
2. Describe the processes operating in the development of landforms.
3. Interpret and use topographic maps in the lab and field.
4. Identify and describe various components of the Earth's environmental spheres.
5. Identify and analyze the physical, chemical and biological processes that continue to shape the surface of the Earth.
6. Identify primary atmospheric, geologic, hydrological, and biological patterns of the earth's surface.
7. Identify the primary physical processes that produce spatial variation on the earth's surface.
8. Gain a basic understanding of map projections, including their limitations and capabilities.
9. Describe the rock, hydrologic, and atmospheric cycles and how they impact the geography of the Earth.

## Institution-specific Student Learning Outcomes

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

1. Describe basic meteorological processes such as climate and weather patterns.
2. Describe the processes operating in the development of landforms.
3. Interpret and use topographic maps in the lab and field.
4. Identify and describe various components of the Earth's environmental spheres.
5. Identify and analyze the physical, chemical and biological processes that continue to shape the surface of the Earth.
6. Identify primary atmospheric, geologic, hydrological, and biological patterns of the earth's surface.
7. Identify the primary physical processes that produce spatial variation on the earth's surface.
8. Gain a basic understanding of map projections, including their limitations and capabilities.
9. Describe the rock, hydrologic, and atmospheric cycles and how they impact the geography of the Earth.

## C. Narrative

In the 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.*

All the Student Learning Outcomes will be covered in the class. Here, we will discuss the assessment of Student Learning Outcome 1, Describe basic meteorological processes such as climate and weather patterns. Students will be asked to present or report on the causes of global warming in the past and in the present. In the past, previous geologic events can be tied to global warming, These include plate tectonics and volcanic eruptions, meteor impacts, changes in ocean currents, and vegetation coverage. Global warming in the atmosphere should be attributed to greenhouse gases which include carbon dioxide, methane, water vapor, and nitrous oxide. Students will be asked to explain how the greenhouse gases absorb outgoing radiation thus warming the atmosphere. Concentration of each of the greenhouse gases and the relative impact of each of the gases should be researched. Positive feedback cycles can be described. For example, when ice is melted in the high latitudes, the bare ground absorbs more radiation which leads to increased warming. In addition, high ocean temperatures lead to decreased solubility of carbon dioxide.

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

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

Students will be asked to analyze data as part of their report or presentation. Data analysis should include the concentration of each of the greenhouse gases over time, sea surface temperature, and melting of ice and glaciers in the north and south poles. For example the National Oceanic & Atmospheric Administration (NOAA) site <https://www.esrl.noaa.gov/gmd/ccgg/trends/full.html> plots the growth of carbon dioxide in parts per million over the last sixty years. Students can compute the acceleration of the carbon dioxide increase by computing the slope of the curve using two points in mid-twentieth century, two points near the end of the twentieth century, and two points at the current time. Similarly students can also track the changes in sea surface temperature over time using the same process. Sea surface temperatures for the last 140 years can be found at the US Environmental Protection Agency site <https://www.epa.gov/climate-indicators/climate-change-indicators-sea-surface-temperature>. Historical changes in ocean currents can be described. Students can also describe the processes that remove greenhouse gases from the atmosphere. Students should also identify positive and negative relationships between variables and feedback loops.

**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 burning of fossil fuels has led to the increase of carbon dioxide in the atmosphere which scientists believe has led to increased temperatures and extreme weather events. Students will be asked to assume the role of a state senator. As a representative of the state, they will need to decide whether our current transportation system and energy generation is sustainable considering the trends in global warming. They will be asked to devise legislation that they believe will help stem the rapid increase in carbon dioxide concentration. Students will be asked to present support for their views through written or oral discourse using scientific facts. Proposed legislation needs to be practical and be cognizant of economic implications. For example, if student recommend smaller cars or propose legislation that requires improved gas efficiency, what will be the effects on the state and national economy? If public transportation is developed and/or improved, will it be used by citizens? The impact and cost of renewable sources (wind and solar) can be described. Collaboration skills will be developed by allowing students to work in teams.

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

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

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 read "Ivan Lopez".

**Date**

Jan 24 2020

## Upload Assessment

**Completed** - Jan 24 2020

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

### [Continental Drift Assessment](#)

**Filename:** Continental\_Drift\_Assessment\_XIm2kXK.pdf **Size:** 30.4 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.

## **Issue Brief + Presentation Assignment (SOCI 2310)**

This is the major project from this course in which you will choose an issue, draft a short well-researched policy brief. This assignment will include a presentation, in-class or via Zoom, of the material.

The purpose of the presentation assignment is to give you the opportunity to review the course content studied throughout the semester, select a component of study from this course that was particularly meaningful to you or that was of particular interest to you, and to share scholarly information about that topic. The assigned readings and other assignments that you have completed serve as building blocks toward the successful completion and effective delivery of your presentation.

Your presentation must be 8 to 10 minutes in length. It requires many of the same elements that an Informative Speech might include, such as: an introduction, the inclusion of research findings, a critique of the research findings, and a conclusion. As well, organization and delivery are considered important elements of the presentation. It helps, in your introduction, to describe your topic, including your thesis statement and a brief overview of the content you plan to discuss in your presentation. Additionally, you will want to include quoted or paraphrased material from different sources (such as from the textbook or from other reliable sources). In your conclusive statements, you may want to suggest ideas about how the information that you have covered in your talk is useful or how it can be applied to professional or to everyday life situations.



# The Case of Water Melon Mountain

## Week #1

The Mayor: Congratulations, you got the job, don't pay much but you'll love it here. Nice friendly town. We're growing and that's why we need you. See me Monday after breakfast, say about 11'ish.

You, thinking to yourself: Oh man what have I walked into? I grew up in a small town, escaped by going away to college, I want the big city life. I got my degree in Geo-Environmental Engineering, it's time to make my mark on the world. Why did my old truck have to blow two tires coming into this hick town?

Monday meeting with the Mayor at 1:38 in the afternoon.

The Mayor: Well good morning, good to see. Talked to my cousin at the service station yesterday, said he'll find you some good used tires cheap. If you want new ones you have to prepay and have them sent here on the Greyhound bus.

Self: Pay, now I owe for the motel room and tires? I got no money!

The Mayor: We can talk about your truck later. We need to get this job started. With you being an Enviro and all you must know about the jet fuel exhaust in the air. We breathe it. It's on the crops. It's in the water. It's everywhere. Some of them folks from Socorro came out here with the State Engineer from Santa Fe and tested our city water supply. No jet fuel residue they said. Don't know how but the waters clean. Now we don't need them nice folks down here getting in the way and we told them so.

Self: Could he be talking about chemtrails?

The Mayor: Well the Gov sends me a notice that some State funds were available if we could find someone reliable to figure this out. He said the Fed's would give us matching funds even. Now, we don't know how much yet so we can't make any promises on your salary, but we'll take care of you. This is a good little friendly town, we take care of our own. Need you to get started today. Go see Paul at the service station, he does all our water well drilling around here. Now look, water is the life blood of this town. It dries up we dry up. I need to know how long our supply is going to last and I got the government to pay for the work. Stop by any time and keep me up to date. Got to go, got a meeting, bye.

Self: What did I get myself into? Where to start? He did mention Socorro and the State Engineer. Where else could I find information about this area, the town, the water, property ownership, and maybe a better place to stay than that ratty motel Paul will know, the auto mechanic, water well driller, cousin to the mayor. Guess I'll go visit my truck.

Back to the real world. Post a list of sources of information and data that (if you found) would help you solve the problem and get your truck fixed. Lay out a detailed plan in your Post. You may not do everything in your plan but you have to start somewhere. Remember that you have lots of contacts out there, current classmates, ask for help, work in teams, just give credit in your citation list. Also, be sure to read the pamphlet the Mayor's Secretary handed you as you walked out of the city offices.

History of the Town of Broken Wheel, New Mexico (the pamphlet)

Pioneers moved westward across America starting around 1790 in covered wagons. Many wagon trains passed through this area because Rainbow Creek flowed year round. The pioneers could water their livestock and refill their water barrels. As was inevitable covered wagons broke down while passing through our valley. Recognizing the good soils for farming and the flowing creek some of these travelers decided to take up roots here rather than move on. As best as we can tell the first two families were named Smith and Wheeler, our Founding Fathers.

At first life was hard, the two wagons became one small cabin that the two families shared. Mrs. Smith liked to look at the hills to the east of their cabin and named them The Water Melon Mountains. Due to their nice rounded shape and grass cover they do look like a large inviting watermelons. Now, as the story goes the Wheeler's daughter, we think her name was Corina, liked to pick spring flowers and named this area Rainbow Valley. People even today come from far and wide to photograph the spring flowers in the middle of the desert. When the Federal Government surveyed this area the local place names were used so today we have these magical names, The Water Melon Mountains and Rainbow Valley.

Over time the settlement grew to around 20 families. About 1860 returning gold miners from California stopped here on their trek east and some decided to settle here. Gold was discovered at Sutter's Mill in 1848 triggering a massive movement of miners westward. Very few miner's got rich, some stayed in California as farmers, others headed home and some stopped and took up residence here. The town grew to about 1,500 folks by then. The town and outlying farmers had to dig or drill water wells as Rainbow Creek could not supply the growing population.

Wells were deepen as the water table was lowered and finally dried up. The town voted in 1910 to fund a much deeper well in an effort to save Broken Wheel. The driller encountered a strange white and very hard thin layer of rock but when he cut through it water burst out of the drill hole and flowed down the only bricked street in town. This turned out to be very good drinking water and it saved the town. We call this the Miracle Well today and we built a fountain around it.

The second Miracle happened years later when the school in Socorro sent some scientists to study our water supply and try to understand why the water was so pure. They tested everything and even went up into the Water Melon Hills to map and take samples. They discovered a new and rare species of Targ, (*Yonderesis melonitis*). This miracle created a second revival of the town by attracting tourists and scientists to

photograph and study our very own resident Targs. We even voted to rename the town in honor of the Second Miracle, so welcome to the Town of Yonderville, New Mexico. We hope you enjoy your stay and stay as long as you like.

Funded by the Visitors Bureau of Yonderville, New Mexico. T-shirts are available at the Wheeler Grocery on First Street.

## **Week #2**

I take it your visit with Paul the Mechanic, Water Well Driller, and Town Council Member went well. In the Module you'll find the Topo-Map, Well Location Map, and Driller's Log Data Sheet. There is also a cross-section of the subsurface data started for you and blank sheets for the other three cross-sections.

1. The first step for any research project is to make a Plan.
2. Step two is to collect background and data.
3. Step three would be to get the data into some form; maps, charts, graphs, cross-sections that gives us a nice visual to work with. A picture is always worth a thousand words.

So, for this week, we will build the four cross-sections suggested on the Well Location Map and share them with your team (classmates) as a Post worth 20 points. Comments are expected.

## **Week #3**

So the 4 cross-sections are complete. You're continuing to research for background information on the general geology of the area. Now we need to start putting things together, a structure map on the top of the sandstone and a thickness map (isopach) of this layer. Something you found in your research is the name of the water reservoir sandstone, it's officially called the Wagon Wheel Sandstone.

You'll need to draw your own map of the Rainbow Valley water well field. Basically you could trace off the Water Well Location Map and just leave out the Cross-Section lines. You'll need two of these.

One gets titled 'Structure Map, Top of the Wagon Wheel Sandstone. A structure map is just like a topographic map but of the surface of a rock layer underground. The Driller's Well Log Data sheet has all the information you'll need. What Paul indicated as the 'sandstone' is the top of the Wagon Wheel as he was drilling down. So that value of 100 feet for the City Center #1 (CC1) well is the top of the Wagon Well. Match all the other sandstone values from the list and write them on your map next to the well ID. Now all

you have to do is contour. Use whatever CI you wish; 5 foot, 10 foot, 20 foot, its up to you.

You may want to consider accuracy of the log data (or even typos). Remember that drill cuttings are pulled (or captured) ever 10 feet while drilling so the rock layer changes we would see likely should be recorded as 100 feet +/- 5 feet. Oh, that reminds me about Well S, top of the White Clay. Could that be a superimposed value that should read 45 feet?

Your second map is titled 'Isopach, Thickness of the Wagon Wheel Sandstone'. Some math here but less than keeping a check book. In the CC1 well the bottom of the Wagon Wheel is the top of the Gray Clay. So you take 330 feet minus 100 feet (top of the sandstone) and that gives you the thickness, 230 feet. Write that on your map next to the well ID, CC1. Repeat this process for all the water wells and then contour the values. Again, the CI is up to you.

While this is a discussion worth 20 points, it's the maps that are important here. Add a write-up if you wish. Comments as ideas from other students are still required, but here can be an interpretation of the maps. They will be used when you make your presentation to the City Council.

#### **Week #4**

So the mapping seems to have gone well. Cross-sections that give us a good idea of what the rock layers are doing underground. A structure map to guesstimate the surface between the cross-sections underground. Then an isopach from which we could (and will) calculate the volume of the reservoir sandstone. A mental picture is forming, an encased sandstone aquifer, White clay above, gray clay below, both aquicludes. It's like an upside down Hotpocket.

If we calculate volume in cubic feet and were to know the percent porosity of the Wagon Wheel Sandstone we could figure out how many cubic feet are water. Then all we have to do is convert cubic feet to gallons, easy done.

We could also build a Fence Diagram of the valley by using the following water wells; S, 23, BB, 3, 2, 7F, CC1, D, 5, JD, 6C, and GS2. Take a look at the Water Well Location Map. This would be very similar to the Geoblocks you've already constructed. While you are Team Leader and can decide, my recommendation is that a fence diagram would not really be useful. This is a rather small project and the structure map gives us the information we need. Many of the original ideas listed in the Planning stage were not used, but that is the purpose of brainstorming as a team.

What we really need to think about is how to calculate gallons or 'acre-feet' of water in the Wagon Wheel Sandstone. That's the real question the town wants to know, how long will the water (life blood of the town) last? Easy question to answer if you know average daily consumption and previous water production.

Oh, almost forgot, the Major left a message at the motel for you this afternoon. Think you were visiting Paul the mechanic or just your truck.

### The Mayor's Note

How's your project coming? See you've been using the Wi-Fi at the library in the basement, good. The records clerk from the second floor told me all about your visit, good. Paul said they put new spark plug wires on your truck, good.

There's a City Council Town Hall Meeting at 7 tonight, you've got 10 minutes to tell the folks here what progress you made. Could also tell them what your plans are. Bring some pictures and maps, they like pictures and maps.

Still don't know what we can pay you. Don't know what the Grant Money will look like.

See you at the meeting, apple pie served after.

self; what am I going to tell them? I've got some maps and cross-sections, not pretty but still all I got.

The Discussion for your 20 points then is to draft out a 10 minute (500 word) presentation to the good people of Yonderville. Ethics dictates that you tell the truth, right. An encased reservoir has a limited supply of water. There's no recharge from anywhere. Rainbow Creek dried up years ago. Your dilemma here is what are you going to tell them. Are you going to tell them what they want to hear, are you going to tell them the truth, or are you going to stall and in 500 words?

You could be tarred and feathered and run out of town without your truck (no rear tires yet). Remember that even the women carry guns in this town.

### **Week #5**

So how did the presentation go last week? I see you're still here.

Now for the final step of massaging the data, the volume calculations. Now I know that math majors and engineers can come up with integral calculus methods and curved surface iterations, but Joe likes to keep it simple. I've used this for work in underground coal mines and sulphur deposits as well as oil/gas fields. While it's tedious it can be adjusted easily as addition wells are drilled.

The topo map area for Rainbow Valley is 6.5 miles from north to south and 7 miles from east to west. Since your Isopach shows that the sandstone continues to the north and south of the mapped area I would extend the map a half mile to the south. That makes a 7 mile by 7 mile grid of 49 square mile boxes. I would number the grids 1 through 49 and set up a worksheet. Place the grid over the isopach map and estimate the average thickness of the sandstone within each grid and record in your worksheet.

Each grid is a mile on a side or 5280 feet. So the volume of sandstone within a grid is 5280 feet X 5280 feet X the average isopach thickness in feet for that grid. The answer is then recorded in your worksheet in cubic feet. You'll have to repeat this now for each of the 49 grids within your study area.

The average porosity of a reservoir sandstone can range from 10 to 40 percent. The Wagon Wheel Sandstone turns out to be 14%. Therefore, of the volume of rock you calculated for each grid, 86% is quartz sand and 14% is drinking water. So now you need to convert that volume of water in each grid to gallons or acre-feet.

1 cubic foot of water = 7.48 US gallons of water.

There are 640 acres in one square mile, so an acre is about 208 feet by 208 feet. An acre foot of water is 208 feet X 208 feet X 1 foot thick. So we're looking at somewhere around 43,500 cubic feet of water or 326,000 gallons per acre-foot.

The reason I use acre-foot here:

When you drill a private water well in New Mexico the State Engineer permits you to drill the well. He allocates you 3 acre-feet of water per year for your consumption. An average family of 4 with a few pets, house plants, and a small garden consumes on average one acre-foot of water per year.

The town of Yonderville has a current population of 2,000 souls or about or about 500 families. That's 500 acre-feet of water per year. So you do the math, how many years does the town have left?

This may be your shortest Post ever so I'll place no limits on it. You may want to research my statements and go over my calculations. We all make mistakes and team members should always verify, and then verify again.

Next week your last presentation at the Town Hall meeting, maybe you'll get the keys to your truck back. I hear it's got 4 good tires and new windshield wipers.

## **Week #6**

Second presentation to the City Council is tonight. What are you going to say?

As a professional, ethics dictates that you tell the truth. In your estimation, how many years does the town have left before the water is gone? That is if the current pumping rate remains the same, 500 acre-feet per year.

Oh, did we consider the area farming and ranching uses of groundwater? Sounds like a proposal for more work to me.

Post a 500 word presentation to the City Council at this Town Hall meeting, with comments, worth 20 points.



Students are often asked to list the leukocytes in order from the most abundant to the least abundant. The following silly phrase may help you with this task: *Never let monkeys eat bananas* (neutrophils, lymphocytes, monocytes, eosinophils, basophils).

### Platelets


Platelets are cell fragments of large multinucleate cells (**megakaryocytes**) formed in the bone marrow. They appear as darkly staining, irregularly shaped bodies interspersed

among the blood cells (see Figure 3). The normal platelet count in blood ranges from 150,000 to 400,000 per cubic millimeter. Platelets are instrumental in the clotting process that occurs in plasma when blood vessels are ruptured.

After you have identified these cell types on your slide, observe charts and three-dimensional models of blood cells if these are available. Do not dispose of your slide, as you will use it later for the differential white blood cell count.

## Hematologic Tests

When someone enters a hospital as a patient, several hematologic tests are routinely done to determine general level of health as well as the presence of pathologic conditions. You will be conducting the most common of these tests in this exercise.

 Materials such as cotton balls, lancets, and alcohol swabs are used in nearly all of the following diagnostic tests. These supplies are at the general supply area and should be properly disposed of (glassware to the bleach bucket, lancets in a designated disposal container, and disposable items to the autoclave bag) immediately after use.

Other necessary supplies and equipment are at specific supply areas marked according to the test with which they are used. Since nearly all of the tests require a finger stick, if you will be using your own blood it might be wise to quickly read through the tests to determine in which instances more than one preparation can be done from the same finger stick. A little planning will save you the discomfort of multiple finger sticks.


An alternative to using blood obtained from the finger stick technique is using heparinized blood samples supplied by your instructor. The purpose of using heparinized tubes is to prevent the blood from clotting. Thus blood collected and stored in such tubes will be suitable for all tests except coagulation time testing.

### Total White and Red Blood Cell Counts

A **total WBC count** or **total RBC count** determines the total number of that cell type per unit volume of blood. Total WBC and RBC counts are a routine part of any physical exam. Most clinical agencies use computers to conduct these counts. Total WBC and RBC counts will not be done here, but the importance of such counts (both normal and abnormal values) is briefly described below.

#### Total White Blood Cell Count


Since white blood cells are an important part of the body's defense system, it is essential to note any abnormalities in them.

 **Leukocytosis**, an abnormally high WBC count, may indicate bacterial or viral infection, metabolic disease, hemorrhage, or poisoning by drugs or chemicals. A decrease in the white cell number below 4000/mm<sup>3</sup> (**leukopenia**) may indicate infectious hepatitis or cirrhosis, tuberculosis, or excessive antibiotic or X-ray therapy. A person with leukopenia lacks the usual protective mechanisms. **Leukemia**, a

malignant disorder of the lymphoid tissues characterized by uncontrolled proliferation of abnormal WBCs accompanied by a reduction in the number of RBCs and platelets, is detectable not only by a total WBC count but also by a differential WBC count. †

#### Total Red Blood Cell Count

Since RBCs are absolutely necessary for oxygen transport, a doctor typically investigates any excessive change in their number immediately.

 An increase in the number of RBCs (**polycythemia**) may result from bone marrow cancer or from living at high altitudes where less oxygen is available. A decrease in the number of RBCs results in anemia. The term **anemia** simply indicates a decreased oxygen-carrying capacity of blood that may result from a decrease in RBC number or size or a decreased hemoglobin content of the RBCs. A decrease in RBCs may result suddenly from hemorrhage or more gradually from conditions that destroy RBCs or hinder RBC production. †

### Differential White Blood Cell Count

To make a **differential white blood cell count**, 100 WBCs are counted and classified according to type. Such a count is routine in a physical examination and in diagnosing illness, since any abnormality in percentages of WBC types may indicate a problem and the source of pathology.

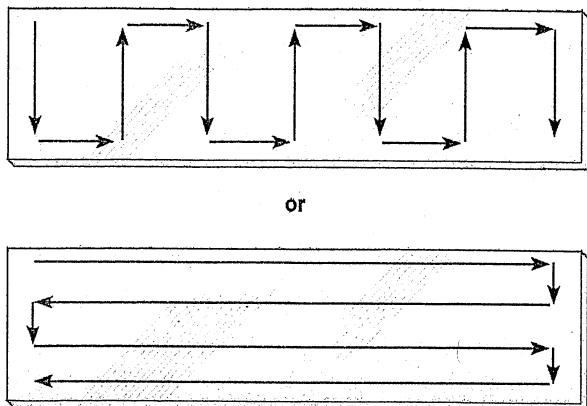
## Activity 3

### Conducting a Differential WBC Count

1. Use the slide prepared for the identification of the blood cells in Activity 2 or a prepared slide provided by your instructor. Begin at the edge of the smear and move the slide in a systematic manner on the microscope stage—either up and down or from side to side (as indicated in **Figure 5**).

2. Record each type of white blood cell you observe by making a count in the first blank column of the **Activity 3 chart** (for example,  $\text{|||||} = 7$  cells) until you have observed and recorded a total of 100 WBCs. Using the following equation, compute the percentage of each WBC type counted, and record the percentages on

*Text continues on next page. →*



**Figure 5** Alternative methods of moving the slide for a differential WBC count.

the Hematologic Test Data Sheet on the last page of the exercise, preceding the Review Sheet.

$$\text{Percent (\%)} = \frac{\text{\# observed}}{\text{Total \# counted}} \times 100$$

3. Select a slide marked "Unknown sample," record the slide number, and use the count chart below to conduct a differential count. Record the percentages on the data sheet.

How does the differential count from the unknown sample slide compare to the normal percentages given for each type in Table 1?

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### Activity 4

#### Determining the Hematocrit

The hematocrit is determined by the micromethod, so only a drop of blood is needed. If possible (and the centrifuge allows), all members of the class should prepare their capillary tubes at the same time so the centrifuge can be run only once.

1. Obtain two heparinized capillary tubes, capillary tube sealer or modeling clay, a lancet, alcohol swabs, and some cotton balls.
2. If you are using your own blood, use an alcohol swab to cleanse a finger, prick the finger with a lancet, and allow the blood to flow freely. Wipe away the first few drops and, holding the red-line-marked end of the capillary tube to the blood drop, allow the tube to fill at least three-fourths full by capillary action (Figure 6a). If the blood is not flowing freely, the end of the capillary tube will not be completely submerged in the blood during filling, air will enter, and you will have to prepare another sample.

#### Activity 3: Count of 100 WBCs

Cell type	Number observed	
	Student blood smear	Unknown sample # ___
Neutrophils		
Eosinophils		
Basophils		
Lymphocytes		
Monocytes		

Using the text and other references, try to determine the blood pathology on the unknown slide. Defend your answer.

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4. How does your differential white blood cell count compare to the percentages given in Table 1?

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#### Hematocrit

The **hematocrit** is routinely determined when anemia is suspected. Centrifuging whole blood spins the formed elements to the bottom of the tube, with plasma forming the top layer (see Figure 1). Since the blood cell population is primarily RBCs, the hematocrit is generally considered equivalent to the RBC volume, and this is the only value reported. However, the relative percentage of WBCs can be differentiated, and both WBC and plasma volume will be reported here. Normal hematocrit values for the male and female, respectively, are  $47.0 \pm 5$  and  $42.0 \pm 5$ .



Prepare for lab: Watch the Pre-Lab Video  
MasteringA&P® > Study Area > Pre-Lab Videos

If you are using instructor-provided blood, simply immerse the red-marked end of the capillary tube in the blood sample and fill it three-quarters full as just described.

3. Plug the blood-containing end by pressing it into the capillary tube sealer or clay (Figure 6b). Prepare a second tube in the same manner.
4. Place the prepared tubes opposite one another in the radial grooves of the microhematocrit centrifuge with the sealed ends abutting the rubber gasket at the centrifuge periphery (Figure 6c). This loading procedure balances the centrifuge and prevents blood from spraying everywhere by centrifugal force. *Make a note of the numbers of the grooves your tubes are in.* When all the tubes have been loaded, make sure the centrifuge is properly balanced, and secure the centrifuge cover. Turn the centrifuge on, and set the timer for 4 or 5 minutes.



## Hematologic Tests

9. Broadly speaking, why are hematologic studies of blood so important in diagnosing disease?

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10. In the chart below, record information from the blood tests you read about or conducted. Complete the chart by recording values for healthy male adults and indicating the significance of high or low values for each test.

Test	Student test results	Normal values (healthy male adults)	Significance	
			High values	Low values
Total WBC count	No data			
Total RBC count	No data			
Hematocrit				
Hemoglobin determination				
Bleeding time	No data			
Coagulation time				

11. Why is a differential WBC count more valuable than a total WBC count when trying to determine the specific source of pathology? \_\_\_\_\_

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12. What name is given to the process of RBC production? (Consult an appropriate reference as necessary.) \_\_\_\_\_

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What hormone acts as a stimulus for this process? \_\_\_\_\_

Why might patients with kidney disease suffer from anemia? \_\_\_\_\_

---

How can such patients be treated? \_\_\_\_\_

13. Discuss the effect of each of the following factors on RBC count. Consult an appropriate reference as necessary, and explain your reasoning.

long-term effect of athletic training (for example, running 4 to 5 miles per day over a period of 6 to 9 months):

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Blood

a permanent move from sea level to a high-altitude area: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Define *hematocrit*. \_\_\_\_\_

15. If you had a high hematocrit, would you expect your hemoglobin determination to be high or low? \_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_

16. What is an anticoagulant? \_\_\_\_\_

Name two anticoagulants used in conducting the hematologic tests. \_\_\_\_\_

and \_\_\_\_\_

What is the body's natural anticoagulant? \_\_\_\_\_

17. If your blood clumped with both anti-A and anti-B sera, your ABO blood type would be \_\_\_\_\_

To what ABO blood groups could you give blood? \_\_\_\_\_

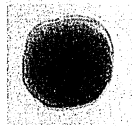
From which ABO donor types could you receive blood? \_\_\_\_\_

Which ABO blood type is most common? \_\_\_\_\_ Least common? \_\_\_\_\_

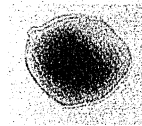
18. What blood type is theoretically considered the universal donor? \_\_\_\_\_ Why? \_\_\_\_\_

19. Assume the blood of two patients has been typed for ABO blood type.

Typing results  
Mr. Adams:

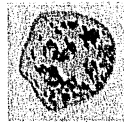


Blood drop and anti-A serum

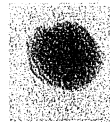


Blood drop and anti-B serum

Typing results  
Mr. Calhoun:



Blood drop and anti-A serum



Blood drop and anti-B serum

On the basis of these results, Mr. Adams has type \_\_\_\_\_ blood, and Mr. Calhoun has type \_\_\_\_\_ blood.

Test the hemoglobinometer light source to make sure it is working; if not, request new batteries before proceeding and test it again.

2. Remove the blood chamber from the slot in the side of the hemoglobinometer and disassemble the blood chamber by separating the glass plates from the metal clip. Notice as you do this that the larger glass plate has an H-shaped depression cut into it that acts as a moat to hold the blood, whereas the smaller glass piece is flat and serves as a coverslip.

3. Clean the glass plates with an alcohol swab, and then wipe them dry with lens paper. Hold the plates by their sides to prevent smearing during the wiping process.

4. Reassemble the blood chamber (remember: larger glass piece on the bottom with the moat up), but leave the moat plate about halfway out to provide adequate exposed surface to charge it with blood.

5. Obtain a drop of blood (from the provided sample or from your fingertip as before), and place it on the depressed area of the moat plate that is closest to you (Figure 7a).

6. Using the wooden hemolysis applicator, stir or agitate the blood to rupture (lyse) the RBCs (Figure 7b). This usually takes 35 to 45 seconds. Hemolysis is complete when the blood appears transparent rather than cloudy.

7. Push the blood-containing glass plate all the way into the metal clip and then firmly insert the charged blood

chamber back into the slot on the side of the instrument (Figure 7c).

8. Hold the hemoglobinometer in your left hand with your left thumb resting on the light switch located on the underside of the instrument. Look into the eyepiece and notice that there is a green area divided into two halves (a split field).

9. With the index finger of your right hand, slowly move the slide on the right side of the hemoglobinometer back and forth until the two halves of the green field match (Figure 7d).

10. Note and record on the data sheet the grams of Hb (hemoglobin)/100 ml of blood indicated on the uppermost scale by the index mark on the slide. Also record % Hb, indicated by one of the lower scales.

11. Disassemble the blood chamber once again, and carefully place its parts (glass plates and clip) into a bleach-containing beaker.

Generally speaking, the relationship between the hematocrit and grams of hemoglobin per 100 ml of blood is 3:1—for example, a hematocrit of 36% with 12 g of Hb per 100 ml of blood is a ratio of 3:1. How do your values compare?

Record on the data sheet the value obtained from your data.

## Bleeding Time

Normally a sharp prick of the finger or earlobe results in bleeding that lasts from 2 to 7 minutes (Ivy method) or 0 to 5 minutes (Duke method), although other factors such as altitude affect the time. How long the bleeding lasts is referred to as **bleeding time** and tests the ability of platelets to stop bleeding in capillaries and small vessels. Absence of some clotting factors may affect bleeding time, but prolonged bleeding time is most often associated with deficient or abnormal platelets.

## Coagulation Time

**Blood clotting**, or **coagulation**, is a protective mechanism that minimizes blood loss when blood vessels are ruptured.

### Activity 6

#### Determining Coagulation Time

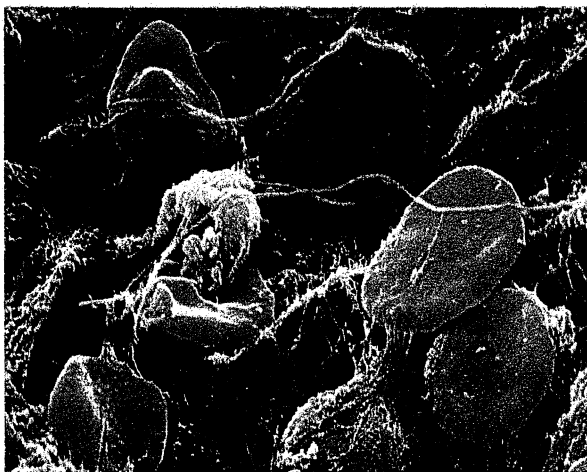
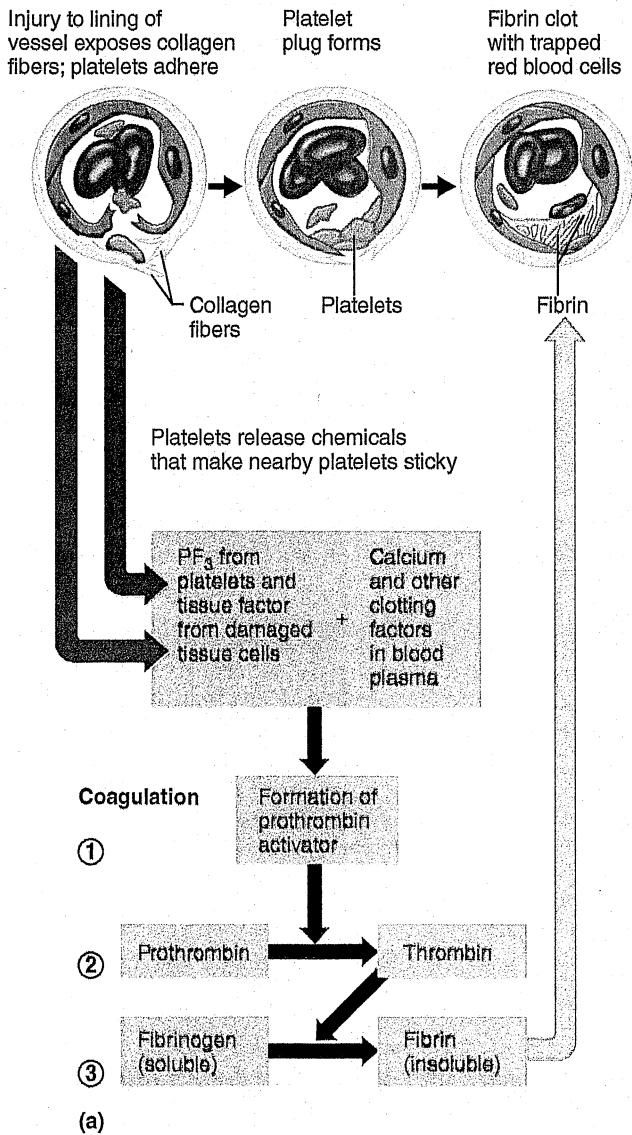
1. Obtain a *nonheparinized* capillary tube, a timer (or watch), a lancet, cotton balls, a triangular file, and alcohol swabs.
2. Clean and prick the finger to produce a free flow of blood. Discard the lancet in the disposal container.
3. Place one end of the capillary tube in the blood drop, and hold the opposite end at a lower level to collect the sample.
4. Lay the capillary tube on a paper towel after collecting the sample.

Record the time. \_\_\_\_\_

This process requires the interaction of many substances normally present in the plasma (clotting factors, or procoagulants) as well as some released by platelets and injured tissues. Basically hemostasis proceeds as follows (Figure 8a): The injured tissues and platelets release **tissue factor (TF)** and **PF<sub>3</sub> (platelet factor 3)** respectively, which trigger the clotting mechanism, or cascade. Tissue factor and PF<sub>3</sub> interact with other blood protein clotting factors and calcium ions to form **prothrombin activator**, which in turn converts **prothrombin** (present in plasma) to **thrombin**. Thrombin then acts enzymatically to polymerize (combine) the soluble **fibrinogen** proteins (present in plasma) into insoluble **fibrin**, which forms a meshwork of strands that traps the RBCs and forms the basis of the clot (Figure 8b). Normally, blood removed from the body clots within 2 to 6 minutes.

5. At 30-second intervals, make a small nick on the tube close to one end with the triangular file, and then carefully break the tube. Slowly separate the ends to see whether a gel-like thread of fibrin spans the gap. When this occurs, record below and on the data sheet the time for coagulation to occur. Are your results within the normal time range?

6. Put used supplies in the autoclave bag and broken capillary tubes into the sharps container.



(b)

**Figure 8 Events of hemostasis and blood clotting.**  
 (a) Simple schematic of events. Steps numbered 1–3 represent the major events of coagulation.  
 (b) Photomicrograph of RBCs trapped in a fibrin mesh (2700×).

## Blood Typing

Blood typing is a system of blood classification based on the presence of specific glycoproteins on the outer surface of the RBC plasma membrane. Such proteins are called **antigens**, or **agglutinogens**, and are genetically determined. For ABO blood groups, these antigens are accompanied by plasma proteins, called **antibodies** or **agglutinins**. These antibodies act against RBCs carrying antigens that are not present on the person's own RBCs. If the donor blood type doesn't match, the recipient's antibodies react with the donor's blood antigens, causing the RBCs to clump, agglutinate, and eventually hemolyze. It is because of this phenomenon that a person's blood must be carefully typed before a whole blood or packed cell transfusion.

Several blood typing systems exist, based on the various possible antigens, but the factors routinely typed for are antigens of the ABO and Rh blood groups which are most commonly involved in transfusion reactions. The basis of the ABO typing is shown in **Table 2**.

Individuals whose red blood cells carry the Rh antigen are Rh positive (approximately 85% of the U.S. population); those lacking the antigen are Rh negative. Unlike ABO blood groups, the blood of neither Rh-positive (Rh<sup>+</sup>) nor Rh-negative (Rh<sup>-</sup>) individuals carries preformed anti-Rh antibodies. This is understandable in the case of the Rh-positive individual. However, Rh-negative persons who receive transfusions of Rh-positive blood become sensitized by the Rh antigens of the donor RBCs, and their systems begin to produce anti-Rh antibodies. On subsequent exposures to Rh-positive blood, typical transfusion reactions occur, resulting in the clumping and hemolysis of the donor blood cells.



Prepare for lab: Watch the Pre-Lab Video  
 MasteringA&P® > Study Area > Pre-Lab Videos

## Activity 7

### Typing for ABO and Rh Blood Groups

Blood may be typed on microscope slides or using blood test cards. Each method is described in this activity. The artificial blood kit does not use any body fluids and produces results similar to but not identical to results for human blood.


#### Typing Blood Using Glass Slides

1. Obtain two clean microscope slides, a wax marking pencil, anti-A, anti-B, and anti-Rh typing sera, toothpicks, lancets, alcohol swabs, medicine dropper, and the Rh typing box.
2. Divide slide 1 into halves with the wax marking pencil. Label the lower left-hand corner "anti-A" and the lower right-hand corner "anti-B." Mark the bottom of slide 2 "anti-Rh."
3. Place one drop of anti-A serum on the *left* side of slide 1. Place one drop of anti-B serum on the *right* side of slide 1. Place one drop of anti-Rh serum in the center of slide 2.
4. If you are using your own blood, cleanse your finger with an alcohol swab, pierce the finger with a lancet, and wipe away the first drop of blood. Obtain 3 drops of freely flowing blood, placing one drop on each side of slide 1 and a drop on slide 2. Immediately dispose of the lancet in a designated disposal container.

**Table 2** ABO Blood Typing

ABO blood type	Antigens present on RBC membranes	Antibodies present in plasma	% of U.S. population		
			White	Black	Asian
A	A	Anti-B	40	27	28
B	B	Anti-A	11	20	27
AB	A and B	None	4	4	5
O	Neither	Anti-A and anti-B	45	49	40

If using instructor-provided animal blood or red blood cells treated with EDTA (an anticoagulant), use a medicine dropper to place one drop of blood on each side of slide 1 and a drop of blood on slide 2.

 **5.** Quickly mix each blood-antiserum sample with a *fresh* toothpick. Then dispose of the toothpicks and used alcohol swab in the autoclave bag.

**6.** Place slide 2 on the Rh typing box and rock gently back and forth. (A slightly higher temperature is required for precise Rh typing than for ABO typing.)

**7.** After 2 minutes, observe all three blood samples for evidence of clumping. The agglutination that occurs in the positive test for the Rh factor is very fine and difficult to interpret; thus if there is any question, observe the slide under the microscope. Record your observations in the **Activity 7 chart**.

**8.** Interpret your ABO results (see the examples of each type) in **Figure 9**. If clumping was observed on slide 2, you are Rh positive. If not, you are Rh negative.

**9.** Record your blood type on the data sheet.

**10.** Put the used slides in the bleach-containing bucket at the general supply area; put disposable supplies in the autoclave bag.

**Activity 7: Blood Typing**

Result	Observed (+)	Not observed (-)
Presence of clumping with anti-A		
Presence of clumping with anti-B		
Presence of clumping with anti-Rh		

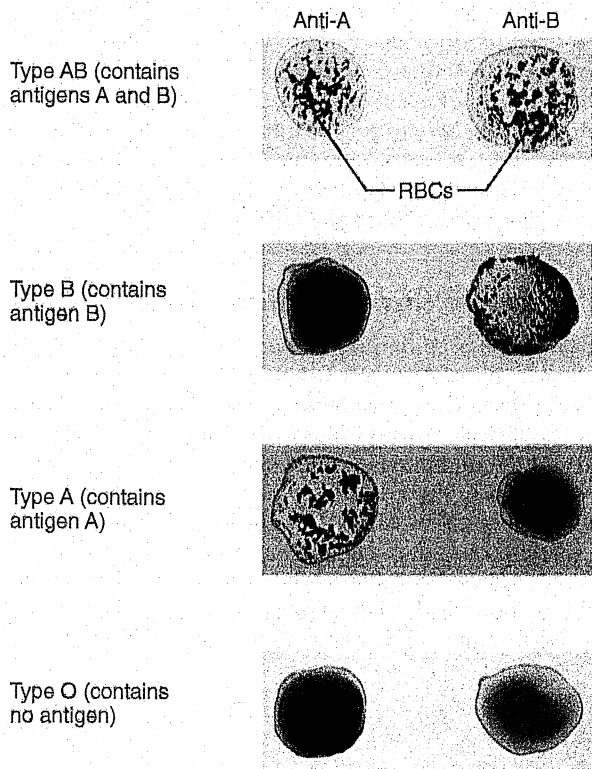
*Using Blood Typing Cards*

**1.** Obtain a blood typing card marked A, B, and Rh, dropper bottles of anti-A serum, anti-B serum, and anti-Rh serum, toothpicks, lancets, and alcohol swabs.

**2.** Place a drop of anti-A serum in the spot marked anti-A, place a drop of anti-B serum on the spot marked anti-B, and place a drop of anti-Rh serum on the spot marked anti-Rh (or anti-D).

**Blood being tested**

**Serum**



**Figure 9** Blood typing of ABO blood types. When serum containing anti-A or anti-B antibodies (agglutinins) is added to a blood sample, agglutination will occur between the antibody and the corresponding antigen (agglutinogen A or B). As illustrated, agglutination occurs with both sera in blood group AB, with anti-B serum in blood group B, with anti-A serum in blood group A, and with neither serum in blood group O.

**3.** Carefully add a drop of blood to each of the spots marked "Blood" on the card. If you are using your own blood, refer to step 4 in the Activity 7 section Typing Blood Using Glass Slides. Immediately discard the lancet in the designated disposal container.

**4.** Using a new toothpick for each test, mix the blood sample with the antibody. Dispose of the toothpicks appropriately.

*Text continues on next page. →*

the pressure changes in the left side of the heart, including the aortic, left ventricular, and left atrial pressures; and the changes in the volume of blood found in the left ventricle. The pressure and volume graphs show only the left ventricle, for simplicity; these graphs look much the same for the right ventricle, except that the pressures are lower.

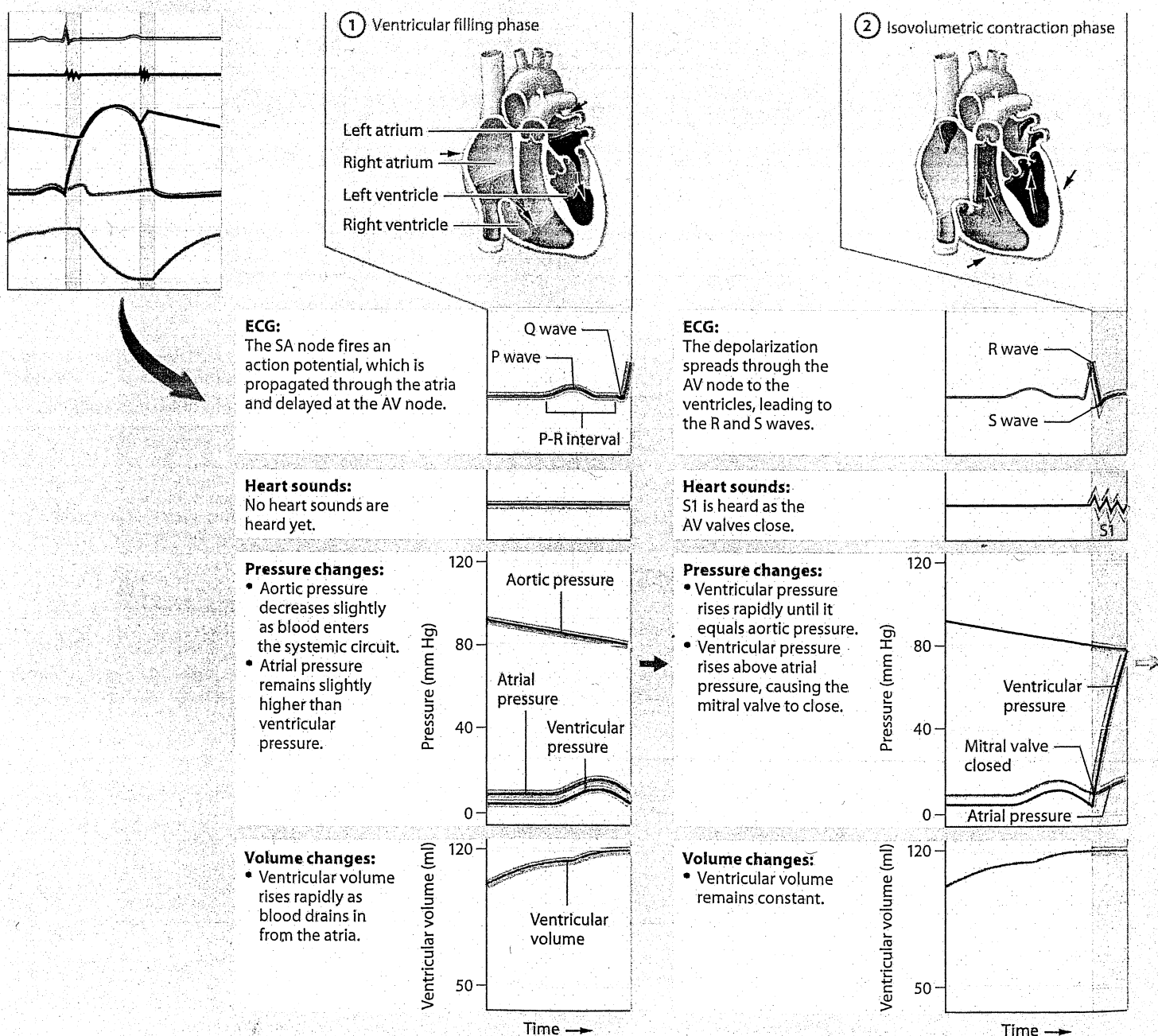
It is important to realize that electrical and mechanical events in the heart cannot be positively correlated. That is, there may be electrical activity with no heartbeat. However, under normal conditions, action potentials in the heart should lead to a physical contraction. The following Concept Boost will give you a clearer understanding of the cardiac cycle.

## ConceptBOOST >>>

### Deconstructing the Wigger's Diagram

At first glance, the Wigger's diagram may look like a jumbled collection of lines. So **Figure 17.19** breaks it down and clarifies

what is happening in the heart during each phase of the cardiac cycle. ■



**Figure 17.19** Electrical and mechanical events in the left side of the heart during each phase of the cardiac cycle.

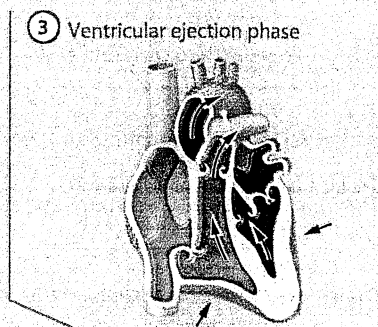


**Quick Check**

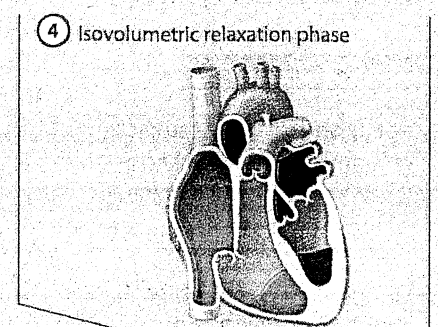
- 5. Walk through the mechanical events of the cardiac cycle.
- 6. How do the ECG waves correlate with each part of the cardiac cycle?
- 7. How does the left ventricular pressure correlate with the opening and closing of the mitral and aortic valves?

**Apply What You Learned**

- 1. Sometimes health care providers will elect not to treat conditions such as atrial fibrillation in which there is no functional atrial contraction. Explain the logic behind this decision.
- 2. Predict what would happen to the end-systolic volume if the ventricles were diseased and failing to pump



③ Ventricular ejection phase



④ Isovolumetric relaxation phase

**ECG:**  
The depolarization spreads through the ventricles, enters the plateau phase then begins repolarization, leading to the T wave.

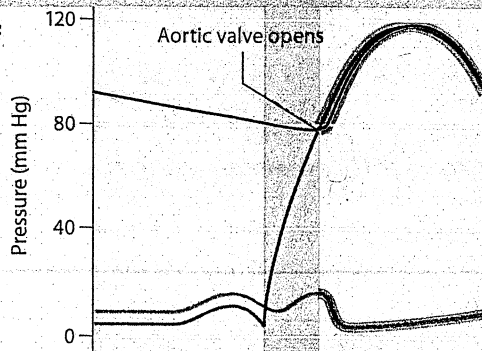


**Heart sounds:**  
S1 is still heard at the end of ejection.



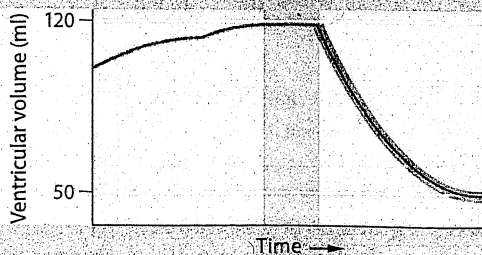
**Pressure changes:**

- Ventricular pressure rises above aortic pressure and the aortic valve opens.
- Atrial pressure rises as the atria fill with blood.



**Volume changes:**

- Ventricular volume rapidly declines as blood is ejected.



**ECG:**  
Ventricular repolarization completes, and the SA nodal cells begin slow depolarization.

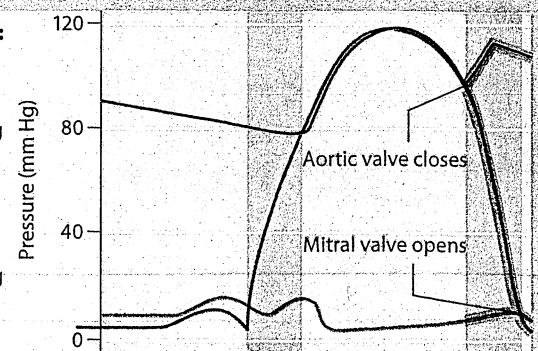


**Heart sounds:**  
S2 is heard as the semilunar valves close.



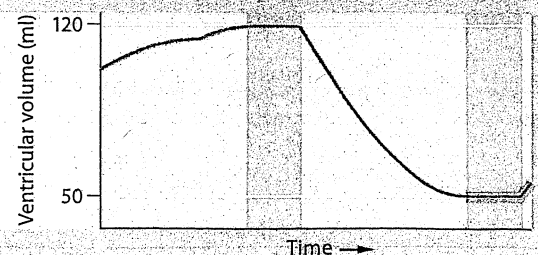
**Pressure changes:**

- Ventricular pressure falls below aortic pressure, causing the aortic valve to close.
- Ventricular pressure falls below atrial pressure, causing the mitral valve to open.



**Volume changes:**

- Ventricular volume remains constant.



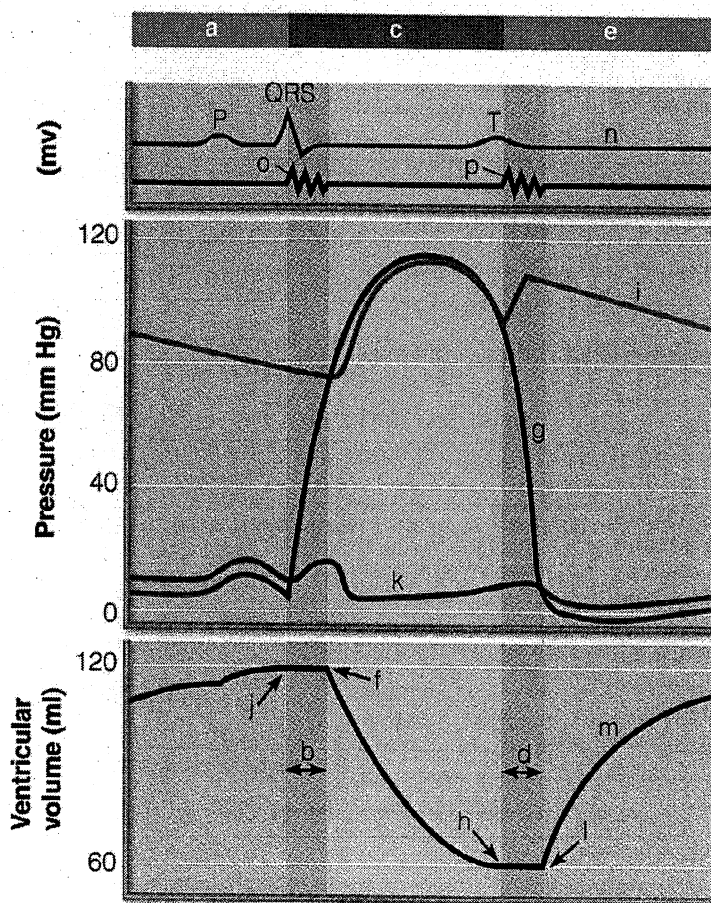
## REVIEW SHEET

### Human Cardiovascular Physiology—Blood Pressure and Pulse Determinations

Name \_\_\_\_\_ Lab Time/Date \_\_\_\_\_

#### Cardiac Cycle

1. Using the terms to the right of the diagram and the letter choices on the diagram, correctly identify each valve closing and opening, chamber pressures, volume lines, heart sounds, and each period of the cardiac cycle.



- \_\_\_\_\_ 1. aortic pressure
- \_\_\_\_\_ 2. atrial pressure (left)
- \_\_\_\_\_ 3. ECG
- \_\_\_\_\_ 4. first heart sound
- \_\_\_\_\_ 5. second heart sound
- \_\_\_\_\_ 6. ventricular pressure (left)
- \_\_\_\_\_ 7. ventricular volume
- \_\_\_\_\_ 8. aortic (semilunar) valve closes
- \_\_\_\_\_ 9. aortic (semilunar) valve opens
- \_\_\_\_\_ 10. AV and semilunar valves are closed (2 letters)
- \_\_\_\_\_ 11. AV valve closes
- \_\_\_\_\_ 12. AV valve opens
- \_\_\_\_\_ 13. ventricular diastole (2 letters)
- \_\_\_\_\_ 14. ventricular systole

2. Define the following terms:

*systole*: \_\_\_\_\_

*diastole*: \_\_\_\_\_

*cardiac cycle*: \_\_\_\_\_



7. No one expects you to be a full-fledged physician on such short notice, but on the basis of what you have learned about heart sounds, how might abnormal sounds be used to diagnose heart problems? (Use your textbook as necessary.)

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## The Pulse

8. Define *pulse*: \_\_\_\_\_

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9. Identify the artery palpated at each of the following pressure points:

at the wrist \_\_\_\_\_ on the dorsum of the foot \_\_\_\_\_

in front of the ear \_\_\_\_\_ at the side of the neck \_\_\_\_\_

in the groin \_\_\_\_\_ above the medial malleolus \_\_\_\_\_

10. How would you tell by simple observation whether bleeding is arterial or venous? \_\_\_\_\_

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## Blood Pressure Determinations

11. Define *blood pressure*: \_\_\_\_\_

12. Identify the phase of the cardiac cycle to which each of the following apply:

systolic pressure \_\_\_\_\_ diastolic pressure \_\_\_\_\_

13. What is the name of the instrument used to compress the artery and record pressures in the auscultatory method of determining blood pressure? \_\_\_\_\_

14. What are sounds of Korotkoff? \_\_\_\_\_

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What causes the systolic sound? \_\_\_\_\_

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The disappearance of sound? \_\_\_\_\_

15. Interpret 145/85. \_\_\_\_\_

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Sample Assessment: *Personal & Social Responsibility*

Category	Excellent 2 points	Good / Acceptable 1 point	Fair/ Unsatisfactory 0 point
Attend and participate in group discussion, providing accurate information.	Significant contribution as a team member, with collaboration skills	some contribution, little collaboration with other group members	no original contribution to discussion, lack of preparedness and /or understanding.
Knowledge of the structural development (normal or not), cause of it, effects on the person / family.	Clearly express knowledge with specific explanation	Broad, general explanation of development.	Explanation lacking specific information.
Ethical reasoning and professional behavior	Always shows good professional ethics and behavior	Displays a fair behavior but not consistent ethical behavior	Lack of personal & social responsibility

New Mexico History  
Take Home Exam #1  
Fall 2019

Using the readings, videos, and class discussion, prepare a balanced well-organized essay. The essay must consist of two entire pages (no more and no less). Papers less than two pages will be graded down by a letter grade. Any papers over two pages will also be graded down by a letter grade. Organize paper into five paragraphs with an introduction, three body paragraphs, and conclusion paragraph.

Your paper must be computer-generated and double-spaced throughout the ENTIRE paper. Points deducted if not double spaced entirely. Use a Times Roman font size 12. Use a bibliography as your third page. Use MLA style. Papers must utilize three primary sources. Endnotes and bibliography are required.

Please feel free to share a draft, outline, or introductory paragraph with me. You may call me at 575-258-2212 or email me at [Cynthia.Orozco@enmu.edu](mailto:Cynthia.Orozco@enmu.edu). Feel free to visit with me during my office hours. Paper is due in two weeks on October 1, 2019 at 2:30 pm. Late paper policy applies.

To what extent were the Pueblo, Navajo, and Apache successful in establishing independence from the Spanish between 1598 and 1821? Discuss with regard to politics, economics, and culture for each tribe.

Your heading should look like this:

Jane Yuzos

Dr. Cynthia E. Orozco

Hist. 203

26 Sept. 2019

Establishing Independence from the Spanish

*Note to committee: This assignment directly assesses the essential skills of critical thinking and information literacy of students in the course.*

**HUM 1120: The Search for Meaning  
Writing Assignment 1**

Length: 3-4 pages

Due: September 17 (ideas due by September 10)

Since this is a general education course, consisting of some students who have not completed English 111/112, the writing assignments will be rather short. Short should not mean unfinished, nor unworked. Because these papers are short, my expectations are high. First, I expect you to turn in not your first draft but at least your third draft. My assumption—one I learned at the feet of a gruff city editor when I was a cub reporter—is that a good “piece” is not written. It is re-written.

You will be expected to have a “process” of writing and to be able to use writing as a means of discovery and communication. I expect the writing to be clean, forceful, and focused. In three to four pages, there’s no room for throat clearing—or for fluff of any kind—and every word should count. Every word that doesn’t count should be deleted.

Your assignment is to explore and/or analyze one of the theme’s in Marcus Aurelius’ *Meditations*, paying particular attention to the ethical and/or moral implications of his system of thought. In exploring and/or analyzing a theme from the book, your paper should seek to help the reader see and make sense of the book – that is, to expand our awareness and understanding of what the author has said. Please make sure your paper is clear and focused. It should have a clear, focused thesis and develop a sustained argument about the ideas/themes in the text, including a critical look about their continued relevance or value in the modern world.

**Tips:**

1. Before you turn in your paper, proofread it twice. It’s best to read the paper aloud in order to catch mistakes that are sometimes hard to see. Reading the paper aloud will also help you catch awkward or confusing sentences.
2. To avoid plagiarism, make sure that you put quote marks around any exact words you take from a story or source. It’s fine to use someone else’s ideas—that’s called being scholarly or academic—but not acknowledging the words is a form of plagiarism. The solution is rather simple and will look something like this:

*According to Edith Hamilton, Greek myths “must not be read as a sort of Greek bible account of Greek religion” (10).*

Note that I could have also taken out the quotes and paraphrased, like this:

*Edith Hamilton suggests that Greek myths are not like a biblical or religious account (10).*

## Sociology of Deviance – Assessment – Short Answer Essay Question

Answer the following short answer essay question. Make sure that your answer includes the following elements:

- 1) Complete sentences.
- 2) At least five sentences.
- 3) Clear definition of the problem or issues.
- 4) Use of specific, peer-reviewed evidence.
- 5) Page citations of peer-review evidence.

### **Question:**

*According to the authors of your textbook, what is “mass incarceration?” Why is it a problem? What is one specific effect of mass incarceration noted in your textbook AND one specific effect noted in Michelle Alexander’s The New Jim Crow: Mass Incarceration in the Age of Colorblindness? Which theoretical perspective of deviance do you think would be most helpful in understanding mass incarceration, and why?”*

## Effective Communication: A Critical Perspective

- One has an experience (i.e. watching a play or film)
- One analyses the experience (what happened, how did I feel?)
- One communicates one's response to another

### Three Basic concerns

- Understanding (what was this play about?)
- Effectiveness (did this play move me emotionally or get me to think about issues presented?)
- Ultimate worth (does this play explore issues that have value to human questions, does it stand the test of time? )

1. Be sensitive to ideas, feelings, images
2. Be well acquainted with as many forms of theatre as possible
3. Be willing to explore plays and production process
4. Be tolerant of innovation
5. Be aware of your own biases and values
6. Be articulate and clear
7. Be courteous

### This essay will be evaluated for:

- Correct spelling, grammar and style.
- Ability to identify the genre, medium, scene design, setting, lighting and sound used in the play
- Ability to evaluate the play: What was the intended message? How was this communicated? What was the effect on you? On the audience?
- Ability to identify and explain what elements of the play were successful in communicating the intended message? What elements were not successful? Why?

Introduction to Theatre Assessment Rubric

Communication Spelling, grammar, style	Spelling Grammar style	Below proficiency 10	Proficient 15	Exceptional 20
Genre and Medium awareness/	Identify genre Evaluate the medium Scene design Setting Lighting sound	10	15	20
Understanding and evaluating a play—	What was the message intended? How was the message communicated? What effect did the play have on student? On the audience?	10	20	30
Arguments, critical analysis,	What elements of the play are successful in conveying emotion/messages? Why? What elements of the play were not successful? Why not?	10	20	30

Total possible points--100

## GROUP PROJECT (30%)

### for **Developmental Psychology**:

You will present (on one of two exhibition days) as a group on *a topic from your memory as a child* of your choosing with 1 or 2 other student(s) for 10 minutes. The topic can be any experience—but **I must approve it**.

Once you have selected a topic, you will analyze it using *a particular developmental theory* from Rosalyn H. Shute and Phillip T. Slee's (2015) *Child Development: Theories and Critical Perspectives*. The goal is for you to *apply* said *theory* to the topic *analytically*—that is, describe the theory you are using and then break down the topic using the theory. I want to see you combining the objective *knowledge* you have gained throughout the course in a *systematic* way vis-à-vis your subjective *experiences* and personal *interests*.

The Group Project is broken down into 6 parts: topic selection (1%), abstract (2%), outline (3%), draft essay (4%), revised essay (10%), and exhibition (10%)—for due dates see the course schedule above. The first 4 parts of the process will function like a workshop, so come prepared with your submissions in **print** format.

The abstract should be between 100 and 500 words. The outline must be a full sentence outline,<sup>1</sup> which clearly shows the structure of the essay. The draft essay is your first attempt at analyzing your topic through the lens of a psychological theory. The revised essay should be 5 pages in **APA-style** (excluding the title page, abstract, and references). The revised essay is an improvement on your draft essay based upon my feedback. Finally, the exhibition will be your presentation to the class of your project. Make sure to unpack the topic, the theory, and why you chose them as a group. Also show us how you have applied the theory to your topic. Finally, reflect on the entire research process both individually and as a group during your exhibition.

I will be evaluating you as a group (and not individually) following the evaluation criteria listed under “individual presentations.” On your slides, please follow **APA-style guidelines** for formatting and citation.<sup>2</sup> Also, re-read the **Academic Honesty Statement** below.

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<sup>1</sup> Full sentence outline:

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/developing\\_an\\_outline/types\\_of\\_outlines.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/developing_an_outline/types_of_outlines.html)

<sup>2</sup> See this tutorial: <http://libraryguides.bennett.edu/home/library-tutorials/apa-style-presentations>



## English 1120 Sample Assessment—to accompany Gen Ed Application

### ENGLISH 1120—MINI RESEARCH PAPER

PLEASE READ THIS DOCUMENT CAREFULLY

Your research paper should be approximately 3-4 pages in length, excluding the annotated bibliography—that's 3-4 pages, typed and double-spaced, with standard margins at the sides, top and bottom--see course outline. You must have 3 sources on your annotated bibliography and the same 3 sources integrated into your paper. Correct format is crucial for this assignment. **Do not go beyond 4 pages** (remember New Times Roman 12 font is standard for all college work, with standard margins). Part of this assignment is that you need to narrow and evaluate your sources for a short paper—this can be more difficult than writing 10 pages. Your audience is an educated college audience.

The due date for the paper is on your calendar. PLEASE BE AWARE THAT I DO NOT ACCEPT LATE RESEARCH PAPERS UNDER ANY CIRCUMSTANCES.

Plagiarism: Make sure that you understand plagiarism, what it is, and how to avoid it. There is detailed information regarding plagiarism in the syllabus. I am obliged to inform you, however, that ignorance of what constitutes plagiarism is not an excuse for committing it. If you have any doubts as to what plagiarism means, please ask me. Please be aware that any work I believe to be plagiarized (even if this is your own work that you submitted to another class, whether in high school or college, as well as the purchasing or copying of the work of another or submitting the work of another as your own, or not citing sources) will receive a grade of "F". The student will also receive an "F" in the course and the matter will be reported to the Department Chair of English for further action. If you are in any doubt whatsoever as to what constitutes plagiarism, please ask for further clarification. Please do not jeopardize your college career and future life by cheating. Cheating robs you of the very education that you are paying for and is grossly unfair to your fellow students. Please also consult the plagiarism statement included with your course outline.

The assignment: CHOOSE ONE

- 1) We have read Swift's "A Modest Proposal." Investigate the history of what was happening between England and Ireland during this time period. This is an informational assignment—you don't have to take a stand pro or anti the Irish or the English, unless you wish to do so.
- 2) We have read Orwell's "Shooting an Elephant." What was happening in Burma during this period of time? As with the topic above, you may simply give your reader unbiased information, or you may take a stance on the issue.
- 3) Doctors make mistakes, should society simply understand that doctors aren't gods and understand that mistakes happen, or should there always be compensation for any errors? You do need to take a stance on this assignment.
- 4) Gun violence is a major issue in the U.S.A. Is the answer for people to carry alternative weapons in order to defend themselves, or no weapons at all?

Remember, if you are taking a stance, that a good argument is objective, logical and two-sided; it is NOT insistent, subjective, or opinionated. Your purpose is to convince your reader WITH REASON that the position you advocate is more reasonable than the opposing position(s). Assume an open-minded, undecided reader—one who knows there is merit on both sides of the question. Such an audience will be convinced only by a

sound, fair, logical argument. You must, therefore, recognize the merit of the opposing argument as well as rebut the flaws in that argument.

If you are writing an information paper, then remember that in such a short paper you must choose the information that is most relevant for your reader to know. You cannot include everything, so you have to evaluate the sources that you use very carefully. Please do not use God as a rationale for your argument—this is not a stance against anyone’s religious views, but assume your reader does not believe in God.

Remember the Tips for Writing Papers included in the modules, and the factors listed below:

1. How to argue your point while taking the opposition into account
2. How to include information that informs your reader as fully as possible in a short paper.
3. How to integrate quotations into your text
4. Paraphrasing
5. Quotations
6. Annotated bibliography
7. M.L.A. format
8. You will be given a handout on logical fallacies.

Research: We will be attending a library orientation session in the library (see your course outline for the date of this). We will discuss in class how to research a topic and organize your material. If you are not familiar with the library please ask the librarian to help you find what you need. The data bases in the library are legitimate, but not everything you ascertain through a computer is legitimate. **DO NOT SIMPLY GOOGLE TERMS. Do not use Wikipedia and similar simplistic canned sites. Please do not use general encyclopedias.** This is a college level course and you need to be more sophisticated in your research than superficial sites allow. I will explain why these are inappropriate sources in class. **If you use the site “Points of View,” this can give you a good idea of the pros and cons of your topic. You must cite this source in your Annotated Bibliography, but because it is very basic it does not count as one of your three sources.** If you use a source that I believe is not legitimate, you may be asked to prove the legitimacy of your source(s)—this is very time consuming and tedious. When the librarian speaks will you (and this will occur several times) she will inform you about evaluating and proving sources.

The Tutoring Center and the librarians can help with this assignment. .

Revised August 2019



# 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	<b>PORT</b>
Number	<b>2110</b>
Name	<b>Intensive Elementary Portuguese</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu

## **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.*

### **PORT 2110: Intensive Elementary Portuguese**

*(No NMHED Course Description, UNM Catalog Description below.)*

*Intensive one-semester multimedia course designed for the Business Profession using authentic models of communication and cultural competencies in Portuguese as related to business.*

#### **Student Learning Outcomes:**

(No SLOs are provided by NMHED for this course, please enter course SLOs in the box provided in the next section below.)

## 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.*

- 1) Exchange information on a variety of topics and current events focusing on business. They will be able to practice social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write formal paragraphs that include logically sequenced sentences and some supportive details about topics related to business and current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

## 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 *PORT 2110* resides: **Second Language**

#### 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. discuss organizational text features and author's perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity "Interpretive Reading Exam" appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 2110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Intermediate Low Level of Proficiency). PORT 2110 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.



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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students' daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT2110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has common rubrics for each section of PORT2110 for: 1. presentational speaking, 2. presentational writing, 3. interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level of performance. PORT2110 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT2110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has a common rubric for each section of PORT2110 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Mid Level of performance. PORT2110 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

## **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.*

**PORT 2110 – Hybrid Portuguese for Business**  
**Department of Spanish and Portuguese**  
**Fall 2018**

**Course Information:**

**Instructor and contact information:**

**Office Hours:**

- 1. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES:** Portuguese 2110 is an intermediate Portuguese course with emphasis on business that will be taught both in class and online. The course will use a customized version of the textbook, two online platforms (My Portuguese Lab (MPL) as the workbook for the textbook, and via UNMLearn Blackboard (www.learn.unm.edu)) in addition to a series of different materials, such as news articles and clips, economic reports, media, etc. to promote the learning of Brazilian Portuguese. **This is a course taught using the hybrid model, meaning that students are required to meet in class twice a week and to dedicate at least two hours outside of class each day on days that the class does not meet, for online activities that will be available on MPL and UNMLearn.**

By the end of PORT 2110, students will be able to...

- 1) Exchange information on a variety of topics and current events focusing on business. They will be able to practice social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write formal paragraphs that include logically sequenced sentences and some supportive details about topics related to business and current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

**2. REQUIRED COURSE MATERIALS:**

FOUR CHAPTERS (*Lição* 9, 12, 14, and 15) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You immediately have access to your digital course materials on the first day of class. To gain access, go to your UNM Learn course and click on RedShelf folder. There, you will find the more information, instructions, and the

link to redeem your My Portuguese Lab access.

- 3. GENERAL COURSE POLICIES: It is the student's responsibility to have an active role in the learning process by completing all the required assignments BEFORE coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class DAILY. This preparation will require students to study and/or complete the day's assignment PRIOR TO coming to class that day. This preparation will be included as a major part of the class participation grade.**

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding THREE absences (TR classes), regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- The instructor reserves the right to drop a student from this class due to poor attendance, but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is *your* responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992) (<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Marina Todeschini, and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

### **Accessibility Services:**

“It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in a timely manner. Faculty members are not required to anticipate what a student's needs are” (<http://as2.unm.edu/>) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

**Gender Discrimination:** 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740>.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab (MPL) announcements, documents, and their **UNM e-mail** on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2) organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu/>). Be aware that MPL platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM's classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

**4. GRADE DISTRIBUTION:** Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>In Class Participation</b>	<b>20%</b>
<b>Homework (MPL)</b>	<b>15%</b>
<b>Weekly UNM Learn</b>	<b>15%</b>
<b>Listening Quizzes (2)</b>	<b>08%</b>
<b>Written Presentations (2)</b>	<b>15%</b>
<b>Oral Presentations (2)</b>	<b>15%</b>
<b>Final Exam (Listening and Reading)</b>	<b>12%</b>

## **5. ASSIGNMENTS & COURSEWORK:**

### **I. IN-CLASS PARTICIPATION (10%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (15%)**

There will be **online** homework assignments due at the end of each lesson. Due dates for these assignments are in MyPortugueseLab (MPL) calendar. All the audio and video will be also available on the MPL website (<http://myportuguese lab.com>). Assignments are **due at 9:00am (before class) on the assigned date**. Plan ahead and do not wait until the last moment to do your homework. Technical problems and sudden emergencies are not valid excuses for turning homework in late. It is suggested that you do homework using Microsoft Internet Explorer using the Microsoft Windows operating system or Safari in Macintosh systems due to known

compatibility issues with other setups. You may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- After completing your online homework you should press SUBMIT at the bottom of the activity page. The computer will automatically assign you a grade for certain activities and your instructor will input the grades for others (when applicable). You must do your homework according to the syllabus due dates because, while the computer will allow you to send late homework, your instructor will not grade it. **Verify that the system has recorded your grades once you have completed your homework, before the assignment deadline.**
- **Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

### **III. WEEKLY UNM LEARN ACTIVITIES (15%)**

Every week you will be expected to work on online communicative activities on **UNM Learn**. You will have one week to complete the activities and will be required to turn in your material every Monday before 9am. You are taking a six-credit class and meeting only two days a week, for this reason, you should use the other days to work on your online activities. The activities include practicing language skills such as writing, reading, and listening and will work to support our lessons. **Learn activities will be graded based on completion.**

### **IV. LISTENING QUIZZES (8%)**

There will be 2 listening quizzes during the semester at the end of Module II and III. These tests will be available through MPL. Further details about the topics will be provided by your instructor. **No late quizzes will be accepted.**

### **V. INTERPRETIVE WRITTEN PRESENTATIONS (15%)**

There will be 1 composition during the semester. The first draft will be written during class time (one class period of 50 minutes). The second and final draft will be completed at home with the help of your teacher's comments. The second draft has a maximum value of 10 points (to be added from the grade in the first draft). The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be available at your PORT 2110 UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor. After your instructor corrects the first version and assigns it a grade, you will make the corrections and turn in the final version **with** the first draft attached.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Composition must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated



translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

## **VI. ORAL PRESENTATIONS (Traditional Language Assessment) (15%)**

There will be 2 oral presentations during the semester at the end of Module I and IV. You will be required to create and upload a 4 to 6 minutes long video onto UNMlearn. Module I oral presentation will be an individual video submission and Module IV oral presentation will be part of a Final Project in pairs. The grade of Oral Presentations will be given based on the *Evaluation Criteria for Oral Expression* (document will be available at your PORT 2110 UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor. **No late assignments will be accepted and no other means of submission will be considered as valid.**

## **VII. FINAL EXAM (Traditional Language Assessment) (12%)**

The two-hour Final Exam is comprehensive and will consist of the following sections: reading and listening. It will be administered on **Monday, December 10th, 2018, 3.00-5:00pm.** **Location to be announced.**

- **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**

### **EXTRA CREDIT (up to 3 points of extra credit added to PORT2110 final grade)**

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club. Activities will add 1 point per event onto the student's final grade with a maximum possibility of receiving 3 points.

## **5. GRADING SCALE:**

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	00-59.9

## **6. COURSE CALENDAR:**

The accompanying course calendar provides a basic outline of the course activities. Your

instructor may vary the schedule occasionally if circumstances call for it. S/he may assign additional homework as s/he considers appropriate. Thus, it is very important that you take notes & check your UNMemail on a daily basis for schedule changes noted by your instructor. All homework assignments indicated for each day (*Tarefa* column) should be completed before coming to class on that particular day. Always come to class with your textbook/e-book.

**7. STUDY SUGGESTIONS IN ALL YOUR PORTUGUESE 100-200 COURSES  
BEFORE CLASS (THE DAY BEFORE OR THE DAY OF):**

- Review the pages in the book that are listed on the syllabus.
- For the vocabulary, you can read over the vocabulary in the text (especially the overall list at the end of each chapter).
- For the grammar explanations, find a method that best fits your learning style or study method.
- After you have reviewed each vocabulary or grammar section, you should go to MPL to complete the assigned activities related to those sections. Once you are logged in, you should see the due dates in the calendar. Complete the assigned activities, and prepare any questions you have related to each section.

**DURING CLASS:**

- Your instructor will review the content for that day and will address any questions you have related to the vocabulary or grammar.
- You will spend the majority of your class time in pairs or small groups working on activities in the text or on communicative activities. These activities will allow you to practice and strengthen the vocabulary and grammar you have reviewed outside of class.

**AFTER CLASS (THAT NIGHT OR THE NEXT DAY):**

- Any questions you had should have been addressed, and you should have had ample opportunity to practice what you've learned. Do not procrastinate. This would be a great time to go ahead and complete the assigned MPL activities that are assigned. These activities will help you identify your strengths and weaknesses before each exam. If you do identify a problem area, you can review more information about it from MyPortugueseLab or the textbook/e-book, or you may meet with your instructor to discuss it.

**10. SUGGESTIONS TO SUCCESSFULLY COMPLETE MPL ACTIVITIES:** During the semester, you will have to submit numerous activities through MPL. Because these activities together are worth 15% of your overall grade, you should work carefully to avoid basic mistakes. All activities are computer-graded, and therefore will not recognize basic mistakes in spelling, accent marks, gender, etc. Most activities (except for either/or activities) allow you THREE attempts before final grading so that you do have a chance to correct mistakes.

Please keep the following advice in mind when completing all MPL activities:

- **READ THE DIRECTIONS.** This is extremely important! For example, if the directions say to include an article (or not to forget an article), make sure you include the article.
- **PAY ATTENTION TO SPELLING.** You may use a dictionary during these activities, you have three attempts for activities. Be attentive to the use of accents.

- **FOLLOW THE MODELS.** Several activities show you an example after the directions. Look closely at any given examples in the activity.
- **WORK ON ACTIVITIES EACH DAY.** The activities are due at 9:00 a.m. on the due dates listed on MPL and/or the syllabus. It is strongly suggested that you do NOT procrastinate or save all of the activities for the last minute, as technical problems are not an excuse for submitting late work. Again, it is recommended that you work on activities each day.

## Tentative Class Program

**BLUE=Chapter Tests/Compositions/Exams**

MyPortugueseLab (MPL) / Text Book (TB)

	DATA	TEMAS DA AULA	TAREFA MPL activities due 5pm
	14 de janeiro ONLINE - MON	Online review of previous lessons (Preliminar – 8).	
	<b>Lição 9: O Trabalho e os Negócios</b>		
<b>SEMANA 1</b>	15 de janeiro TUE	Introduction to course; Syllabus and self-presentation TB p.4.	
	16 de janeiro ONLINE - WED	TB p. 340–343 (Jobs and business; professions; personal characteristics).	MPL
	17 de janeiro THUR	In class activities related to content previous covered on Wednesday.	
	18 de janeiro ONLINE - FRI	TB p. 344-346 (Job interview). TB p. 347-350 (Use of “SE” as impersonal subject).	MPL Learn Semana 1
	21 de janeiro ONLINE - MON	MLK Day - NO CLASS	MPL
<b>SEMANA 2</b>	22 de janeiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	23 de janeiro ONLINE - WED	TB p. 350-354 (More on the preterit and the imperfect)	MPL
	24 de janeiro THUR	In class activities related to content previous covered on Wednesday.	
	25 de janeiro ONLINE - FRI	TB p. 355-356 (More on interrogative pronouns).	MPL Learn Semana 2
	28 de janeiro ONLINE - MON	TB p. 357-360 (Commands).	MPL
<b>SEMANA 3</b>	29 de janeiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	<b>Lição 10: A Comida</b>		
	30 de janeiro ONLINE - WED	TB p. 376-378 (A comida, no supermercado)	MPL
	31 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	1 de fevereiro ONLINE – FRI	TB p. 379-382 (À mesa; onde compramos?; receitas).	MPL Learn Semana 3
<b>ANA</b>	4 de fevereiro ONLINE - MON	TB p. 383-388 (The present subjunctive; the subjunctive used to express wishes and hopes).	MPL

	5 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	6 de fevereiro ONLINE - WED	TB p. 389-395 (The subjunctive with verbs and expressions of doubt and more on commands).	MPL Learn Semana 4
	7 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	<b>Lição 11: A saúde e os Médicos</b>		
	8 de fevereiro ONLINE - FRI	TB p. 412-414 (As partes do corpo e as doenças).	
<b>SEMANA 5</b>	11 de fevereiro ONLINE - MON	TB p. 414-418 (A saúde e os médicos).	MPL
	12 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	13 de fevereiro ONLINE - WED	TB p. 419-422 (The subjunctive with expressions of emotion).	MPL
	14 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	15 de fevereiro ONLINE - FRI	TB p. 423-425 (The equivalents of the English "Let's").	MPL Learn Semana 5
	18 de fevereiro ONLINE - MON	TB p. 425-432 (Review of "por" and "para;" additional uses of "por" and "para"; and relative pronouns).	MPL
<b>SEMANA 6</b>	19 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	<b>Lição 12: As Férias e as Viagens</b>		
	20 de fevereiro ONLINE - WED	TB p. 444-450 (As férias e as viagens; os meios de transporte e as viagens).	MPL
	21 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
<b>SEMANA 7</b>	22 de fevereiro ONLINE - FRI	TB p. 451-454 (Affirmative and negative expressions)	MPL Learn Semana 6
	25 de fevereiro ONLINE - MON	MPL	MPL

	26 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	27 de fevereiro ONLINE - WED	TB p. 456-460 (The indicative and the subjunctive in adjective clauses).	MPL
	28 de março THUR	In class activities related to content previous covered on Wednesday.	
	1 de março ONLINE - FRI	TB p. 460-462 (The subjunctive in adverbial clauses).	MPL Learn Semana 7
SEMANA 8	4 de março ONLINE - MON	TB p. 463-465 (The past subjunctive).	MPL
	5 de março TUE	In class activities related to content previous covered on Monday and/or Friday.	
	6 de março ONLINE - WED	ONLINE REVIEW for Chapter Test # 1	
	7 de março THUR	<b>INTERPERSONAL SPEAKING SUBMISSION (Chapter 10 and 11)</b>	
	8 de março FRI	<b>SPRING BREAK – NO CLASS</b>	
	11-15 de março	<b>SPRING BREAK – NO CLASS</b>	
<b>Lição 13: O Meio Ambiente</b>			
SEMANA 10	18 de março ONLINE - MON	TB p. 480-483 (O meio ambiente, preocupações ambientais).	MPL
	19 de março TUE	In class activities related to content previous covered on Monday.	
	20 de março ONLINE - WED	TB p. 484-486 (The future tense).	MPL
	21 de março THUR	<b>PRESENTATIONAL WRITING SUBMISSION</b>	
	22 de março ONLINE - FRI	TB p. 486-489 (The future subjunctive).	MPL Learn Semana 10
SEMANA 11	25 de março ONLINE - MON	TB p. 491-493 (The conditional).	MPL
	26 de março TUE	In class activities related to content previous covered on Monday and/or Friday	
	27 de março ONLINE - WED	TB p. 494-495 (Reciprocal verbs and pronouns).	MPL

	28 de março THUR	In class activities related to content previous covered on Wednesday.	<i>Instructor will return Comments from First Draft Composition</i>
	29 de março ONLINE - FRI	Review for Chapter Test #2 (Reading)	MPL Learn Semana 11
SEMANA 12	1 de abril ONLINE - MON	MPL	
	2 de abril TUE	<b>(INTERPRETIVE READING SUBMISSION): Chapters 12 and 13</b>	
		<b><i>Lição 14: A Sociedade</i></b>	
	3 de abril ONLINE - WED	TB p. 506-510 (A sociedade; as mulheres na sociedade brasileira)	MPL
	4 de abril THUR	In class activities related to content previous covered on Wednesday.	
	5 de abril ONLINE - FRI	TB p. 511-513 (The past participle).	MPL Learn Semana 12
SEMANA 13	8 de abril ONLINE - MON	TB p. 513-516 (The passive voice).	MPL
	9 de abril TUE	In class activities related to content previous covered on Monday and/or Friday.	<b>Second (Final) Draft Composition Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)
	10 de abril ONLINE - WED	TB p. 516-518 (The present perfect).	MPL
	11 de abril THUR	In class activities related to content previous covered on Wednesday.	
	12 de abril ONLINE - FRI	TB p. 520-522 (The past perfect).	MPL Learn Semana 13
			<b><i>Lição 15: A Ciência e a Tecnologia</i></b>
SEMANA 14	15 de abril ONLINE - MON	TB p. 534-539 (A ciência e a tecnologia; as tecnologias de informação e comunicação; a cidade do futuro).	MPL
	16 de abril TUE	In class activities related to content previous covered on Monday and/or Friday.	
	17 de abril ONLINE - WED	TB p. 540-541 (Uses of the impersonal infinitive).	MPL
	18 de abril THUR	In class activities related to content previous covered on Wednesday.	
	19 de abril ONLINE - FRI	TB p. 542-544 (The personal infinitive).	MPL Learn Semana 14
ANA	22 de abril ONLINE - MON	TB p. 546-547 (Present and future if-clauses sentences).	MPL

	23 de abril TUE	In class activities related to content previous covered on Monday and/or Friday.	
	24 de abril ONLINE - WED	TB p. 549-552 (Diminutives and augmentatives).	MPL
		<b>Reviews and Exams</b>	
	25 de abril THUR	ORAL EXAM PRESENTATIONS (Second part of Final Project)	
	26 de abril ONLINE - FRI	MPL	
<b>SEMANA 16</b>	29 de abril ONLINE - MON	MPL	
	30 de abril TUE	ORAL EXAM PRESENTATIONS (Second part of Final Project)	
	1 de maio ONLINE - WED	Online Review for Final Exam (Chapter 14)	MPL
	2 de maio THUR	REVIEW for Final Exam  <b><i>Instructor will provide updated information about course performance (grades, extra-credit, attendance, and absences)</i></b>	
	3 de maio ONLINE - FRI	Online Review for Final Exam (Chapter 15)	MPL
	6 de maio MON	<b>Exame Final: Monday, May 6<sup>th</sup>, 12:30-2:30pm Location TBA</b>	



YOUR INSTRUCTOR WILL ADMINISTER THIS BRIEF CONSENT FORM SO THAT YOU ACKNOWLEDGE UNDERSTANDING OF THE COURSE POLICIES. PLEASE MAKE SURE YOU READ THE SYLLABUS CAREFULLY. IF YOU HAVE ANY QUESTIONS REGARDING THE CONTENT OF THE COURSE POLICIES AS STATED IN THIS SYLLABUS, ASK YOUR INSTRUCTOR.

PORT \_\_\_ Section \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Instructor's name: \_\_\_\_\_

Please sign and return the following statement to your instructor if you decide to enroll in this course:

*I have received and reviewed the information of the course syllabus with my instructor. I understand and agree to the policies regarding attendance, homework, exams and grading requirements of this course. I also understand what academic dishonesty is and what the possible penalties are. All the information given below is accurate.*

Name: \_\_\_\_\_ e.mail address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Appendix 1**  
**Interpretive Reading Submission – PORT 2110**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts

## A Importância do Meio Ambiente nos negócios.

Nos dias de hoje, muitas são as questões relevantes para que uma empresa possa conseguir se manter no topo e em evidência, já que dependendo do setor de atuação, a competição poderá ser acirrada.

De todas as questões relevantes da atualidade para uma empresa, talvez a mais importante de todas e a que mais pode colocar em evidência uma empresa e uma marca seja o meio ambiente.

Portanto, podemos citar aqui evidenciam qual é a importância do meio uma empresa e para os negócios de um

são dois pontos muito importantes para os negócios nos dias de hoje, especialmente para empresas que desejem manter uma imagem boa junto aos seus clientes. O licenciamento e a gestão ambiental. Esta se coloca como um dos pontos chave para uma empresa sempre que algum novo movimento é planejado, e deve sempre ser levada em consideração para não gerar impactos ambientais irreversíveis.

A gestão ambiental e de recursos hídricos também está em evidência nos dias atuais por conta da crise hídrica na região sudeste do Brasil, especialmente no estado mais rico do país, São Paulo. Com isso, as empresas paulistas estão diante de um grande desafio, tanto no que diz respeito à gestão ambiental, quanto no que diz respeito à gestão de recursos hídricos.

É por meio do licenciamento ambiental que a administração pública é capaz de gerenciar a atuação de empresas, tendo sempre em vista a manutenção dos recursos naturais e a diminuição dos impactos ambientais causados pela atividade. O licenciamento ambiental deve sempre ser observado pelas empresas modernas pelo simples fato de que ele pode ser determinante como o mecanismo que busca conciliar o uso de recursos naturais e o desenvolvimento econômico.



pontos que ambiente para modo geral. Estes

1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Licensing:
2. Management:
3. Environmental:
4. Business:
5. Companies:
6. Resources:
7. Impacts:
8. Relevant:
9. Planned:
10. Fierce:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What are the main concern for companies today?
- B. Why is it important to highlight that a company is environmentally friendly?
- C. How important is licensing and environmental management in the business world?
- D. How can companies incorporate environmental issues into their agenda?
- E. What is the importance of environmental licensing for the public administration?
- F. Why should companies abide to environmental licensing?
- G. What would be the impact of the water crisis in southeastern Brazil in the companies' planning?

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “De todas as questões relevantes da atualidade para uma empresa”

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2. “Esta se coloca como um dos pontos chave para uma empresa.”

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3. “é capaz de gerenciar a atuação de empresas”

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- 4) Main Ideas. Using information from the text, provide at least two of the main ideas in your own words using English. (3 points each, 6pts)

Main Idea#1:

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Main Idea #2:

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- 5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

- 6) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)

- A. Licensing and Environmental management is very important to business.
- B. Brazil doesn't have a water crisis in any part of the territory.
- C. Companies must abide to environmental licensing because it's the law.

- 7) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1. Como o licenciamento e a gestão ambiental são cruciais para as companhias hoje?

- 8) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts)

**Appendix 2**  
**Presentational Writing Submission - PORT 2120**

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100    VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 50 minutes to complete this writing activity with a pencil. We recommend you that you write for 35 minutes and use the last 10 minutes to revise and edit your composition (spelling, grammar...).**

**For this version of the Redação 1, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY'S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version outside of class. You will be allowed to use your textbook for revisions. This first version of REDAÇÃO1 counts for 100% of your grade and your final draft will possible add 10% to the final grade. However, grades cannot exceed 100 points.

**VOCABULÁRIO:** O meio ambiente, preocupações ambientais **GRAMÁTICA:** Futuro e Subjuntivo  
**GÊNERO:** Texto Descritivo.

Você se lembra da nossa aula sobre o meio ambiente? Nesta redação você vai ter a oportunidade de escrever um pouco sobre a importância da gestão ambiental para o futuro dos negócios. Você pode escolher qualquer tópico relacionado ao assunto. Também quero que você faça projeções e as justifique.

Você pode utilizar toda a gramática que estudamos até agora, mas deve explorar o uso do subjuntivo e do futuro.

Boa sorte!

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**Unit Two Chapter Essay Exam:** Access to the chapter essay questions will not open until Sunday, April 12th @ noon and will close @ midnight April 14, 2020 @ midnight.

You can use your textbook or outside resources to answer the questions but whatever source you use it is required that you cite the source. Directly quoting or rewriting in your own words sources without citing them is not acceptable it is still considered plagiarism.

- 1. In a paragraph or two explain the historical significance of FDR's so called "Hundred Days?" What was it? What did the Hundred Days try to accomplish?**
- 2. In a paragraph or two describe historical significance of the Double V campaign. What was it? What were its objectives?**
- 3. In a paragraph or two Identify and describe the historical significance of the "Freedom Train." What was it? What was its purpose in post war America?**
- 4. In a paragraph or two Identify and give the historical significance of the term "consumer culture." How did it de ne American society in the 1950s? What societal problems did it create?**





# 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	<b>PORT</b>
Number	<b>2120</b>
Name	<b>Intensive Portuguese for Spanish Speakers</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu

## **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.*

### **PORT 2120: Intensive Portuguese for Spanish Speakers**

*(No NMHED Course Description, UNM Catalog Description below.)*

*An accelerated multimedia class designed for natives or advanced level Spanish speakers that uses authentic models of communication in Portuguese.*

#### **Student Learning Outcomes:**

(No SLOs are provided by NMHED for this course, please enter course SLOs in the box provided in the next section below.)

## **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.*

- 1) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

## 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 *PORT 2120* resides: **Second Language**

#### 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. discuss organizational text features and author's perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity "Interpretive Reading Exam" appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 2120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Intermediate Low Level of Proficiency). PORT 2120 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students' daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT2120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has common rubrics for each section of PORT2120 for: 1. presentational speaking, 2. presentational writing, 3. interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level of performance. PORT2120 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT2120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has a common rubric for each section of PORT2120 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Mid Level of performance. PORT2120 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.



## **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.*



**PORT 2120 - Intensive Portuguese for Spanish Speakers  
Spring 2020**

**Course Information:**

**Instructor and contact information:**

**Office Hours:**

**Course Coordinator:**

**1. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES:**

Portuguese 2120 is an accelerated language course designed to introduce you to Brazilian Portuguese and develop intermediate to advanced language skills in speaking, listening, reading, and writing for advanced speakers of Spanish (Native/Heritage/Advanced second language learners). This course will also focus on the culture of Portuguese-speaking countries, more specifically Brazil, and how it contrasts/compares/relates to the students' native culture/s and language (i.e. Spanish). The course will be conducted in Portuguese using communicative activities aimed at developing the four language skills: speaking, listening, reading, and writing. Active participation of the students during the tasks will be absolutely required. Grades are based on exams, chapter tests, homework, daily work, participation, compositions, oral presentations and attendance. It is expected that students will dedicate at least two hours outside of class, each day, preparing themselves for the next class.

By the end of PORT 2120, students will be able to...

- 1) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

**2. REQUIRED COURSE MATERIALS:**

SIXTEEN CHAPTERS (*Lição preliminar to lição 15*) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You immediately have access to your digital course materials on the first day of class. To gain access to the **E-book**, go to your UNM Learn course and click on RedShelf folder. There, you will find the more information, instructions, and the link to redeem your e-book access:

3. **GENERAL COURSE POLICIES:** It is the student's responsibility to have an active role in the learning process by completing all the required assignments **BEFORE** coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class **DAILY**. This preparation will require students to study and/or complete the day's assignment **PRIOR TO** coming to class that day. This preparation will be included as a major part of the class participation grade.

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding **8**, regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- **Please DO NOT schedule work or doctor's appointments during class time or during the FINAL EXAM.** It is your responsibility to ensure that you are not scheduled to work during class time or during the **FINAL EXAM** (schedule to work during your final exam is not justifiable you have plenty of time to arrange this date: **Monday, May 11th**, 3:00 to 5:00pm, location TBA).
- The instructor reserves the right to drop a student from this class due to poor attendance but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is your responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992) (<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding

academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Dr. Paulo Dutra, and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

**Accessibility Services:** “It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in timely manner. Faculty members are not required to anticipate what a student's needs are” (<http://as2.unm.edu/>) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

**Gender Discrimination:** 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740>.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab announcements, documents, and their **UNM e-mail** on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2) organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu/>). Be aware that MyPortugueseLab platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM’s classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

**4 GRADE DISTRIBUTION:** Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>Participation</b>	<b>10%</b>
<b>Homework (MPL)</b>	<b>15%</b>
<b>Compositions (2)</b>	<b>20%</b>
<b>Chapter tests (3)</b>	<b>30%</b>
<b>Oral Final Exam (Cultural Practice)</b>	<b>10%</b>
<b>Final Exam</b>	<b>15%</b>

## **5. ASSIGNMENTS & COURSEWORK:**

### **I. PARTICIPATION (10%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (15%)**

There will be **online** homework assignments due each day of class. Due dates for these assignments are in your class calendar. However, all MyPortugueseLab homework needs to be submitted for grading every Monday at midnight. Plan ahead and do not wait until the last moment to do your homework that is why it is separated daily in your class program. **Please note that MPL will automatically deduct 5% for each day your submission is late. Therefore, after 20 days this will result in a 0 for the assignment.** Technical problems and sudden emergencies are not valid excuses for turning homework in late. It is suggested that you do homework using an app (phone or tablet) or an internet browser. You will need a system the records and plays sound. You also may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- **Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late, and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

### **III. COMPOSITIONS (20%)**

There will be 2 compositions during the semester. The first draft of composition 1 (**PRESENTATIONAL WRITING SUBMISSION**) will be written during class time (one class period of 50 minutes). The second and final draft of composition will be completed at home with the help of your teacher's comments. The second composition will be part of the course final project and will be a take-home assignment to be completed outside of class. The second draft of each composition has a maximum value of 10 points (to be added from the grade in the first draft). The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be available at your PORT2120 UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor. After your

instructor corrects the first version and assigns it a grade, you will make the corrections and turn in the final version *with* the first draft attached.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Compositions must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

#### IV. TESTING

There will be no make-ups for any exams. Note that all assignments are important. Earning good grades on exams does not guarantee an overall good grade. Cell phones or other electronic communication devices are entirely prohibited during exams. **Please note all exam dates, as specified in the calendar, at the beginning of the semester AND schedule work, doctor's appointments, and vacation plans accordingly.** Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

- **Multi Skill based Chapter Test (30%):** There will be three 50-minute evaluations. These are not cumulative and will cover the main points of the chapters being studied. **The dates of these exams** are stated in the class calendar/program. Each exam has a different focus: Exam # 1 focuses primarily on speaking skills (**INTERPERSONAL SPEAKING**), Exam # 2 on grammar infused in listening and vocabulary, and Exam # 3 (**INTERPRETIVE READING SUBMISSION**) emphasizes reading and writing skills.
- **Oral Final Exam (10%):** An oral exam in Portuguese will be administered at the end of the semester based on the content studied throughout the course as part of your Final Project. Your instructor will announce details in class and instructions will be provided via UNMLearn.
- **Final exam (15%):** The two-hour Final Exam is comprehensive and will consist of the following sections: vocabulary, structure, reading, and writing. It will be administered on **Monday, May 11th, 2020, 3:00-5:00pm. Location to be announced.**
  - **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**
  - **Waiver/Exception to take Final Exam: If a student has earned an A (93 or higher) by the last day of classes, s/he may be exempted to take the final exam. This exception is only applicable on individual cases when the abovementioned criteria are met.**

#### V. EXTRA CREDIT (up to 3 points of extra credit added to PORT2120 final grade):

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club. Activities will add 1 point per event onto the student's final grade with a maximum possibility of receiving 3 points.

## 5. GRADING SCALE:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	00-59.9

6. **COURSE CALENDAR:** The accompanying course calendar provides a basic outline of the course activities. Your instructor may vary the schedule occasionally if circumstances call for it. S/he may assign additional homework as s/he considers appropriate. Thus, it is very important that you take notes & check your UNMemail on a daily basis for schedule changes noted by your instructor. **Always come to class with your textbook/e-book.**

## 7. STUDY SUGGESTIONS IN ALL YOUR PORTUGUESE 100-200 COURSES **BEFORE CLASS (THE DAY BEFORE OR THE DAY OF):**

- Review the pages in the book that are listed on the syllabus.
- For the vocabulary, you can read over the vocabulary in the text (especially the overall list at the end of each chapter).
- For the grammar explanations, find a method that best fits your learning style or study method.
- After you have reviewed each vocabulary or grammar section, you should go to MPL to complete the assigned activities related to those sections. Once you are logged in, you should see the due dates in the calendar. Complete the assigned activities, and prepare any questions you have related to each section.

### **DURING CLASS:**

- Your instructor will review the content for that day and will address any questions you have related to the vocabulary or grammar.
- You will spend the majority of your class time in pairs or small groups working on activities in the text or on communicative activities. These activities will allow you to practice and strengthen the vocabulary and grammar you have reviewed outside of class.

### **AFTER CLASS (THAT NIGHT OR THE NEXT DAY):**

- Any questions you had should have been addressed, and you should have had ample opportunity to practice what you've learned. Do not procrastinate. This would be a great time to go ahead and complete the assigned MyPortugueseLab activities that are assigned. These activities will help you identify your strengths and weaknesses before each exam. If you do identify a problem area, you can review more information about it from MyPortugueseLab or the textbook/e-book, or you may meet with your instructor to discuss it.

YOUR INSTRUCTOR WILL ADMINISTER THIS BRIEF CONSENT FORM SO THAT YOU ACKNOWLEDGE UNDERSTANDING OF THE COURSE POLICIES. PLEASE MAKE SURE YOU READ THE SYLLABUS CAREFULLY. IF YOU HAVE ANY QUESTIONS REGARDING THE CONTENT OF THE COURSE POLICIES AS STATED IN THIS SYLLABUS, ASK YOUR INSTRUCTOR.

PORT \_\_\_ Section \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Instructor's name: \_\_\_\_\_

Please sign and return the following statement to your instructor if you decide to enroll in this course:

*I have received and reviewed the information of the course syllabus with my instructor. I understand and agree to the policies regarding attendance, homework, exams and grading requirements of this course. I also understand what academic dishonesty is and what the possible penalties are. All the information given below is accurate.*

Name: \_\_\_\_\_ e-mail

address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## Tentative Class Program

*BLUE=Chapter Tests/Compositions/Exams*

MyPortugueseLab (MPL) / Text Book (TB)

DATA	TEMAS DA AULA	TAREFA	
20 de Janeiro MON	<b>MLK NO CLASSES</b>		
22 de Janeiro TUE	Introduction to course; Syllabus and self-presentation Language patterns Portuguese vs. Spanish. TB p.4.		
23 de Janeiro WED	Language patterns Portuguese vs. Spanish. TB p.4.		
24 de Janeiro THUR	TB p. 5-9 (Greetings and good-byes; expressions of courtesy; classroom expressions).		
25 de Janeiro FRI	TB p. 10-15 (The alphabet; identifying and describing people and objects). TB p. 16-25 (Spelling and numbers; telling time and dates).		
27 de Janeiro MON	TB p. 30-41 (Subject pronouns, student life, weekend; simple present of verbs ending in -ar).	MPL <i>Lição Preliminar</i>	
28 de Janeiro TUE	TB p. 42-50 (Articles and nouns; contractions of a, de, and em; present tense of estar).		
29 de Janeiro WED	TB p. 50-65 (Interrogative words; some common -er and -ir verbs).	MPL <i>Lição 1</i>	
30 de Janeiro THUR	TB p. 70-82 (Friends; colors; where are you from; adjectives and agreement).		
31 de Janeiro FRI	TB p. 83-92 (Present tense of ser; ser and estar with adjectives; possessive adjectives).	MPL <i>Lição 2</i>	
<b>SEMANA 3</b>	3 de fevereiro MON	Grammar Practice <b>Cultural Project: Introdução</b>	
	4 de fevereiro TUE	TB p. 110-118 (Popular leisure activities; food restaurants and menus).	
	5 de fevereiro WED	TB p. 119-124 (Regular – er and –ir verbs).	
	6 de fevereiro THUR	TB p. 127-138 (Present tense of ir, ir + infinitive; ter and ter que + infinitive).	
	7 de fevereiro FRI	TB p. 139-145 (Numbers above 100; introduction to por and para; travel plans for the future; meals; theatre; cinema; concerts)	MPL <i>Lição 3</i>

SEMANA 4	10 de fevereiro MON	TB p. 152-156 (Family)	
	11 de fevereiro TUE	TB p. 157-164 (stem-changing verbs and adverbs)	MPL <i>Lição 4</i>
	12 de fevereiro WED	TB p. 165-171 (More irregular verbs and faz / há with expressions of time)	
	13 de fevereiro THUR	Grammar Practice  <b>INTERPERSONAL SPEAKING SUBMISSION</b> Chapter Test - lesson Preliminar, 1, 2, 3 and 4 (individual video submission via UNMLearn DUE TODAY AT 5.00pm)	
	14 de fevereiro FRI	TB p.190-202 (The home; chores; present progressive).	
SEMANA 5	17 de fevereiro MON	TB p. 202-208 (Expressions with ter, estar com and ficar com; demonstrative adjectives and pronouns).	
	18 de fevereiro TUE	TB p. 208-217 (Present tense of dar, ler, ver and vir; verbs saber and conhecer).	MPL <i>Lição 5</i>
	19 de fevereiro WED	TB p. 218-227 (Reflexive verbs and pronouns).	
	20 de fevereiro THUR	TB p. 234-240 (Clothes and gifts)	
	21 de fevereiro FRI	TB p. 241-245 (preterit tense of regular verbs and preterit tense of ir and ser).	
SEMANA 6	24 de fevereiro MON	TB 251-263 (Vamos viajar; tag questions; por e para).	
	25 de fevereiro TUE	<b>Cultural Project: <i>Prática de Leitura</i></b>	MPL <i>Lição 6</i>
	26 de fevereiro WED	TB p. 268-276 (Weather and seasons; sports)	
	27 de fevereiro THUR	TB p. 281-293 (Grammar Practice of preterit tense; irregular preterit tense).	
	28 de fevereiro FRI	TB p. 286-289 (Imperfect of irregular and regular verbs).	

SEMANA 7	2 de março MON	TB p. 289-293 (Narrating in the past: the preterit and the imperfect).	
	3 de março TUE	<b>Cultural Project: Prática Cultural</b>	MPL Lição 7
	4 de março WED	TB p. 308- 313 (Traditional parties and celebrations in Brazil and around the world).	
	5 de março THUR	TB p. 314-318(Comparisons of inequality and equality).	
	6 de março FRI	TB p. 318-322 (The superlative)	
SEMANA 8	9 de março MON	TB p. 323-336 (Pronouns and prepositions; reflexive verbs and pronouns).	MPL Lição 8
	10 de março TUE	Grammar Practice	
	11 de março WED	Cultural Activity and practice for composition # 1(Writing)	
	12 de março THUR	REVIEW for Chapter Test # 2	
	13 de março FRI	<b>Chapter Test (Chapter 5, 6,7 and 8)</b> <b>TRADITIONAL LANGUAGE ASSESSEMENT</b>	
SEMANA 9	16 de março MON	SPRING-BREAK NO CLASSES	
	17 de março TUE	SPRING-BREAK NO CLASSES	
	18 d de março WED	SPRING-BREAK NO CLASSES	
	19 de março THUR	SPRING-BREAK NO CLASSES	
	20 de março FRI	SPRING-BREAK NO CLASSES	
SEMANA 10	23 de março MON	<b>In-class PRESENTATIONNAL WRITING SUBMISSION (COMPOSITION # 1)</b>	
	24 de março TUE	TB p. 340-343 (The job market; professions and business) <i>Instructor will return Comments from First Draft Composition #1</i>	
	25 de março WED	TB p. 344-346 (Job interview).	
	26 de março THUR	TB p. 347-350 (Se as impersonal subject). <i>Instructor will return Comments from First Draft Composition #1</i> <b>Cultural Project: Prática Oral</b>	
	27 de março FRI	TB p. 350-354 (More on the preterit and the imperfect).	
AN	30 de março MON	TB p. 355-372 More on interrogative pronouns; commands).	MPL Lição 9

	31 de março TUE	<b>Cultural Project: <i>Prática Oral</i></b>	
	1 de abril WED	TB p. 376-382 (Food; supermarket; recipes).	MPL <i>Lição 10</i>  <b>Second (Final) Presentational Writing Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)
	2 de abril THUR	TB p. 383-384 (Introduction to the present subjunctive).	
	3 de abril FRI	TB p. 385-392 (The subjunctive used to express wishes and hopes; the subjunctive with verbs and expressions of doubt).	
SEMANA 12	6 de abril MON	TB p. 381 and 392-407 (Commands and recipes)	MPL <i>Lição 11</i>
	7 de abril TUE	TB p. 412-418 (The body; health and health care).	
	8 de abril WED	TB p. 423-424 (The equivalents of the English let's)	
	9 de abril THUR	TB p. 416-422 (The subjunctive with expressions of emotion; review of the subjunctive).	MPL <i>Lição 11</i>
	10 de abril FRI	TB p. 429-439 (Relative pronouns)	
SEMANA 13	13 de abril MON	<b>Cultural Project: <i>Prática Escrita</i></b>	
	14 de abril TUE	<b>Chapter Test #3 (INTERPRETIVE READING SUBMISSION): Chapters 9, 10 and 11</b>	
	15 de abril WED	TB p. 442-450 (Vacation and traveling; hotel and transportation; the mail and letters).	
	16 de abril THUR	TB p. 450-459 (Para escutar; affirmative and negative expressions).	<b>First Draft Composition #2 Due</b> (First Part of your Final Project)
	17 de abril FRI	TB p. 467- 475 (The past recommendations and conditions in the past).	MPL <i>Lição 12</i>
SEMANA 14	20 de abril MON	TB p. 479-483 (O meio ambiente; preocupações ambientais; reciclagens).	
	21 de abril TUE	TB p. 484-486 (The future tense) <i>Instructor will return Comments from First Draft Composition #2</i>	<i>Instructor will return Comments from First Draft Composition #2</i>
	22 de abril WED	TB p. 486-490 (The future subjunctive).	
	23 de abril THUR	TB p. 491-498 (The conditional and reciprocal verbs and pronouns)	MPL <i>Lição 13</i>
	24 de abril FRI	TB p. 506-510 (Brazilian society and social roles).	

<b>SEMANA 15</b>	27 de abril MON	TB p. 511-516 (The past participle; the passive voice).  <b>Second (Final) Draft Composition #2 Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)	<b>Second (Final) Draft Composition #2 Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)
	28 de abril TUE	TB p. 516-530 (The present perfect)	The past perfect
	29 de abril WED	TB p. 520-522 (The past perfect)	MPL <i>Lição 14</i>
	30 de abril THUR	TB p. 534-539 (A ciência e a tecnologia; as tecnologias de informação e comunicação; a cidade do futuro; as biotecnologias).	
	1 de maio FRI	TB p. 540-545 (Uses of the impersonal infinitive; the personal infinitive).	
<b>SEMANA 16</b>	4 de maio MON	TB p. 546-560 (Present and future if-clause sentences).	
	5 de maio TUE	ORAL EXAM PRESENTATIONS (Second part of Final Project)	MPL <i>Lição 15</i>
	6 de maio WED	ORAL EXAM PRESENTATIONS (Second part of Final Project)  <b><i>Instructor will provide updated information about course performance (grades, extra-credit, attendance, and absences)</i></b>	
	7 de maio THUR	REVIEW for Final Exam	
	8 de maio FRI	REVIEW for Final Exam	
	11 de maio MON	<b>Exam Final: Monday, May 11th, 3-5pm</b> <b>Location TBA</b>	

**Appendix 1**  
**Interpretive Reading Submission – PORT 2120**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts

# Alimentação Saudável

A alimentação saudável é fundamental para o bom funcionamento do organismo. A alimentação realizada de modo saudável e aliada com exercícios físicos contribui para a qualidade de vida. A alimentação saudável deve ser colorida e diversa



## Como ter uma alimentação saudável?

Uma forma de adquirir uma alimentação saudável é através da Pirâmide Alimentar. Ela consiste em um gráfico que sistematiza os alimentos de acordo com suas funções e seus nutrientes.

Cada porção da pirâmide representa um grupo de alimentos e a quantidade recomendada diariamente. Os alimentos que precisam ser consumidos em maior quantidade estão na base da pirâmide. Enquanto os alimentos que precisam ter o consumo moderado estão no topo.

Na base da pirâmide, estão os alimentos energéticos, os quais são ricos em carboidratos como massas, pães, cereais e arroz. Eles devem constar em todas as refeições. As frutas, verduras e legumes devem ser consumidas em três porções durante o dia. Esse grupo inclui os alimentos reguladores e estão na porção intermediária da pirâmide. As frutas exóticas também se tornam uma opção de consumo para ter uma alimentação saudável, contribuindo para aumentar a diversidade de consumo.

No topo da pirâmide alimentar estão as gorduras, óleos, açúcares e doces. A primeira pirâmide alimentar brasileira foi criada em 1999. Ela foi baseada nos hábitos alimentares e alimentos típicos dos brasileiros.

## Importância

A alimentação saudável tem sua importância por proporcionar uma série de benefícios, como:

- Melhoria do sistema imunológico
- Maior capacidade de concentração
- Mais disposição para as atividades diárias
- Prevenção de doenças
- Auxilia o sono
- Combate a depressão e o estresse

### 1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Depression:
2. Disease:
3. Colorful:
4. Food:
5. Pyramid:

6. Carbohydrates:
7. Fruits:
8. Nutrients:
9. Protein:
10. Sugar:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What does a balanced diet mean?
- B. Why is important to have a balanced diet?
- C. How does the food pyramid works?
- D. How many groups does the food pyramid has?
- E. What are the benefits of a healthy diet?
- F. When was made the first food pyramid in Brazil?
- G. How is structure of the daily alimentation of an average Brazilian?

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “Eles devem constar em todas as refeições”

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2. “A alimentação realizada de modo saudável e aliada com exercícios físicos contribui para a qualidade de vida. ”

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3. “Esse grupo inclui os alimentos reguladores”

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4) Main Ideas. Using information from the text, provide at least two of the main ideas in your own words using English. (3 points each, 6pts)

Main Idea#1:

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Main Idea #2:

Page



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5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

6) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)

- A. Healthy food should be colorful and balanced.
- B. Sugar and fat makes a person healthy.
- C. There is no significant difference between men and women when it comes to occupying vacancies as doctors.

7) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1. Qual a importância de se ter uma alimentação balanceada? Quais os alimentos chaves para esse tipo de alimentação?

8) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts).

**Appendix 2**  
**Presentational Writing Submission - PORT 2120**

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100      VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 75 minutes to complete this writing activity with a pencil. We recommend you that you write for 50 minutes and use the last 25 minutes to revise and edit your composition (spelling, grammar...).**

**For this version of the Redação 1, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY'S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version outside of class. You will be allowed to use your textbook for revisions. This first version of REDAÇÃO1 counts for 100% of your grade and your final draft will possible add 10% to the final grade. However, grades cannot exceed 100 points.

**GRAMÁTICA:** Futuro Composto (verbo IR + infinitivo), pretérito perfeito e imperfeito  
**GÊNERO:** E-mail

Você pretende inscrever-se para um programa de intercâmbio (exchange) no Brasil mas ainda não decidiu qual cidade. Escreva um email para o seu/sua orientador/a pedindo a ajuda dele/dela para decidir onde você deve estudar. Descreva o porquê você está em dúvida e sugira duas cidades que você gostaria de visitar e estudar. Além disso, você precisa incluir:

- Uma saudação formal;
- O seu nome, seu curso e suas áreas de interesse;
- Explique brevemente o seu histórico escolar e profissional usando o pretérito perfeito e imperfeito;
- Apresente as duas cidades onde você quer estudar e porque você está em dúvida;
- Explique por que você é um bom candidato para fazer intercâmbio usando descrições;
- Diga seus objetivos acadêmicos e profissionais usando o futuro composto;
- Despedida formal.

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# 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	<b>PORT</b>
Number	<b>2115</b>
Name	<b>Intensive Intermediate Portuguese</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu

## **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.*

### **PORT 2115: Intensive Intermediate Portuguese**

*(No NMHED Course Description, UNM Catalog Description below.)*

*An intensive one-semester intermediate multimedia course using authentic models of communication in Portuguese.*

#### **Student Learning Outcomes:**

*(No SLOs are provided by NMHED for this course, please enter course SLOs in the box provided in the next section below.)*

## 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.*

- 1) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.
- 2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.
- 3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.
- 4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

## 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 *PORT 2115* resides: **Second Language**

#### 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.



## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. discuss organizational text features and author's perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity "Interpretive Reading Exam" appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 2115 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Intermediate Low Level of Proficiency). PORT 2115 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students' daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT2115 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has common rubrics for each section of PORT2115 for: 1. presentational speaking, 2. presentational writing, 3. interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level of performance. PORT2115 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT2115 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has a common rubric for each section of PORT2115 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Mid Level of performance. PORT2115 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

## **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.*



**PORT 2115 – Hybrid Intensive Intermediate Portuguese  
Department of Spanish and Portuguese**

**Course Information:**

**Instructor and contact information:**

**Course Coordinator:**

**1. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES:**

Portuguese 2115 is an intermediate intensive Portuguese course that will be taught both in class and online. The course will use a textbook, two online platforms for the workbook (My Portuguese Lab (MPL) and [www.learn.unm.edu](http://www.learn.unm.edu)) and a series of different materials, such as, movies, episodes of Brazilian TV programs, games, the Internet and music to promote the learning of Brazilian Portuguese. The course will be conducted in Portuguese through the use of communicative activities aimed at developing the four language skills: speaking, listening, reading, and writing. Active participation is required by all students both in class and online. Your grades will be based on chapter tests, final exam, attendance, participation (online and in class), homework, and oral presentation. **This is a hybrid course, while we will meet in class twice a week, students are expected to dedicate at least two hours outside of class, each day on days that the class does not meet, for online activities that will be available on [www.learn.unm.edu](http://www.learn.unm.edu) and MPL.**

By the end of PORT2115, students will be able to...

1) Exchange information on a wide variety of familiar topics and current events and handle social interactions in culturally appropriate ways in everyday situations with ease and confidence.

2) Participate in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations.

3) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of their interest and/or current events where they can express experiences, reactions, viewpoints and suggestions.

4) Identify the main idea, many idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in a variety of oral, written texts and media.

**2. REQUIRED COURSE MATERIALS:**

SEVEN CHAPTERS (*Lição 9 to lição 15*) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You immediately have access to your digital course materials on the first day of class. To gain access, go to your UNM Learn course and click on RedShelf folder. There, you will find the more information, instructions, and the link to redeem your My Portuguese Lab access.

3. **GENERAL COURSE POLICIES:** It is the student's responsibility to have an active role in the learning process by completing all the required assignments BEFORE coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class DAILY. This preparation will require students to study and/or complete the day's assignment PRIOR TO coming to class that day. This preparation will be included as a major part of the class participation grade.

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding THREE absences (TR classes), regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- **Please DO NOT schedule work or doctor's appointments during class time or during the FINAL EXAM.** It is your responsibility to ensure that you are not scheduled to work during class time or during the FINAL EXAM (schedule to work during your final exam is not justifiable you have plenty of time to arrange this date: **Monday, May 6th**, 3:00 to 5:00pm, location TBA.
- The instructor reserves the right to drop a student from this class due to poor attendance, but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is your responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992) (<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a

composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Marina Todeschini, and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

**Accessibility Services:** “It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in a timely manner. Faculty members are not required to anticipate what a student's needs are” (<http://as2.unm.edu/>) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

**Gender Discrimination:** 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740>.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab (MPL) announcements, documents, and their **UNM e-mail** on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2) organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu/>). Be aware that MPL platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM’s classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

**4. GRADE DISTRIBUTION:** Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>Participation</b>	<b>20%</b>
<b>Homework (MPL)</b>	<b>10%</b>
<b>UNM Learn</b>	<b>20%</b>
<b>Chapter tests (2)</b>	<b>15%</b>
<b>Final Project (presentation+composition)</b>	<b>20%</b>
<b>Final Exam</b>	<b>15%</b>

## **5. ASSIGNMENTS & COURSEWORK:**

### **I. PARTICIPATION (20%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class, but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (10%)**

There will be **online** homework assignments due each end of lesson. Due dates for these assignments are in MyPortugueseLab (MPL) calendar. All the audio and video will be also available on the MPL website (<http://myportuguese lab.com>). Plan ahead and do not wait until the last moment to do your homework. Technical problems and sudden emergencies are not valid excuses for turning homework in late. It is suggested that you do homework using Microsoft Internet Explorer using the Microsoft Windows operating system or Safari in Macintosh systems due to known compatibility issues with other setups. You may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- After completing your online homework you should press SUBMIT at the bottom of the activity page. The computer will automatically assign you a grade for certain activities and your instructor will input the grades for others (when applicable). You must do your homework according to the syllabus due dates because, while the computer will allow you to send late homework, your instructor will not grade it. **Verify that the system has recorded your grades once you have completed your homework, before the assignment deadline.**
- **Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

### **III. LEARN (20%)**

Every week you will be expected to work on online communicative activities on [www.learn.unm.edu](http://www.learn.unm.edu). You will have one week to complete the activities and will be required to turn in your material every Monday online in the blog section. You are taking a six-credit class and meeting only two days a week, for this reason, you should use the other days to work on your online activities. The activities include practicing language skills such as writing, reading, and listening and will work to support our lessons.

**Learn activities will be graded based on completion.**



#### IV. FINAL PROJECT (PRESENTATIONAL WRITING SUBMISSION) (20%)

As part of your final project, you will turn in a written composition and deliver a presentation to the class as your oral exam. The composition will be in-class assignment. The second draft of the composition has a maximum value of 10 points (to be added from the grade in the first draft). The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be available at your PORT2115 UNMLearn site). Further details about the final project and grading criteria will be provided by your instructor. After your instructor corrects the first version and assigns it a grade, you will make the corrections and turn in the final version *with* the first draft attached.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Compositions must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

#### V. TESTING

There will be no make-ups for any exams. Note that all assignments are important. Earning good grades on exams does not guarantee an overall good grade. Cell phones or other electronic communication devices are entirely prohibited during exams. **Please note all exam dates, as specified in the calendar, at the beginning of the semester AND schedule work, doctor's appointments, and vacation plans accordingly.** Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

- **Multi Skill based Chapter Tests (15%):** There will be two 50-minute evaluations. These are not cumulative and will cover the main points of the chapters being studied. **The dates of these exams** are stated in the class calendar. Each exam has a different focus: Exam # 1 (**Interpersonal Speaking**) focuses primarily on grammar infused in listening and vocabulary, and Exam # 3 (**Traditional Language Assessment**) emphasizes reading and writing skills.
- **Final exam (15%):** The two-hour Final Exam is comprehensive and will consist of the following sections: vocabulary, structure, reading, and writing. It will be administered on **Monday, May 6th, 2019, 3.00-5:00pm. Location to be announced.**
  - **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**
  - **Waiver/Exception to take Final Exam: If a student has earned an A+ (97 or higher) by the last day of classes, s/he may be exempted to take the final exam. This exception is only applicable on individual cases when the abovementioned criteria are met.**

#### VI. EXTRA CREDIT (up to 3 points of extra credit added to PORT2115 final grade):

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club and Portuguese Department. Activities will add 1 point per event onto the student's final grade with a maximum possibility of receiving 3 points.

**6. GRADING SCALE:**

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	00-59.9

**7. COURSE CALENDAR:** The accompanying course calendar provides a basic outline of the course activities. Your instructor may vary the schedule occasionally if circumstances call for it. S/he may assign additional homework as s/he considers appropriate. Thus, it is very important that you take notes & check your UNMemail on a daily basis for schedule changes noted by your instructor. All homework assignments indicated for each day (*Tarefa* column) should be completed before coming to class on that particular day. Always come to class with your textbook/e-book.

**8. STUDY SUGGESTIONS IN ALL YOUR PORTUGUESE 100-200 COURSES BEFORE CLASS (THE DAY BEFORE OR THE DAY OF):**

- Review the pages in the book that are listed on the syllabus.
- For the vocabulary, you can read over the vocabulary in the text (especially the overall list at the end of each chapter).
- For the grammar explanations, find a method that best fits your learning style or study method.
- After you have reviewed each vocabulary or grammar section, you should go to MPL to complete the assigned activities related to those sections. Once you are logged in, you should see the due dates in the calendar. Complete the assigned activities, and prepare any questions you have related to each section..

**DURING CLASS:**

- Your instructor will review the content for that day and will address any questions you have related to the vocabulary or grammar.
- You will spend the majority of your class time in pairs or small groups working on activities in the text or on communicative activities. These activities will allow you to practice and strengthen the vocabulary and grammar you have reviewed outside of class.

**AFTER CLASS (THAT NIGHT OR THE NEXT DAY):**

- Any questions you had should have been addressed, and you should have had ample opportunity to practice what you've learned. Do not procrastinate. This would be a great time to go ahead and complete the assigned MPL activities that are assigned. These activities will help you identify your strengths and weaknesses before each exam. If you do identify a problem area, you can review more information about it from MyPortugueseLab or the textbook/e-book, or you may meet with your instructor to discuss it.

**9. SUGGESTIONS TO SUCCESSFULLY COMPLETE MPL ACTIVITIES:** During the semester, you will have to submit numerous activities through MPL. Because these activities together are worth 15% of your overall grade, you should work carefully to avoid basic mistakes. All activities are computer-graded, and therefore will not recognize basic mistakes in spelling, accent marks, gender, etc. Most activities (except for either/or activities) allow you THREE attempts before final grading so that you do have a chance to correct mistakes.

Please keep the following advice in mind when completing all MPL activities:

- **READ THE DIRECTIONS.** This is extremely important! For example, if the directions say to include an article (or not to forget an article), make sure you include the article.

- **PAY ATTENTION TO SPELLING.** You may use a dictionary during these activities, you have three attempts for activities. Be attentive to the use of accents.
- **FOLLOW THE MODELS.** Several activities show you a example after the directions. Look closely at any given examples them in the activity.
- **WORK ON ACTIVITIES EACH DAY.** The activities are due at 9:00 a.m. on the due dates listed on MPL and/or the syllabus. It is strongly suggested that you do NOT procrastinate or save all of the activities for the last minute, as technical problems are not an excuse for submitting late work. Again, it is recommended that you work on activities each day.

YOUR INSTRUCTOR WILL ADMINISTER THIS BRIEF CONSENT FORM SO THAT YOU ACKNOWLEDGE UNDERSTANDING OF THE COURSE POLICIES. PLEASE MAKE SURE YOU READ THE SYLLABUS CAREFULLY. IF YOU HAVE ANY QUESTIONS REGARDING THE CONTENT OF THE COURSE POLICIES AS STATED IN THIS SYLLABUS, ASK YOUR INSTRUCTOR.

PORT \_\_\_ Section \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_ Instructor's name:

Please sign and return the following statement to your instructor if you decide to enroll in this course:

*I have received and reviewed the information of the course syllabus with my instructor. I understand and agree to the policies regarding attendance, homework, exams and grading requirements of this course. I also understand what academic dishonesty is and what the possible penalties are. All the information given below is accurate.*

Name: \_\_\_\_\_ e.mail

address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Tentative Class Program

*BLUE=Chapter Tests/Compositions/Exams*

MyPortugueseLab (MPL) / Text Book (TB)

	DATA	TEMAS DA AULA	TAREFA MPL activities due 5pm
	14 de janeiro ONLINE - MON	Online review of previous lessons (Preliminar – 8).	
	<b>Lição 9: O Trabalho e os Negócios</b>		
SEMANA 1	15 de janeiro TUE	Introduction to course; Syllabus and self-presentation TB p.4.	
	16 de janeiro ONLINE - WED	TB p. 340–343 (Jobs and business; professions; personal characteristics).	MPL
	17 de janeiro THUR	In class activities related to content previous covered on Wednesday.	
	18 de janeiro ONLINE - FRI	TB p. 344-346 (Job interview). TB p. 347-350 (Use of “SE” as impersonal subject).	MPL Learn Semana 1
	21 de janeiro ONLINE - MON	MLK Day - NO CLASS	MPL
SEMANA 2	22 de janeiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	23 de janeiro ONLINE - WED	TB p. 350-354 (More on the preterit and the imperfect)	MPL
	24 de janeiro THUR	In class activities related to content previous covered on Wednesday.	
	25 de janeiro ONLINE - FRI	TB p. 355-356 (More on interrogative pronouns).	MPL Learn Semana 2
SEMANA 3	28 de janeiro ONLINE - MON	TB p. 357-360 (Commands).	MPL
	29 de janeiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	<b>Lição 10: A Comida</b>		
	30 de janeiro ONLINE - WED	TB p. 376-378 (A comida, no supermercado)	MPL
	31 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	1 de fevereiro ONLINE – FRI	TB p. 379-382 (À mesa; onde compramos?; receitas).	MPL Learn Semana 3

SEMANA 4	4 de fevereiro ONLINE - MON	TB p. 383-388 (The present subjunctive; the subjunctive used to express wishes and hopes).	MPL
	5 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	6 de fevereiro ONLINE - WED	TB p. 389-395 (The subjunctive with verbs and expressions of doubt and more on commands).	MPL Learn Semana 4
	7 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
<b>Lição 11: A saúde e os Médicos</b>			
	8 de fevereiro ONLINE - FRI	TB p. 412-414 (As partes do corpo e as doenças).	
SEMANA 5	11 de fevereiro ONLINE - MON	TB p. 414-418 (A saúde e os médicos).	MPL
	12 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	13 de fevereiro ONLINE - WED	TB p. 419-422 (The subjunctive with expressions of emotion).	MPL
	14 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	15 de fevereiro ONLINE - FRI	TB p. 423-425 (The equivalents of the English "Let's").	MPL Learn Semana 5
SEMANA 6	18 de fevereiro ONLINE - MON	TB p. 425-432 (Review of "por" and "para;" additional uses of "por" and "para"; and relative pronouns).	MPL
	19 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	<b>Lição 12: As Férias e as Viagens</b>		
SEMANA 6	20 de fevereiro ONLINE - WED	TB p. 444-450 (As férias e as viagens; os meios de transporte e as viagens).	MPL
	21 de fevereiro THUR	In class activities related to content previous covered on Wednesday.	
	22 de fevereiro ONLINE - FRI	TB p. 451-454 (Affirmative and negative expressions)	MPL Learn Semana 6

SEMANA 7	25 de fevereiro ONLINE - MON	MPL	MPL
	26 de fevereiro TUE	In class activities related to content previous covered on Monday and/or Friday.	
	27 de fevereiro ONLINE - WED	TB p. 456-460 (The indicative and the subjunctive in adjective clauses).	MPL
	28 de março THUR	In class activities related to content previous covered on Wednesday.	
	1 de março ONLINE - FRI	TB p. 460-462 (The subjunctive in adverbial clauses).	MPL Learn Semana 7
SEMANA 8	4 de março ONLINE - MON	TB p. 463-465 (The past subjunctive).	MPL
	5 de março TUE	In class activities related to content previous covered on Monday and/or Friday.	
	6 de março ONLINE - WED	ONLINE REVIEW for Chapter Test # 1	
	7 de março THUR	<b>INTERPERSONAL SPEAKING</b> (Video upload on Learn) (Chapter 10 and 11)	
	8 de março FRI	<b>SPRING BREAK – NO CLASS</b>	
	11-15 de março	<b>SPRING BREAK – NO CLASS</b>	
<b>Lição 13: O Meio Ambiente</b>			
SEMANA 10	18 de março ONLINE - MON	TB p. 480-483 (O meio ambiente, preocupações ambientais).	MPL
	19 de março TUE	In class activities related to content previous covered on Monday.	
	20 de março ONLINE - WED	TB p. 484-486 (The future tense).	MPL
	21 de março THUR	In class activities related to content previous covered on Wednesday.	
	22 de março ONLINE - FRI	TB p. 486-489 (The future subjunctive).	MPL Learn Semana 10
SEMANA 11	25 de março ONLINE - MON	TB p. 491-493 (The conditional).	MPL
	26 de março TUE	In class activities related to content previous covered on Monday and/or Friday	

	27 de março ONLINE - WED	TB p. 494-495 (Reciprocal verbs and pronouns).	MPL
	28 de março THUR	In class activities related to content previous covered on Wednesday.	
	29 de março ONLINE - FRI	Review for Chapter Test #2 (Reading)	MPL Learn Semana 11
SEMANA 12	1 de abril ONLINE - MON	MPL	
	2 de abril TUE	<b>In class INTERPRETIVE READING SUBMISSION Chapters 12 and 13</b>	
		<b>Lição 14: A Sociedade</b>	
	3 de abril ONLINE - WED	TB p. 506-510 (A sociedade; as mulheres na sociedade brasileira)	MPL
	4 de abril THUR	In class activities related to content previous covered on Wednesday.	
	5 de abril ONLINE - FRI	TB p. 511-513 (The past participle).	MPL Learn Semana 12
SEMANA 13	8 de abril ONLINE - MON	TB p. 513-516 (The passive voice).	MPL
	9 de abril TUE	<b>IN-CLASS PRESENTATIONAL WRITING SUBMISSION. (50 MINUTES)</b>	
	10 de abril ONLINE - WED	TB p. 516-518 (The present perfect).	MPL
	11 de abril THUR	In class activities related to content previous covered on Wednesday.	
	12 de abril ONLINE - FRI	TB p. 520-522 (The past perfect).	MPL Learn Semana 13
		<b>Lição 15: A Ciência e a Tecnologia</b>	
SEMANA 14	15 de abril ONLINE - MON	TB p. 534-539 (A ciência e a tecnologia; as tecnologias de informação e comunicação; a cidade do futuro).	MPL
	16 de abril TUE	In class activities related to content previous covered on Monday and/or Friday.	<i>Instructor will return Comments from First Draft Composition</i>
	17 de abril ONLINE - WED	TB p. 540-541 (Uses of the impersonal infinitive).	MPL
	18 de abril THUR	In class activities related to content previous covered on Wednesday.	
	19 de abril ONLINE - FRI	TB p. 542-544 (The personal infinitive).	MPL Learn Semana 14
ANA	22 de abril ONLINE - MON	TB p. 546-547 (Present and future if-clauses sentences).	MPL



	23 de abril TUE	In class activities related to content previous covered on Monday and/or Friday.	<b>Second (Final) Draft Presentational Writing</b> (max 10 points added to grade from 1 <sup>st</sup> draft)
	24 de abril ONLINE - WED	TB p. 549-552 (Diminutives and augmentatives).	MPL
		<b>Reviews and Exams</b>	
	25 de abril THUR	ORAL EXAM PRESENTATIONS (Second part of Final Project)	
	26 de abril ONLINE - FRI	MPL	
<b>SEMANA 16</b>	29 de abril ONLINE - MON	MPL	UNM Learn
	30 de abril TUE	ORAL EXAM PRESENTATIONS (Second part of Final Project)	
	1 de maio ONLINE - WED	Online Review for Final Exam (Chapter 14)	MPL
	2 de maio THUR	REVIEW for Final Exam  <b><i>Instructor will provide updated information about course performance (grades, extra-credit, attendance, and absences)</i></b>	
	3 de maio ONLINE - FRI	Online Review for Final Exam (Chapter 15)	MPL
	6 de maio MON	<b>Exame Final: Monday, May 6<sup>th</sup>, 12:30-2:30pm Location TBA</b>	

**Appendix 1**  
**Interpretive Reading Submission – PORT 2115**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts

## **No primeiro mês de 2020, a floresta perdeu 188 km<sup>2</sup> de área verde. O Pará está pelo sétimo mês consecutivo no topo do ranking dos estados que mais desmatam a Amazônia.**

O ano de 2020 começa com notícias ruins para a floresta Amazônica. Somente no primeiro mês do ano, o desmatamento cresceu 74% em comparação a janeiro de 2019. Os dados são do Sistema de Alerta de Desmatamento (SAD) do Instituto do Homem e do Meio Ambiente da Amazônia (Imazon). De acordo com o sistema de monitoramento do instituto, a floresta perdeu uma área de 188 km<sup>2</sup> de mata em janeiro deste ano. No ano passado, janeiro registrou 108 km<sup>2</sup> de área desmatada na floresta.



O Pará está pelo sétimo mês consecutivo no topo do ranking dos estados que mais desmatam na Amazônia. De toda a área derrubada em janeiro deste ano, 28% pertencem ao território paraense. Em seguida vêm os estados do Mato Grosso (26%), Rondônia (15%), Amazonas (13%), Roraima (13%), Acre (4%) e, por último, Amapá (1%). Senador José Porfírio (PA), Lábrea (AM), Rorainópolis (RR) são os três municípios que mais registraram alertas de desmatamento.

A Ituna/Itatá, no Pará, foi a Terra Indígena mais desmatada em janeiro. Pelo terceiro mês seguido, a TI paraense figura na primeira posição da lista. Somente no primeiro mês do ano, a Ituna/Itatá perdeu 9 km<sup>2</sup> de sua área de floresta. As Terras Indígenas Yanomami (AM/RR) e Alto Rio Negro (AM) aparecem em segundo e terceiro lugar, respectivamente, no ranking das que mais foram alvos do desmatamento em janeiro.

Degradação – O sistema de monitoramento do Imazon detectou ainda os dados de degradação na Amazônia no começo de 2020. A área total de floresta degradada saltou de 11 km<sup>2</sup>, em janeiro do ano passado, para 163 km<sup>2</sup>, em janeiro deste ano. O Mato Grosso liderou o ranking com 78% da degradação na região, em seguida vem Pará (15%), Rondônia (2%), Roraima (2%), Acre (1%), Amazonas (1%) e Tocantins (1%). Desmatamento e degradação – O Imazon classifica desmatamento como o processo de realização do corte raso, que é a remoção completa da vegetação florestal. Na maioria das vezes, essa floresta é convertida em áreas de pasto. Já a degradação é caracterizada pela extração das árvores, normalmente para fins de comercialização da madeira. Outros exemplos de degradação são os incêndios florestais, que podem ser causados por queimadas controladas em áreas privadas para limpeza de pasto, por exemplo, mas que acabam atingindo a floresta e se alastrando.

SAD – O Sistema de Alerta de Desmatamento é uma ferramenta de monitoramento, baseada em imagens de satélites, desenvolvida pelo Imazon para reportar mensalmente o ritmo do desmatamento e da degradação florestal da Amazônia. Operando desde 2008, atualmente o SAD utiliza os satélites Landsat 7 (sensor ETM+), Landsat 8 (OLI), Sentinel 1A e 1B, e Sentinel 2A e 2b (MSI) com os quais é possível detectar desmatamentos a partir de 1 hectare mesmo sob condição de nuvens.

Imazon – O Imazon é um instituto brasileiro de pesquisa, sem fins lucrativos, composto por pesquisadores brasileiros, fundado em Belém há 30 anos. Através do sofisticado Sistema de Alerta do Desmatamento (SAD), a organização realiza, há mais de uma década, o trabalho de monitoramento e divulgação de dados sobre o desmatamento e degradação da Amazônia Legal, fornecendo mensalmente alertas independentes e transparentes para orientar mudanças de comportamento que resultem em reduções significativas da destruição das florestas em prol de um desenvolvimento sustentável.

1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Forest:
2. Deforestation:
3. Environmental:
4. Degradation:
5. Sustainable:
6. Resources:
7. Lucrative:
8. Relevant:
9. Pasture:
10. Monitoring:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What are the most deforested states in Brazil?
- B. Why should the population think about sustainable development?
- C. How important is SAD and how does it work?
- D. How does deforestation impact indigenous land?
- E. What is Imazon?
- F. Why are those areas being deforested?
- G. What would be the impact of deforestation in Brazil?

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “Desmatamento como o processo de realização do corte raso”

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2. “Somente no primeiro mês do ano, o desmatamento cresceu 74% em comparação a janeiro de 2019.”

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3. “Na maioria das vezes, essa floresta é convertida em áreas de pasto.”

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- 4) Main Ideas. Using information from the text, provide at least two of the main ideas in your own words using English. (3 points each, 6pts)

Main Idea#1:

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Main Idea #2:

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- 5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

- 6) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)

- A. Deforest is increasing in the north region of Brazil.
- B. Deforestation and environmental degradation is not an immediate issue in Brazil.
- C. Taking care of the environment is not important.

- 7) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1. Como é realizado o monitoramento da floresta? Como esse monitoramento auxilia na proteção da floresta?

- 8) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts)

**Appendix 2**  
**Presentational Writing Submission - PORT 2115**

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100      VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 50 minutes to complete this writing activity with a pencil. We recommend you that you write for 35 minutes and use the last 10 minutes to revise and edit your composition (spelling, grammar...).**

**For this version of the Redação 1, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY’S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version outside of class. You will be allowed to use your textbook for revisions. This first version of REDAÇÃO1 counts for 100% of your grade and your final draft will possible add 10% to the final grade. However, grades cannot exceed 100 points.

**VOCABULÁRIO:** O meio ambiente, preocupações ambientais **GRAMÁTICA:** Futuro e Subjuntivo  
**GÊNERO:** Texto Descritivo.

Você se lembra da nossa aula sobre o meio ambiente? Nesta redação você vai ter a oportunidade de escrever um pouco sobre a importância da gestão ambiental para o futuro dos negócios. Você pode escolher qualquer tópico relacionado ao assunto. Também quero que você faça projeções e as justifique.

Você pode utilizar toda a gramática que estudamos até agora, mas deve explorar o uso do subjuntivo e do futuro.

Boa sorte!

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# 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	<b>PORT</b>
Number	<b>1120</b>
Name	<b>Elementary Portuguese II</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu



## **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.*

### **PORT 1120: Elementary Portuguese II**

*A continuation of Portuguese I, students will develop a broader foundation in skills gained during the first semester, including understanding, speaking, reading and writing Portuguese. Students will also gain more in- depth knowledge of Portuguese-speaking cultures.*

#### **Student Learning Outcomes:**

1. Students can participate in conversations on a number of familiar topics using simple sentences.
2. Students can handle short social interactions in everyday situations by asking and answering simple questions.
3. Students can write about familiar topics and present information using a series of simple sentences.
4. Students can understand the main idea in short, simple messages and presentations on familiar topics.
5. Students can understand the main idea of simple conversations that they overhear.
6. Students can understand the main idea of short and simple texts when the topic is familiar.
7. Students can begin to narrate and describe simple events in the past.
8. Students can make broader connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.

## **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 *PORT 1120* resides: **Second Language 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. discuss organizational text features and author's perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity "Interpretive Reading Exam" appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 1120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Novice high Level of Proficiency). PORT 1120 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice high performance level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students' daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in

Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT1120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Novice High Level of Proficiency). The course has common rubrics for each section of PORT1120 for: 1. presentational speaking, 2. presentational writing, 3. interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice High performance level. PORT1120 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT1120 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Novice High Level of Proficiency). The course has a common rubric for each section of PORT1120 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice Mid performance level. PORT1120 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

## **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.*





**PORT 1120-001 - Hybrid  
Elementary Portuguese II  
Department of Spanish and  
Portuguese  
Fall 2019**

**Course Information:**

Course Section:  
Class Days:  
Office Hours:  
Class Times:  
Office Location:  
Class Location:

**Instructor and contact information:**

**Course Coordinator:** Dr. Paulo Dutra, 455 Ortega Hall ([pdutra@unm.edu](mailto:pdutra@unm.edu))

**I. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES:**

Portuguese 1120 is designed to continue with the development of Brazilian Portuguese and develop your language skills in speaking, listening, reading and writing. In this course, you will develop your ability to communicate in Brazilian Portuguese in everyday situations. This is a course that will be taught both in class and online. The course will use a textbook, two online platforms for the workbook (My Portuguese Lab (MPL) and [www.learn.unm.edu](http://www.learn.unm.edu)) and a series of different materials, such as, movies, episodes of Brazilian TV programs, games, the Internet and music to promote the learning of Brazilian Portuguese. The course will be conducted in Portuguese through the use of communicative activities aimed at developing the four language skills: speaking, listening, reading, and writing. Active participation is required by all students both in class and online. Your grades will be based on chapter tests, final exam, attendance, participation (online and in class), homework, and oral presentation. **This is a hybrid course, while we will meet in class twice a week, students are expected to dedicate at least two hours outside of class, each day on days that the class does not meet, for online activities that will be available on [www.learn.unm.edu](http://www.learn.unm.edu) and MPL.**

## **By the end of PORT 1120, students will be able to...**

- 1) Exchange information on familiar topics and handle short social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences
- 2) Participate in conversations in culturally appropriate ways in present and future timeframes on a variety of familiar topics by asking, answering questions, making plans-preferences and describing everyday situations
- 3) Write in present and future timeframes about people, activities, events and familiar topics of personal and general interest
- 4) Identify the main idea and many details on a wide selection of familiar topics in oral, written texts and media in a variety of formats and genres

## **2 REQUIRED COURSE MATERIALS:**

FOUR CHAPTERS (*Lição* 5 to 8) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You immediately have access to your digital course materials on the first day of class. To gain access, go to your UNM Learn course and click on RedShelf folder. There, you will find the more information, instructions, and the link to redeem your My Portuguese Lab access:  
Course code: **CRSKLSQ-736312**

3. **GENERAL COURSE POLICIES: It is the student's responsibility** to have an active role in the learning process by completing all the required assignments BEFORE coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class **DAILY**. This preparation will require students to study and/or complete the day's assignment **PRIOR TO** coming to class that day. This preparation will be included as a major part of the class participation grade.

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding THREE absences (TR classes), regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- **Please DO NOT schedule work or doctor's appointments during class time or during the FINAL EXAM.** It is your responsibility to ensure that you are not scheduled to work during class time or during the **FINAL EXAM** (schedule to work during your final exam is not justifiable you have plenty of time to arrange this date: **Monday, December 9th**, 12:30 to 2:30pm, location TBA.
- The instructor reserves the right to drop a student from this class due to poor attendance but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is your responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992) (<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Dr. Paulo Dutra, and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

**Accessibility Services:** “It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in a timely manner. Faculty members are not required to anticipate what a student's needs are” (<http://as2.unm.edu/>) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

**Gender Discrimination:** 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740>.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab (MPL) announcements, documents, and their UNM e-mail on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2)

organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu>). Be aware that MPL platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM's classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

**4. GRADE DISTRIBUTION:** Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>In class Participation</b>	<b>10%</b>
<b>Homework (MPL)</b>	<b>15%</b>
<b>UNM Learn</b>	<b>20%</b>
<b>Composition</b>	<b>10%</b>
<b>Chapter tests (2)</b>	<b>20%</b>
<b>Oral Exam</b>	<b>10%</b>
<b>Final Exam</b>	<b>15%</b>

## **5. ASSIGNMENTS & COURSEWORK:**

### **I. IN CLASS PARTICIPATION (10%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (15%)**

There will be **online** homework assignments due each online day of lesson. Due dates for these assignments are in MyPortugueseLab (MPL) calendar as well as in your course program. All the audio and video will be also available on the MPL website (<http://myportuguese lab.com>). Assignments are **due at 11h59pm on the assigned date**. Plan ahead and do not wait until the last moment to do your homework. Technical problems and sudden emergencies are not valid excuses for turning homework in late. **Please note that MPL will automatically deduct 5% for each day your submission is late. Therefore, after 20 days this will result in a 0 for the assignment.** It is suggested that you do homework using Microsoft Internet Explorer using the Microsoft Windows operating system or Safari in Macintosh systems due to known compatibility issues with other setups. You may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- After completing your online homework, you should press SUBMIT at the bottom of the activity page. The computer will automatically assign you a grade for certain activities and your instructor will input the grades for others (when applicable). You must do your homework according to the syllabus due dates because, while the computer will allow you to send late homework, your instructor will not grade it. **Verify that the system has recorded your grades once you have completed your homework, before the assignment deadline.**
- Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late, and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death

notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

### **III. UNM LEARN (20%)**

Every week you will be expected to work on online communicative activities on **www.learn.unm.edu**. You will have one week to complete the activities and will be required to turn in your material once a week. You are taking an 8 weeks class and meeting only two days a week, for this reason, you should use the other days to work on your online activities. The activities include practicing language skills such as writing, reading, and listening and will work to support our lessons.

## UNM Learn activities will be graded based on completion.

### IV. COMPOSITION (Presentational Writing Submission) (10%)

The first draft of the composition will be written at home and turned in in specific the date (see class program). The second and final draft of composition will be completed with the help of your teacher's comments. The second draft has a maximum value of 10 points (to be added from the grade in the first draft). The composition will be part of the course cultural project and will be a take-home assignment to be completed outside of class. The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be available at your PORT 1120 UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Compositions must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

### V. TESTING

There will be no make-ups for any exams. Note that all assignments are important. Earning good grades on exams does not guarantee an overall good grade. Cell phones or other electronic communication devices are entirely prohibited during exams. **Please note all exam dates, as specified in the calendar, at the beginning of the semester AND schedule work, doctor's appointments, and vacation plans accordingly.** Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

- Multi Skill based Chapter Tests (20%):** There will be two 50-minute evaluations. These are not cumulative and will cover the main points of the chapters being studied. **The dates of these exams** are stated in the calendar. Each exam has a different focus: Exam # 1 focuses primarily on speaking skills **(Interpersonal Speaking Submission)**, Exam # 2 **(Traditional Language Assessment)** on grammar infused in listening, reading and vocabulary.
- Oral Exam (Traditional Language Assessment) (10%):** The oral exams will happen during class discussion days (marked on the calendar). Students from each group will be asked to give a mini presentation to class about what the group has discussed. Students will sign up for specific dates in the first day of class. The presentation should be 3-5 minutes long and reflect on the topic of discussion.
- Final exam (15%):** The two-hour Final Exam is comprehensive and will consist of the following sections: vocabulary, structure, reading, and writing. It will be administered on **date to be announced. Location to be announced.**



- **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**
- **Waiver/Exception to take Final Exam: If a student has earned an A+ (97 or higher) by the last day of classes, s/he may be exempted to take the final exam. This exception is only applicable on individual cases when the abovementioned criteria are met.**

**VI. EXTRA CREDIT (up to 3 points of extra credit added to PORT1120 final grade):**

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club. Activities will add 1 point per event onto the student's final grade with a maximum possibility of receiving 3 points.

**5. GRADING SCALE:**

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	00-59.9

6. **COURSE CALENDAR:** The accompanying course calendar provides a basic outline of the course activities. Your instructor may vary the schedule occasionally if circumstances call for it. S/he may assign additional homework as s/he considers appropriate. Thus, it is very important that you take notes & check your UNMemail on a daily basis for schedule changes noted by your instructor. All homework assignments indicated for each day (*Tarefa* column) should be completed before coming to class on that particular day. Always come to class with your textbook/e-book.

7. **STUDY SUGGESTIONS IN ALL YOUR PORTUGUESE 100-200 COURSES**

**BEFORE CLASS (THE DAY BEFORE OR THE DAY OF):**

- Review the pages in the book that are listed on the syllabus.
- For the vocabulary, you can read over the vocabulary in the text (especially the overall list at the end of each chapter).
- For the grammar explanations, find a method that best fits your learning style or study method.
- After you have reviewed each vocabulary or grammar section, you should go to MPL to complete the assigned activities related to those sections. Once you are logged in, you should see the due dates in the calendar. Complete the assigned activities and prepare any questions you have related to each section.

**DURING CLASS:**

- Your instructor will review the content for that day and will address any questions you have related to the vocabulary or grammar.
- You will spend most of your class time in pairs or small groups working on activities in the text or on communicative activities. These activities will allow you to practice and strengthen the vocabulary and grammar you have reviewed outside of class.

**AFTER CLASS (THAT NIGHT OR THE NEXT DAY):**

- Any questions you had should have been addressed, and you should have had ample opportunity to practice what you've learned. Do not procrastinate. This would be a great time to go ahead and complete the assigned MPL activities that are assigned. These activities will help you identify your strengths and weaknesses before each exam. If you do identify a problem area, you can review more information about it from MyPortugueseLab or the textbook/e-book, or you may meet with your instructor to discuss it.

**10. SUGGESTIONS TO SUCCESSFULLY COMPLETE MPL ACTIVITIES:** During the semester, you will have to submit numerous activities through MPL. Because these activities together are worth 15% of your overall grade, you should work carefully to avoid basic mistakes. All activities are computer-graded, and therefore will not recognize basic mistakes in spelling, accent marks, gender, etc. Most activities (except for either/or activities) allow you **THREE** attempts before final grading so that you do have a chance to correct mistakes.

Please keep the following advice in mind when completing all MPL activities:

- **READ THE DIRECTIONS.** This is extremely important! For example, if the directions say to include an article (or not to forget an article), make sure you include the article.
- **PAY ATTENTION TO SPELLING.** You may use a dictionary during these activities, you have three attempts for activities. Be attentive to the use of accents.
- **FOLLOW THE MODELS.** Several activities show you a example after the directions. Look closely at any given examples them in the activity.
- **WORK ON ACTIVITIES EACH DAY.** The activities are due at 9:00 a.m. on the due dates listed on MPL and/or the syllabus. It is strongly suggested that you do NOT procrastinate or save all the activities for the last minute, as technical problems are not an excuse for submitting late work. Again, it is recommended that you work on activities each day.

YOUR INSTRUCTOR WILL ADMINISTER THIS BRIEF CONSENT FORM SO THAT YOU ACKNOWLEDGE UNDERSTANDING OF THE COURSE POLICIES. PLEASE MAKE SURE YOU READ THE SYLLABUS CAREFULLY. IF YOU HAVE ANY QUESTIONS REGARDING THE CONTENT OF THE COURSE POLICIES AS STATED IN THIS SYLLABUS, ASK YOUR INSTRUCTOR.

PORT\_\_Section\_\_\_\_Semester\_\_\_\_Year\_\_\_\_\_Instructor's name: \_\_\_\_\_

Please sign and return the following statement to your instructor if you decide to enroll in this course:

*I have received and reviewed the information of the course syllabus with my instructor. I understand and agree to the policies regarding attendance, homework, exams and grading requirements of this course. I also understand what academic dishonesty is and what the possible penalties are. All the information given below is accurate.*

Name: \_\_\_\_\_ e.mail address: \_\_\_\_\_

### Tentative Class Program

*BLUE=Chapter Tests/Compositions/Exams* MyPortugueseLab (MPL) / Text Book (TB)

<i>DAT A</i>	<i>TEMAS DA AULA</i>	<i>TAREFA MPL and UNM Learn DUE at 11h59pm</i>	
<b><i>Lição 5: A Casa e os Móveis</i></b>			
<b>SEMANA 9</b>	14 de outubro ONLINE - MON	Review of Chapters Preliminary to 4	MPL
	15 de outubro TUE	Course introduction and syllabus.  <i>Introduction to Projeto Cultural</i>	
	16 de outubro ONLINE - WED	TB p. 190-193 (A casa e os móveis).	MPL
	17 de outubro THUR	In class activities related to content previously covered on Wednesday.	
	18 de outubro ONLINE - FRI	TB p. 194-200 (Present progressive, household chores).	MPL UNM Learn Semana #1
<b>SEMANA 10</b>	21 de outubro ONLINE - MON	TB p. 200-208 (Demonstrative, adjectives and pronouns, expressions with “ter,” “estar com” and “ficar com”). TB p. 208-214 (Learning useful verbs “dar,” “ler,” “ver” and “vir”).	MPL
	22 de outubro TUE	In class activities related to content previously covered on Monday and/or Friday.	
	23 de outubro ONLINE - WED	TB p. 214-218 (Verbs “saber,” and “conhecer”) <i>Cultural Project: A vida na cidade</i>	MPL UNM Learn Semana #2: A vida na cidade
	24 de outubro THUR	<i>Oral Practice: A vida na cidade</i>	
	25 de outubro ONLINE - FRI	TB p. 218-219 (some reflexive verbs and pronouns). TB p. 234-236 (Clothes and gifts).	MPL
<b><i>Lição 6: A Roupa e as Compras</i></b>			

<b>SEMANA 11</b>	28 de outubro ONLINE - MON	<b>INTERPERSONAL SPEAKING SUBMISSION</b> (video submission via UNMLearn <b>DUE TODAY AT 5.00pm</b> )	
	29 de outubro TUE	In class activities related to content previously covered on Friday.	
	30 de outubro ONLINE - WED	TB p. 236-240 (Shopping). <i>Cultural Project: <b>Economia e Mercado</b></i>	MPL UNM Learn Semana #3: Economia e Mercado
	31 de outubro THUR	<b>IN CLASS: FIRST DRAFT PRESENTATIONAL WRITING SUBMISSION (50 MINUTES)</b> <i>Oral Practice: <b>Economia e Mercado</b></i>	
	1 de novembro ONLINE - FRI	<b>Writing activity Online UNM Learn</b>	
<b>SEMANA 12</b>	4 de novembro ONLINE - MON	TB p. 241-242 (The preterit tense of regular verbs).	MPL
	5 de novembro TUE	In class activities related to content previously covered on Monday.	

**Appendix 1**  
**Interpretive Reading Submission – PORT 1120**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts

## Pesquisa revela o que o brasileiro gosta de fazer no tempo livre

Um estudo mapeou o que o brasileiro gosta de fazer no tempo livre e por que nem sempre é possível aproveitar totalmente as folgas e os períodos de férias. Pode ser andar de bicicleta, aproveitar uma piscina, ver uma exposição de arte ou curtir um dia de sol. Em todo o país, foram ouvidas 2.400 pessoas para saber o que o brasileiro prefere, na hora do lazer.

“Sempre eu procuro ter um tempinho, um final de semana, um sábado ou um domingo, um feriado para estar junto com a minha filha praticando exercício e brincando com ela”, conta o enfermeiro Alessandro Luciano Pedro.

O esporte ficou em primeiro lugar entre os homens. Para as mulheres, as atividades sociais como encontrar parentes e amigos, foram, de longe, as mais votadas.

Parece simples poder aproveitar um momento de lazer. É se livrar do instrumento de trabalho, da roupa pesada do dia a dia e ficar à vontade. O problema é que a pesquisa revelou que muitos brasileiros enfrentam barreiras na hora do lazer. Quando se perguntou “o que você gostaria de fazer?” Para homens e mulheres, viajar apareceu em primeiro lugar.

“Eu viajaria com o e familiares para o México, mas não viajo porque eu não tenho dinheiro”, diz a universitária Marília Danezi.

“Primeira coisa que você faz é olhar os lugares e ver se tem alguma placa de preço. Em todos os lugares, porque você tem medo. Será que isso cabe no meu bolso? Será que na saída tem alguma coisa para pagar?”, diz a acompanhante de idosos Noélia Bispo dos Santos.



1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Week:
2. Study:
3. Travel:
4. Places:
5. Sports:
6. Play:
7. To pay:
8. Fear:
9. Friends:
10. Relatives:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What are the main leisure activities listed in the text?
- B. What is the main difference between men and women regarding choices of leisure activities?
- C. How does Alessandro Luciano Pedro describe his free time with his daughter?
- D. How many people participated in the study?
- E. What was the first choice among men and women when asked what they would like to do?
- F. What are peoples main concern regarding access to a proper vacation?
- G. What parts of the country are represented in the study?

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “Será que isso cabe no meu bolso?”

---

2. “Nem sempre é possível aproveitar totalmente as folgas”

---

3. “muitos brasileiros enfretam barreiras na hora do lazer”

---

4) Main Ideas. Using information from the text, provide at least two of the main ideas of the article in your own words using English. (3 points each, 6pts)



Main Idea#1:

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Main Idea #2:

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5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

6) Author's Perspective. Select the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text using English. (3 points for selection(s), 3 points for justification = 6pts total)

- A. Religious.
- B. Scientific
- C. Informative

Justification from the text:

7) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)

- A. The main barrier preventing Brazilians from traveling is the costs.
- B. Sports is the first leisure activity chosen by women.
- C. It is actually very easy for one to enjoy their free time.

8) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1. Qual é a diferença entre homens e mulheres na hora de escolher atividades de lazer?  
Também há semelhanças?

9) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts)

Appendix 2  
Presentational Writing Submission - PORT 1120

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100 VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 1 hour and 15 minutes to complete this writing activity with a pencil. We recommend you that you write for 1 hour and use the last 10 minutes to revise and edit your composition (spelling, grammar...).**

**For this 1<sup>st</sup> version, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY’S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version, outside of class. You will be allowed to use your textbook for revisions. This first draft counts for 100% of your grade; your final draft will possibly add 10% to the final grade and is graded using the Portuguese Proficiency Based Writing Rubric. However, grades cannot exceed 100 points

**VOCABULARY:** Clothes                      **GRAMMAR:** Past Tense                      **GENRE:** Email of Complaint

Imagine you are a regular customer of Riachuelo (a famous clothing store in Brazil). However, you had a big problem in the past week in the store. You have to make a complaint to their customer services (Serviços ao Cliente), so they can address the issue. The e-mail address is clientes@riachuelo.com.br. Your letter of complaint should include:

- A formal greeting;
- Your name and profession;
- Describe the mistake/ complaint / and what happened in the store, in details;
- A list with the clothes you bought;
- A formal goodbye.

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## Assessment for Physics 1240L

Students will perform the following activities in this lab:

- 1) Build a simple circuit with a voltage source and resistors.
- 2) Apply Ohm's law
- 3) Determine the current moving through a resistor.
- 4) Determine the voltage drop across an individual resistor for resistors connected in series.
- 5) Determine the current through an individual resistor for resistors connected in parallel.
- 6) Determine if Kirchhoff's law are valid.

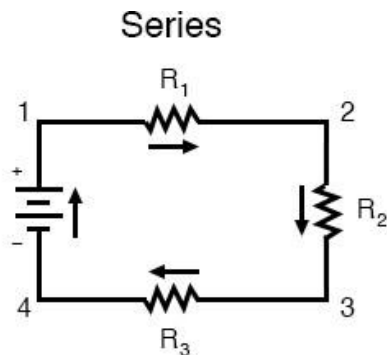
### Activity 1

Build the following circuit using a 9V voltage source and the following resistors  $R_1 = 1000$  ohms,  $R_2 = 2000$  ohms, and  $R_3 = 3000$  ohms.

- Find the voltage drop across the resistors  $R_1$ ,  $R_2$ , and  $R_3$ .
- Measure the DC current in the circuit.

When measuring current make sure to

1. Break the circuit.
2. Connect the multimeter leads to the connections for current and set the multimeter to the DC current setting.
3. Connect the multimeter in series with the circuit.



Compare your measurements with predictions from electrical theory. Does Kirchhoff's voltage law hold for this circuit?

Electrical theory allows one to compute the current in the circuit and voltage across each resistor by

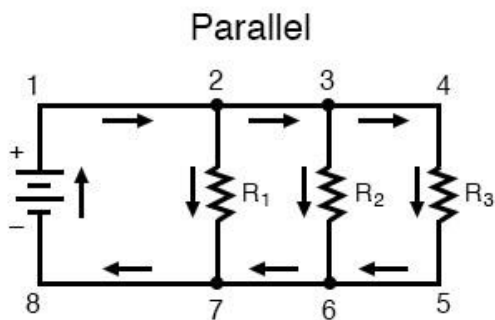
1. Finding the total resistance  $R = R_1 + R_2 + R_3$ .
2. Using Ohm's law to find the current,  $I = V/R$ .
3. Determining the voltage drop across each resistor using  $V_1 = IR_1$ ,  $V_2 = IR_2$ ,  $V_3 = IR_3$ .

## Activity 2

Build the following parallel circuit using a 9V voltage source and the following resistors  $R_1 = 1000$  ohms,  $R_2 = 2000$  ohms, and  $R_3 = 3000$  ohms.

Find the voltage drop across the resistors  $R_1$ ,  $R_2$ , and  $R_3$ .

Find the current in each resistor.



Compare your measurements with predictions from electrical theory.

Electrical theory allows one to compute the current in each resistor by

1. Using Kirchhoff's voltage law to convince oneself that the voltage drop across each resistor will be 9V.
2. Using Ohm's law to find the current,  $I_1 = V/R_1$ ,  $I_2 = V/R_2$ ,  $I_3 = V/R_3$  in each resistor.

## Activity 3

Suppose you would like to design a circuit for decorative lights. Given that one of the decorative lights could fail, should the lights be connected in series or in parallel? Explain your choice.

## LALS 2340 Sample Assessment

For this exercise, I chose to focus on the Cultural Artifact Reflection that students would be required to complete for the second module of the course.

**Cultural Artifact Reflections (10%):** These assignments ask you to interact with a cultural artifact and write a reflection that will be posted to the Canvas discussion board. This reflection should engage in comparative analysis of cultural artifacts, and must be 250 words minimum. *You are to:*

- 1) *Choose one of the artifacts provided in the discussion board. Listen, View or See it.*
- 2) *Then in the post: 1) Identify the artifact: what it is? how does it circulate in culture? (who produced it? for whom? how was it distributed? who had access to it?)*
- 3) *Explain the artifact's attributes (how does it relate to our class)? What does it tell us about identity formation? What aspects of the LatinX experience is it representing?*
- 4) *Question how and what "identity" is represented by the artifact.*

*Once you have posted your reflection you must comment insightfully on TWO of your classmates' reflections to receive full credit.*

For this assignment, students are given a series of readings and documents tied to violence along the Nuevo León/Texas border from 1915-1918 as preparatory work. Students would then be given two documents: 1) a proclamation made by Governor James E. Ferguson of Texas, in which he called on Hispanics in his state to make a "positive demonstration of loyalty" or be presumed to be allied with bandits raiding ranches and small communities along the border; and 2) a letter to Ferguson from Hispanic business leaders in San Antonio offering to print and distribute copies of his proclamation at their expense. Based on the prior readings to be completed for this assignment, students would have the opportunity to place one of these documents in the context of extrajudicial violence carried out by the Texas Rangers throughout South Texas during this period, thereby demonstrating a degree of proficiency in applying the concepts of personal and social responsibility. Students would be able to demonstrate critical thinking skills in evaluating accounts of Texas Rangers who carried out extrajudicial executions confident that Governor Ferguson had declared that they would receive pre-emptive pardons for any actions they deemed necessary to end bandit raiding. Placing these actions within the larger framework of an irredentist plot to restore Texas to Mexico by force, students would be asked to explore the degree to which the extrajudicial murder of hundreds of Hispanics in the region should be considered as self defense by authorities against an ongoing guerrilla campaign to destabilize South Texas or a horrific instance of overreach rooted in long-standing violence against Hispanics in South Texas in the early twentieth century. Students would gain an understanding as to how these events shaped the construction of ethnic identity for both Hispanics and Anglo-Americans in Texas for decades to come. Finally, they would apply the concepts of information and digital

literacy in tracing the documentation of Governor Ferguson's proclamation, which was one of several records destroyed by Ferguson before leaving office and only rediscovered in recent years as newspapers from that era were digitized.

## Research Project Assignments (SOCI 1110)

Research Projects give you the opportunity to explore any topic, *of your interest*, relevant to Sociology. For instance, you might explore topics related to social problems, capitalism, education, race, politics, inequality, or crime, to name a few.

1. Each Research Project assignment requires that you visit **TED talks** (ted.com) and that you select a lecture of interest to you. *Each lecture (or talk) that you select must be relevant to the topic sociology or social issues*
2. After listening to the lecture, you will write and submit a 300 to 500- word *scholarly* paper, which will contain a brief **summary** of your selection, followed by your **critique** of the information rendered in the presentation. For the purpose of this assignment, the **critique** must include:
  - your perception of the strengths and weaknesses of the lecture,
  - the relevancy of your topic to a sociological theory or perspective, and
  - what you learned from the lecture
3. The title of your selection and name of the speaker must be included in each research project.

## Grading Rubric for Research Projects

- Reference: Referenced work is clearly cited at the bottom of the page, preferably following the conventions of APA (15 %)
- Organization: Paper is well organized, has a very clear intro, body, and conclusion. The purpose of the paper is clear from the very beginning; the name of the speaker/s and of the lecture are made clear early in the paper (10 %)
- Summary: The lecture is clearly and succinctly summarized - only the key points are touched upon. The summary takes up no more than one third of the total assignment (15 %)
- Critique: The critique is clear and explicit. All required components of the critique are included and are well formulated. The critique takes up majority of the assignment (30 %)
- Mechanics: The paper is free from spelling errors, grammatical errors, and typos (15 %)
- Length: Length requirements are met. This 300-word minimum *does NOT include* your heading or the line identifying the referenced work (15 %)

If your paper meets the above requirements, you will receive 100% credit for your work. For each one of the above requirements that you fail to meet, a percentage of credit will be deducted from the total credit for that section.

Please note: Plagiarism is treated as a serious issue and it will not be tolerated. For definition, clarification, and consequences of plagiarism, please refer to the Syllabus and to the current NNMC Catalogue.



US History 2  
Spring 2020  
Dr. Orozco  
Essay Exam #2

Using your readings and class discussion, prepare an organized and well balanced essay on the following question. Computer-generate your paper, use Times Roman font, and double-space. Use two primary sources. You need footnotes and bibliography. Use MLA style. Be sure to keep a copy for yourself. You have two weeks to complete your work. Late policy will apply. Paper is due on April 15 Wed. at midnight.

Your paper must be two pages. Shorter papers or longer papers will be graded down a letter grade. Also, any extra spacing in between paragraphs will have points deducted.

All students are required to visit with [Iendia.Adams@enmu.edu](mailto:Iendia.Adams@enmu.edu). You can call her, email her, or phone her. Be sure to answer the question directly. Be sure to use details with names, dates, places, and events.

- 1) Did the US benefit from World War II, the Korean war, and the Vietnam war? Discuss possible political, economic, and social benefits for each war.

World Humanities II  
Dr. Orozco  
Spring 2020

Take home exam 1

Using the reading and class discussion, prepare a balanced and well-organized response to the following question. Be sure to computer-generate your paper using size 12 Times Roman font and double-spacing. Be sure to use MLA style. Be sure to keep a copy. Do not use a cover sheet, footnotes, endnotes, or bibliography. Your paper must be two pages; shorter papers will be graded down by a letter grade and longer papers will be graded down by a letter grade.

I will review a draft, outline or introductory paragraph. No papers will be reviewed less than two days before the paper is due. You have two weeks to complete your paper. It is due on Tues. March 8th at 5 pm.

1. Consider the Catholic Reformation, the rise of Baroque, and the Scientific Revolution. Which development was more important? Why? Be sure to discuss all three.

## Continental Drift Assessment

The following activities will be performed. These activities address critical thinking, quantitative skills, and personal and social responsibility.

1. Students will try to match paper cut-outs of continents or portions of continents (North America, South America, Africa, Antarctica, India, Australia, Eurasia) and determine if any of the continents fit together. Then students will compare their matches with the supercontinent Pangaea. Students will then answer the question.

Do the matches seem reasonable or far-fetched? Support your answer by finding credible research to support your position.

2. Students will identify similar types of fossils that have been found on different continents. Specific fossils that should be researched are Cynognathus, Mesosaurus, Glossopteris, and Lystrosaurus. Students will then answer the question.

Does this constitute substantive evidence that the continents were joined? Are there other reasons the fossils could be found on similar continents?

3. Are there other sources of support for continental drift? Students may find that ice sheets have been found on continents that would never support ice sheets at their current latitude. Magnetic minerals can also be used to support continental drift.
4. Current data from satellites show that continents could be moving at the rate of 2.5 cm/year.

If Pangaea existed 200 millions ago, could the current positions of the continents be justified given this speed and the age of Pangaea?

5. Find a map of tectonic plate boundaries. How are these boundaries identified? Do these methods to identify plate boundaries seem reasonable?
6. Compare your answers with other student teams. Did they use credible sources? Did they come up with reasons, logic, or calculations different than your teams?

## Assessment for PHYS 1230L

Students will perform the following activities in this lab:

- 1) Construct a force diagram.
- 2) Decompose forces into x- and y- components.
- 3) Determine the direction and mass of a third mass to balance the two existing masses.

Newton's second law requires that the sum of forces in the x- and y-direction must sum to zero in order for multiple masses to be balanced and have a net motion of zero.

If mass  $m_1$  is hung at angle A and mass  $m_2$  is hung at angle B on a force table, the force in the x-direction due to the first mass is  $m_1g\cos(A)$  and the force in the x-direction due to the second mass is  $m_2g\cos(B)$ . Similarly, the forces in the y-direction are  $m_1g\sin(A)$  and  $m_2g\sin(B)$  for the first and second mass respectively. The sum of the forces in the x-direction ( $F_x$ ) and y-direction ( $F_y$ ) are,

$$F_x = m_1g\cos(A) + m_2g\cos(B)$$

$$F_y = m_1g\sin(A) + m_2g\sin(B).$$

The total force due to both masses can be calculated using

$$F^2 = (F_x)^2 + (F_y)^2$$

and the third mass can be determined by solving

$$m_3g = F.$$

The angle C at which the third mass must be hung is determined by solving the equations

$$F\cos(C) = F_x$$

$$F\sin(C) = F_y.$$

Solving either equation will determine one of two possible values for the angle C. The second equation will determine which value of C to use.

### Activity 1

Students will hang a 50g mass at  $50^\circ$  and a second 50g mass at  $80^\circ$  on a force table. Students will then determine the position and value of a third mass to balance these two masses. Do the calculations predict the correct location of the third mass on the force table?

### Activity 2

Students will hang a 50g at  $50^\circ$  and a second 80g mass at  $120^\circ$  on a force table. Students will then determine the position and value of a third mass to balance these two masses. Do the calculations predict the correct location of the third mass on the force table?

### Activity 3

Students will hang a 50g at  $50^\circ$ , a second 40g mass at  $150^\circ$ , and a 30g at  $270^\circ$  on a force table. Students will then determine the position and value of a fourth mass to balance these two masses. How will the theoretical steps need to be modified to account for an extra mass?

World Humanities  
Orozco  
Fall 2018

### Take-Home Exam 1

Using the readings, videos, and class discussion, prepare a balanced and well-organized essay on the following question. The essay must be two pages (no more and no less). Essays longer than two pages will be deducted a letter grade; essays shorter than two pages will be deducted a letter grade. Use Times-Roman, size 12 font on the computer. Your paper must be double-spaced. Cover page is unnecessary. Add a bibliography using MLA format. Do not write the question above your essay.

Use MLA style. An MLA style handout is available in the ENMU library or see the website noted in the syllabus. Be sure to keep a copy of your paper. You have two weeks to write your paper. I am happy to review an outline, introductory paragraph or draft. You may visit me during my office hours or email me or call me at 575-258-2212. I will review your work before 1pm two days before your work is due. Late policy applies.

Use five paragraphs for an intro, three for the body, and one for the conclusion.

1. Compare and contrast religion/spirituality in Hebrew, Mesopotamian, and Indian civilizations before 1 BCE.

## **ECON 2110 Term Paper**

### **A. Select a Topic for your Term paper**

Go to The Core Economics Site: <http://www.core-econ.org>

Register as a student to get free access to the eBook, *The Economy*

Review and select one of the following Chapters:

Chapter 17 The Great Depression, Golden Age & Global Financial Crisis

Chapter 18 The Nation & the World Economy (Globalization)

Chapter 19 Economic Inequality

Chapter 20 Economics of the Environment

- 1.) Select one of the above chapters to write your term paper about
- 2.) Read the chapter based on the Term paper assignment requirements listed below.

### **B. Term Paper Requirements for “New Economy” Chapter Reading**

PLEASE NOTE: page requirements are a minimum requirement. Failure to meet minimum requirements will earn at the maximum of a C- grade on paper. Paper should be written in your words. Do not submit cut and pasted sections of chapter except for graphs that you wish to discuss. Format your paper in the same mode as the assignment requirements: Section 1, Section 2, & Section 3. Papers not formatted properly will be returned for a rewrite and graded as late.

Submit your paper through canvas. Assignments will be accepted up to 3 days late after the due date with a "7.5 % per day" discount of the final score. After three days all assignments are graded as an F.

#### **Section 1. Major economic policy issues (30% of Term Paper grade, 1.5 pages, 11 pt. font)**

- A. Identify and discuss three major economic policy issues that were discussed by the author in their selected chapter/ topic. . Identify and discuss how one or more of the three key principles of economics is applicable to each policy issue. (Three Key Economic Ideas a) People are rational, b) People respond to economic incentives, and c) Optimal decisions are made at the margin.)
- B. Why did you select these three policy issues from the chapter reading? Are they relevant to today's current issues? How? Has your life or someone's life in your community been impacted by one or more of these policy issues? In what way have they been impacted?

For environmental topics: What are the tradeoffs between economic growth vs. environmental quality. Why are environmental tipping points important? How has your quality of life been affected by an environmental factor?

For sustainability topics: What factors influence labor's share of economic growth? What are the advantages and disadvantages of globalization?

For inequality topics: What is the impact of education in countering gender and racial discrimination? What is the impact of excluding credit availability to discriminated communities? What are the advantages of immigration to a nation? Have you witnessed the effects of economic inequality within your community? How have members of your family or community benefited from acquiring an education?

**Section 2. Measuring techniques/ graphs (20% of grade, 1.5 page, 11pt font)**

- A. Identify and discuss two measuring techniques/ graphs that provided a good concise representation of a complex idea or discussion.
- B. What economic trade-offs were represented in the techniques/ graphs?
- C. Are there any discrepancies in the data used? What other data might have been more useful?

**Section 3. Analysis of Chapter's Conclusions (50% of grade, 2pages, 11pt font)**

- A. Identify and discuss in detail three major conclusions that are made by the chapter. Evaluate their effectiveness. Does the chapter discussion provide sufficient evidence or economic theory to support each conclusion? What additional evidence (two sources) is available that supports or refutes the conclusions?
- B. Are the conclusions made, feasible for implementation from a political or cultural perspective? Are there examples where the conclusions made by the author have already been tried? What was the result?
- C. Is the implementation time period of the proposed conclusions in the near term or the long term? When would it impact your life?
- D. What were two key economic trade-offs discussed in the chapter?



# POLS 2110: POLITICS AROUND THE WORLD

## Simulation: The Parliament of Europa

The simulation exercise entails a classroom activity and a two-page research paper that will help to prepare students for the simulation activity. On Friday, October 18, discussion sections will entail a role-playing scenario in which students form and conduct negotiations in a simulated parliamentary system. The goal of the simulation will be to introduce students to the rules of a parliamentary system and to give students a feel for what it is like to be a politician in this (or any other) context. The basic structure is as follows: Students will be assigned to one of five political parties by their TAs. Once assigned, you will become a Member of Parliament and representative of that party throughout the simulation. Your initial task is to research and write a short paper on the basic beliefs, ideology, and issue stances that your party will take. The paper should be well-written with formal citations of consulted works. It should be based on what real-world parties with the same ideology believe about these issues (see page 2 of this handout for research help).

The parliament will be meeting for the first time following a national election in Europa. The Social Democrat Party will have about 35% of the seats, the Conservative Party will have about 35% of the seats, the National Party will have about 10% of the seats, the Green Party will have about 10% of the seats, and the Center Party will have about 10% of the seats. (Actual sizes will be determined by the number of students present at the time of voting.) The parties in Europa are stereotypes of actual parties throughout Europe. Three issues hang before Europa, and the parliament must attempt to negotiate and pass policy:

- A. The 35-hour work week: Labor unions are clamoring to have the work week lowered from 40 to 35 hours. This would require overtime pay for anyone working more than 35 hours per week. The options for this are the following:
  - (1) require business to pay twice a worker’s wages above 35 hours per week
  - (2) require business to pay 1.5 times a worker’s wages above 35 hours per week
  - (3) keep overtime pay at 1.5 times a worker’s wage above 40 hours per week (*status quo*)
  - (4) require business to pay 1.5 times a worker’s wage above 44 hours per week
  - (5) eliminate overtime pay altogether.
- B. Relations with the United States: The US recently invaded Iran because of concerns that Iran possesses and might use weapons of mass destruction. Should Europa also commit troops to help out its NATO ally or not? Should it censure the US through the UN and other international channels or should it keep its mouth shut? The options for this are the following:
  - (1) try to get the UN to formally censure and implement sanctions against the US
  - (2) try to get the UN simply to formally censure the US
  - (3) neither censure nor assist the US (this is the *status quo*)
  - (4) allow the US to use military bases in Europa but do not commit troops
  - (5) allow the US to use European military bases and commit European troops to the effort.
- C. Immigration: Immigrants, largely from poorer and often Muslim countries, now comprise 7% of the population of Europa. These immigrants tend to take lower paying jobs and, some believe, may provide willing participants for domestic terrorist networks. Should immigration from Muslim countries be made more restrictive, less restrictive, or remain the same? Should illegal immigrants be deported? The options for this are the following:
  - (1) offer asylum to more foreigners and more social benefits to poor immigrants.
  - (2) offer asylum to more foreigners but do not increase social benefits
  - (3) allow the flow of immigration to continue as is (*status quo*)
  - (4) tighten asylum rules and lower social benefits to poor immigrants
  - (5) refuse asylum to anyone and deport as many illegal immigrants as possible

The party “performance” grade is based on the status at the end of the simulation of two factors: (1) how close the enacted laws or final state of affairs is to your party’s stated ideological position and (2) how well your party does in landing important political positions. Parties will be awarded points according to the following scheme:

- 3 points for a law passed that matches your party’s stance
- 2 points for a law passed that is one notches away from your party’s stance
- 1 points for a law passed that is two notches away from your party’s stance
- 4 points if the prime minister at the end of the simulation is from your party
- 2 points for each ministry (3 total: Labor, Foreign, and Home) your party has at the end

The grading scale for this performance score is as follows:

100: 11 points or more	86: 8 points	79: 5 points
93: 10 points	84: 7 points	76: 4 points or fewer
89: 9 points	80: 6 points	

**HOWEVER, EVERYONE GETS A 83 POINTS IF NEW ELECTIONS MUST BE CALLED.**

To research the various parties for your paper, you might check out the following examples of real parties listed below. Note: you have been assigned a fictional party so do not base your paper on any one specific real party but research parties that might be like yours in these real countries. Also, you should not focus on your own particular opinions – this is a hypothetical case! You may also want to do a little research on the issues. THE PAPER SHOULD BE ABOUT 2 PAGES LONG AND CITE AT LEAST 3 SOURCES. IT IS DUE OCTOBER 18 AT 11AM, AND YOU MUST SUBMIT BOTH A HARD COPY TO YOUR TA AND AN ELECTRONIC COPY TO LEARN.

**1. Social Democratic Party (Center-Left) [about 35%] (sometimes called Socialist)**

Australia	Labour Party
Canada	New Democratic Party
France	Socialist Party
Germany	SPD (Social Democratic Party)
Italy	PSI (Italian Socialist Party)
New Zealand	Labour Party
Spain	PSOE (Spanish Socialist Workers Party)
Sweden	SAP (Social Democratic Party)
United Kingdom	Labour Party
United States	Democratic Party

**2. Conservative Party (Center-Right) [about 35%] (sometimes called Christian Democrat)**

Australia	Liberal Party
France	Union for French Democracy (UDF, Gaullist)
Germany	CDU (Christian Democratic Union)
Italy	Forza Italia
New Zealand	National Party
Spain	Popular Party (PP)
United Kingdom	Conservative Party
United States	Republican Party

**3. Center Party [about 10%]**

Australia	Democrats
Germany	Free Democrats
United Kingdom	Liberal Democrats

**4. National Party (Far-Right) [about 10%]**

Austria	Freedom Party
Belgium	Vlaams Belang, National Front
Denmark	People’s Party
France	National Front
Germany	National Democratic Party (NDP)
Switzerland	People’s Party
United Kingdom	British National Party

**5. Green Party (Left) [about 10%]**

Most European countries, along with the US, have “Green Parties” by that very name. See <http://www.europeangreens.org/>

Essay Exam #2  
Orozco  
Spring 2020

### **Take Home Exam 2**

Using the readings and class discussion, prepare a balanced and well-organized essay on the following question. Your response must be two pages (no more and no less); those longer or shorter will have a letter grade deducted. Use Times-Roman, size 12 font on the computer. Your heading and paper throughout should be double-spaced; do not skip spaces in between paragraphs or points will be deducted. Add endnotes and a bibliography.

Use MLA style. You have two weeks to write your paper. I am happy to review an outline, introductory paragraph or draft. I will review your work before noon on the Monday before your work is due on April 15, 2020. Late policy applies.

Papers must cite two primary sources from the internet. Cite them in your endnotes.

1. Explain the decline/end of feudalism in France, the rise of capitalism in England in the 1700s, and the rise of Communism in Russia and explain how each mattered to the lives of workers.

# The Case of Water Melon Mountain

## Week #1

The Mayor: Congratulations, you got the job, don't pay much but you'll love it here. Nice friendly town. We're growing and that's why we need you. See me Monday after breakfast, say about 11'ish.

You, thinking to yourself: Oh man what have I walked into? I grew up in a small town, escaped by going away to college, I want the big city life. I got my degree in Geo-Environmental Engineering, it's time to make my mark on the world. Why did my old truck have to blow two tires coming into this hick town?

Monday meeting with the Mayor at 1:38 in the afternoon.

The Mayor: Well good morning, good to see. Talked to my cousin at the service station yesterday, said he'll find you some good used tires cheap. If you want new ones you have to prepay and have them sent here on the Greyhound bus.

Self: Pay, now I owe for the motel room and tires? I got no money!

The Mayor: We can talk about your truck later. We need to get this job started. With you being an Enviro and all you must know about the jet fuel exhaust in the air. We breathe it. It's on the crops. It's in the water. It's everywhere. Some of them folks from Socorro came out here with the State Engineer from Santa Fe and tested our city water supply. No jet fuel residue they said. Don't know how but the waters clean. Now we don't need them nice folks down here getting in the way and we told them so.

Self: Could he be talking about chemtrails?

The Mayor: Well the Gov sends me a notice that some State funds were available if we could find someone reliable to figure this out. He said the Fed's would give us matching funds even. Now, we don't know how much yet so we can't make any promises on your salary, but we'll take care of you. This is a good little friendly town, we take care of our own. Need you to get started today. Go see Paul at the service station, he does all our water well drilling around here. Now look, water is the life blood of this town. It dries up we dry up. I need to know how long our supply is going to last and I got the government to pay for the work. Stop by any time and keep me up to date. Got to go, got a meeting, bye.

Self: What did I get myself into? Where to start? He did mention Socorro and the State Engineer. Where else could I find information about this area, the town, the water, property ownership, and maybe a better place to stay than that ratty motel Paul will know, the auto mechanic, water well driller, cousin to the mayor. Guess I'll go visit my truck.

Back to the real world. Post a list of sources of information and data that (if you found) would help you solve the problem and get your truck fixed. Lay out a detailed plan in your Post. You may not do everything in your plan but you have to start somewhere. Remember that you have lots of contacts out there, current classmates, ask for help, work in teams, just give credit in your citation list. Also, be sure to read the pamphlet the Mayor's Secretary handed you as you walked out of the city offices.

History of the Town of Broken Wheel, New Mexico (the pamphlet)

Pioneers moved westward across America starting around 1790 in covered wagons. Many wagon trains passed through this area because Rainbow Creek flowed year round. The pioneers could water their livestock and refill their water barrels. As was inevitable covered wagons broke down while passing through our valley. Recognizing the good soils for farming and the flowing creek some of these travelers decided to take up roots here rather than move on. As best as we can tell the first two families were named Smith and Wheeler, our Founding Fathers.

At first life was hard, the two wagons became one small cabin that the two families shared. Mrs. Smith liked to look at the hills to the east of their cabin and named them The Water Melon Mountains. Due to their nice rounded shape and grass cover they do look like a large inviting watermelons. Now, as the story goes the Wheeler's daughter, we think her name was Corina, liked to pick spring flowers and named this area Rainbow Valley. People even today come from far and wide to photograph the spring flowers in the middle of the desert. When the Federal Government surveyed this area the local place names were used so today we have these magical names, The Water Melon Mountains and Rainbow Valley.

Over time the settlement grew to around 20 families. About 1860 returning gold miners from California stopped here on their trek east and some decided to settle here. Gold was discovered at Sutter's Mill in 1848 triggering a massive movement of miners westward. Very few miner's got rich, some stayed in California as farmers, others headed home and some stopped and took up residence here. The town grew to about 1,500 folks by then. The town and outlying farmers had to dig or drill water wells as Rainbow Creek could not supply the growing population.

Wells were deepen as the water table was lowered and finally dried up. The town voted in 1910 to fund a much deeper well in an effort to save Broken Wheel. The driller encountered a strange white and very hard thin layer of rock but when he cut through it water burst out of the drill hole and flowed down the only bricked street in town. This turned out to be very good drinking water and it saved the town. We call this the Miracle Well today and we built a fountain around it.

The second Miracle happened years later when the school in Socorro sent some scientists to study our water supply and try to understand why the water was so pure. They tested everything and even went up into the Water Melon Hills to map and take samples. They discovered a new and rare species of Targ, (*Yonderesis melonitis*). This miracle created a second revival of the town by attracting tourists and scientists to

photograph and study our very own resident Targs. We even voted to rename the town in honor of the Second Miracle, so welcome to the Town of Yonderville, New Mexico. We hope you enjoy your stay and stay as long as you like.

Funded by the Visitors Bureau of Yonderville, New Mexico. T-shirts are available at the Wheeler Grocery on First Street.

## **Week #2**

I take it your visit with Paul the Mechanic, Water Well Driller, and Town Council Member went well. In the Module you'll find the Topo-Map, Well Location Map, and Driller's Log Data Sheet. There is also a cross-section of the subsurface data started for you and blank sheets for the other three cross-sections.

1. The first step for any research project is to make a Plan.
2. Step two is to collect background and data.
3. Step three would be to get the data into some form; maps, charts, graphs, cross-sections that gives us a nice visual to work with. A picture is always worth a thousand words.

So, for this week, we will build the four cross-sections suggested on the Well Location Map and share them with your team (classmates) as a Post worth 20 points. Comments are expected.

## **Week #3**

So the 4 cross-sections are complete. You're continuing to research for background information on the general geology of the area. Now we need to start putting things together, a structure map on the top of the sandstone and a thickness map (isopach) of this layer. Something you found in your research is the name of the water reservoir sandstone, it's officially called the Wagon Wheel Sandstone.

You'll need to draw your own map of the Rainbow Valley water well field. Basically you could trace off the Water Well Location Map and just leave out the Cross-Section lines. You'll need two of these.

One gets titled 'Structure Map, Top of the Wagon Wheel Sandstone. A structure map is just like a topographic map but of the surface of a rock layer underground. The Driller's Well Log Data sheet has all the information you'll need. What Paul indicated as the 'sandstone' is the top of the Wagon Wheel as he was drilling down. So that value of 100 feet for the City Center #1 (CC1) well is the top of the Wagon Well. Match all the other sandstone values from the list and write them on your map next to the well ID. Now all

you have to do is contour. Use whatever CI you wish; 5 foot, 10 foot, 20 foot, its up to you.

You may want to consider accuracy of the log data (or even typos). Remember that drill cuttings are pulled (or captured) ever 10 feet while drilling so the rock layer changes we would see likely should be recorded as 100 feet +/- 5 feet. Oh, that reminds me about Well S, top of the White Clay. Could that be a superimposed value that should read 45 feet?

Your second map is titled 'Isopach, Thickness of the Wagon Wheel Sandstone'. Some math here but less than keeping a check book. In the CC1 well the bottom of the Wagon Wheel is the top of the Gray Clay. So you take 330 feet minus 100 feet (top of the sandstone) and that gives you the thickness, 230 feet. Write that on your map next to the well ID, CC1. Repeat this process for all the water wells and then contour the values. Again, the CI is up to you.

While this is a discussion worth 20 points, it's the maps that are important here. Add a write-up if you wish. Comments as ideas from other students are still required, but here can be an interpretation of the maps. They will be used when you make your presentation to the City Council.

#### **Week #4**

So the mapping seems to have gone well. Cross-sections that give us a good idea of what the rock layers are doing underground. A structure map to guesstimate the surface between the cross-sections underground. Then an isopach from which we could (and will) calculate the volume of the reservoir sandstone. A mental picture is forming, an encased sandstone aquifer, White clay above, gray clay below, both aquicludes. It's like an upside down Hotpocket.

If we calculate volume in cubic feet and were to know the percent porosity of the Wagon Wheel Sandstone we could figure out how many cubic feet are water. Then all we have to do is convert cubic feet to gallons, easy done.

We could also build a Fence Diagram of the valley by using the following water wells; S, 23, BB, 3, 2, 7F, CC1, D, 5, JD, 6C, and GS2. Take a look at the Water Well Location Map. This would be very similar to the Geoblocks you've already constructed. While you are Team Leader and can decide, my recommendation is that a fence diagram would not really be useful. This is a rather small project and the structure map gives us the information we need. Many of the original ideas listed in the Planning stage were not used, but that is the purpose of brainstorming as a team.

What we really need to think about is how to calculate gallons or 'acre-feet' of water in the Wagon Wheel Sandstone. That's the real question the town wants to know, how long will the water (life blood of the town) last? Easy question to answer if you know average daily consumption and previous water production.

Oh, almost forgot, the Major left a message at the motel for you this afternoon. Think you were visiting Paul the mechanic or just your truck.

### The Mayor's Note

How's your project coming? See you've been using the Wi-Fi at the library in the basement, good. The records clerk from the second floor told me all about your visit, good. Paul said they put new spark plug wires on your truck, good.

There's a City Council Town Hall Meeting at 7 tonight, you've got 10 minutes to tell the folks here what progress you made. Could also tell them what your plans are. Bring some pictures and maps, they like pictures and maps.

Still don't know what we can pay you. Don't know what the Grant Money will look like.

See you at the meeting, apple pie served after.

self; what am I going to tell them? I've got some maps and cross-sections, not pretty but still all I got.

The Discussion for your 20 points then is to draft out a 10 minute (500 word) presentation to the good people of Yonderville. Ethics dictates that you tell the truth, right. An encased reservoir has a limited supply of water. There's no recharge from anywhere. Rainbow Creek dried up years ago. Your dilemma here is what are you going to tell them. Are you going to tell them what they want to hear, are you going to tell them the truth, or are you going to stall and in 500 words?

You could be tarred and feathered and run out of town without your truck (no rear tires yet). Remember that even the women carry guns in this town.

### **Week #5**

So how did the presentation go last week? I see you're still here.

Now for the final step of massaging the data, the volume calculations. Now I know that math majors and engineers can come up with integral calculus methods and curved surface iterations, but Joe likes to keep it simple. I've used this for work in underground coal mines and sulphur deposits as well as oil/gas fields. While it's tedious it can be adjusted easily as addition wells are drilled.

The topo map area for Rainbow Valley is 6.5 miles from north to south and 7 miles from east to west. Since your Isopach shows that the sandstone continues to the north and south of the mapped area I would extend the map a half mile to the south. That makes a 7 mile by 7 mile grid of 49 square mile boxes. I would number the grids 1 through 49 and set up a worksheet. Place the grid over the isopach map and estimate the average thickness of the sandstone within each grid and record in your worksheet.



Each grid is a mile on a side or 5280 feet. So the volume of sandstone within a grid is 5280 feet X 5280 feet X the average isopach thickness in feet for that grid. The answer is then recorded in your worksheet in cubic feet. You'll have to repeat this now for each of the 49 grids within your study area.

The average porosity of a reservoir sandstone can range from 10 to 40 percent. The Wagon Wheel Sandstone turns out to be 14%. Therefore, of the volume of rock you calculated for each grid, 86% is quartz sand and 14% is drinking water. So now you need to convert that volume of water in each grid to gallons or acre-feet.

1 cubic foot of water = 7.48 US gallons of water.

There are 640 acres in one square mile, so an acre is about 208 feet by 208 feet. An acre foot of water is 208 feet X 208 feet X 1 foot thick. So we're looking at somewhere around 43,500 cubic feet of water or 326,000 gallons per acre-foot.

The reason I use acre-foot here:

When you drill a private water well in New Mexico the State Engineer permits you to drill the well. He allocates you 3 acre-feet of water per year for your consumption. An average family of 4 with a few pets, house plants, and a small garden consumes on average one acre-foot of water per year.

The town of Yonderville has a current population of 2,000 souls or about or about 500 families. That's 500 acre-feet of water per year. So you do the math, how many years does the town have left?

This may be your shortest Post ever so I'll place no limits on it. You may want to research my statements and go over my calculations. We all make mistakes and team members should always verify, and then verify again.

Next week your last presentation at the Town Hall meeting, maybe you'll get the keys to your truck back. I hear it's got 4 good tires and new windshield wipers.

## **Week #6**

Second presentation to the City Council is tonight. What are you going to say?

As a professional, ethics dictates that you tell the truth. In your estimation, how many years does the town have left before the water is gone? That is if the current pumping rate remains the same, 500 acre-feet per year.

Oh, did we consider the area farming and ranching uses of groundwater? Sounds like a proposal for more work to me.

Post a 500 word presentation to the City Council at this Town Hall meeting, with comments, worth 20 points.

This assessment is used to evaluate essential skills in Critical Thinking

PHIL 2110 Introduction to Ethics  
Final Project

In this final project you are asked to bring together elements from the previous issue-based discussion and written assignment activities focused on ethical argumentation on the selected issue.

Please use the following outline for your paper. You use the outline section description for the heading for each portion of your paper for clarity.

**Outline:**

I. Introduction. Revised statement of question and position statement (100 words)

II. Ethical argument. (200 words)

III. Defense of ethical argument and application of ethical theory. (300 words)

IV. Presentation of opposing moral argument and application of alternate ethical theory. (300 words)

V. Conclusion (100 words)

**Overview.** Overview of what is required in each section of outline.

I. The statement of the question and position statement should include an overview of the topic and its context as well as a concluding position statement. This first section should be a revised version of material presented in discussions and the first two written assignments.

II. Your ethical argument should be a development of the initial argument presented in class discussion, now modified based on research and ethical theory. This should be the best argument for your position.

III. This, the largest single portion of the paper, should present your defense of the argument and should include references to research as well as explanation and application of the ethical theory that best supports your position. This portion of the paper should take into account comments received on your second course written assignment and should demonstrate critical grasp of the main ethical theory used in the paper. (Remember that you may only use utilitarianism or deontology for the defense of your position and argument.)

IV. The opposing argument should include the best objection to your position and argument gathered from research and the alternate ethical theory.

V. The conclusion should briefly review each section of this paper and what was accomplished in it.

**Word requirements.** The final written assignment should be 900-1200 words in length.

**Research requirements.** If you have completed the research requirements for the previous assignments, you will not need to do additional research. You are required to use *at least four sources*, including primary texts on ethical theory and (at least two) scholarly articles. Paraphrasing with citations including page numbers or direct quotes may be used. The use of direct quotes is encouraged, but it must be made clear how the quote applies in the context. It is recommended that you use documents you have already used.

Sources must be cited in either APA style or MLA style, with a References or Works Cited section.

**Writing.** Please use the academic voice in this paper, avoided informal writing and use of the first person, "I" perspective.

**Grading Rubric.** Please consult grading rubric carefully for details regarding grading. I will be applying the rubric directly when I grade your paper.

Contentless Scenes Students are to select one of the scenes below and pair with a partner. Using only the text provided, students should create a “moment before”, character backgrounds, and list what each character’s Goal, Obstacle, Tactic, and Expectation is. Finally, students are to draw a “ground plan” of their intended set that includes any furniture and props that are needed.

### One

A: What was that?

B: Don’t look.

A: I’m only human.

B: Maybe that’s not enough.

A: I don’t understand.

B: It makes me sick.

A: Perhaps I could help.

B: Don’t get involved.

A: Don’t you care?

B: Yes, I do.

A: So?

B: Look—there’s another one. No, don’t look.

A: What do you want?

B: World peace.

### Two

A: So...

B: So...

A: It’s up to you.

B: Never again.

A: O.K.

B: That’s it?

A: That’s it.

B: From now on?

A: As you say.

B: Reconsider.

A: Not this time.

B: Ever?

A: (A look—then walks off).

### **Three**

A: Finally!

B: What?

A: Let's not pretend.

B: Who's pretending?

A: It's always the same.

B: Only when you insist.

A: Is it that bad?

B: (No answer—pause—a look).

A: Really. Well that certainly says it.

B: Says what?

A: Don't make me say it in front of you.

B: Let's start over.

A: If you're sure.

B: Finally!

### **Four**

A: We can't stay here.

B: Why not?

A: It's not safe.

B: You keep saying that.

A: Because it's true.

B: You're overreacting.

A: Not this time.

B: It seems quiet enough.

A: Don't kid yourself.

B: When do you think it will happen?

A: Could be any moment.

B: Or maybe never.

A: I doubt that.

B: Are you afraid?  
A: Even more than yesterday.  
B: At least we're together.  
A: But for how long?  
B: Does anyone know we're here?  
A: I'm sure of it.  
B: Did you just hear something?

### Five

A: Where have you been?  
B: Didn't you get my message?  
A: What did it say?  
B: Does it matter now?  
A: Why shouldn't it?  
B: How good are you at keeping a secret?  
A: Have I ever let you down before?  
B: How would I know if you did?  
A: Are you going to tell me?  
B: Do you swear not to tell anyone else?  
A: What are you getting at?  
B: Can I trust you?  
A: Who can you trust?  
B: What does that mean?  
A: You can't figure it out?  
B: Are you insulting me?  
A: Why would I do that?  
B: Can we talk about this later?  
A: Why not right now?  
B: Why are you pressuring me?

	<b>EXCELLENT (4 pts)</b>	<b>GOOD (3 pts)</b>	<b>ADEQUATE (2 pts)</b>	<b>NEEDS DEVELOPMENT (1 pt)</b>
Believable Environment, Costumes, Props				
Pursuing Clear Goals				
Truthful Acting				
Specific Situation				
Believable Relationship(s)				
Purposeful Movement and Actions				
Vocal Audibility and Clarity				
Moment Before				
Relaxation				
Preparation and Adequately Rehearsed				

**Paperwork Complete: (10 pts)**

**GRADE: (50 points possible)**

**COMMENTS:**



## ANTH 1140

### In Class Assignment

In our discussion of sustainable development, we talked about how different indicators can be used to measure sustainability. One of the most useful indicators for measuring personal sustainability is your "Ecological Footprint." Your Ecological Footprint estimates the amount of land and ocean area required to sustain your consumption patterns and absorb your wastes on an annual basis. The ecological footprint quantifies the area of biologically productive land and water used to supply human resource needs (crops, fish, meat, forest products, energy and built-up lands) and, to some extent, to absorb its wastes. In the simplest terms, a population's activities are clearly unsustainable if the size of the footprint exceeds the available area of ecologically productive land and water. Importantly, ecological footprint analyses indicate *which activities* generate the greatest demands on Earth's biocapacity.

**Part A.** Read the following website which gives background material about ecological footprints and answer the following questions.

[http://web.archive.org/web/20100322222914/http://www.rprogress.org:80/energyfootprint/eco\\_footprint](http://web.archive.org/web/20100322222914/http://www.rprogress.org:80/energyfootprint/eco_footprint)

1. What human activities are included within ecological footprints?
2. Name several kinds of environmental stresses that are not captured by the ecological footprint?
3. What does the current size of human's global ecological footprint imply about the sustainability of current societal activities?

**Part B.** For this in class assignment, we will be calculating your ecologic footprint using the online calculator found at: <http://myfootprint.org/en/> Work though the ecological footprint calculator and answer the questions to the best of your knowledge.

1. Your ecological footprint is expressed in "global hectares" (GHA) or "global acres" (GA), which are standardized units that take into account the differences in biological productivity of various ecosystems impacted by your consumption activities. Calculate your own footprint using the Ecological Footprint Quiz. How many GA is your footprint?
2. If everyone on the planet lived my lifestyle, how many earths would we need?

**Part C.** Now retake the quiz again with the aim of reducing your ecological footprint.

1. Reduce the transportation miles by plane and automobile you traveled last year by half. What is your new carbon footprint. What was the change from your initial figure?
2. For question 13 on the ecological footprint quiz, calculate the difference in GA that diet makes. Without changing anything else, what would be your ecological footprint if you ate a vegan diet? Now calculate your footprint for "top of the food chain." What is your footprint now? What % of your total footprint does your diet account for?
3. Finally, spend some time trying different options on the quiz to determine how your behaviors impact your ecological footprint. Which changes are the most beneficial for reducing your footprint in terms of GA? Which are the least effective in terms of GA?

## General Education Learning Outcomes

### Ecological Footprint Rubric: Personal and Social Responsibility

<b>Component Skill</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>
<b>Sustainability and the natural and human worlds</b>	Students explain the impact our Ecological Footprint has on the sustainability of the natural and human worlds.	Students examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.	Students analyze the impact of their Ecological Footprint and develop strategies for creating just, sustainable systems in the natural and human world.
<b>Ethical reasoning</b>	Students recognize a variety of ethical perspectives related to environmental sustainability	Students describe ethical issues related to their Ecological Footprint and explain the relationship between ideal solutions and practical compromises in environmental protection.	Students compare a range of ethical perspectives and propose an ethical solution to reducing their Global Ecological Footprint based on one or more of those perspectives.
<b>Civic discourse, civic knowledge and engagement – local and global</b>	Students explain diverse positions on issues, values, or practices related to the concept of an Ecological Footprint and present one's own position on how to reduce their global environmental impact	Students demonstrate the ability to participate in respectful civic dialogue that shares differing perspectives and recognize that there are multiple valid responses to improving global environmental issues.	Students critically inquire into and deduce from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to reducing their global ecological footprint.

## Sample of CHEM 1115L Assessments:

**Safety and Toxicity Wiki and Poster Presentation:** Each student will prepare an entry on a specific chemical that they use in their art practice, as approved by the instructor for a class wiki, along with a poster that will be presented in a poster session during week 13 to elucidate the topics of chemical safety and toxicity in the art studio. You must use the SDS for your chemical as one of the references.

**Final Project:** The final project in this class will be to create an original work of art that illustrates at least 5 chemical concepts from the class and at least three of the techniques demonstrated in the lab. A two-page (double-spaced) written description of the above concepts and techniques will be presented to the class during the last two class sessions, along with the art work.

## Saturated Solutions and Temperature Change

### Questions and Conclusions

1. What was the appearance of each sodium acetate solution before a crystal of each compound was added?
2. How did the solutions change when the crystals were added? In some cases, did the solutions become heterogeneous (nonuniform) mixtures?
3. In paint, the pigment is the solute and the binder is the solvent. Should a paint solution be unsaturated, saturated, or supersaturated? Why?
4. Imagine paint solutions that are unsaturated, saturated, and supersaturated. How would color intensity appear in each solution?
5. How does an increase in temperature affect the solubility of a solute in a solvent?
6. Was the color more intense in the room-temperature water solution or in the 50°C water color solution?
7. What are some ways to make a paint color more intense?

## Papermaking

### Questions and Conclusions

1. Describe the functions of bleach and of starch in the papermaking process.
2. Research acid-free paper and explain the chemical process through which paper is made free of acid.
3. Solution concentrations are often presented as a percent composition (mass percent). Ten percent NaOH solution is used to break down wood fibers often used to make paper. How many grams of solute are added to how many grams of solvent to prepare 100 g of 10% NaOH solution?

4. Solution concentration can also be presented as moles of solute in 1L of solution. This is called the molarity (M) of the solution. Calculate the molarity of a solution that contains 10. g of NaOH in 0.10 L of solution. Remember that you will need to calculate the molar mass of the NaOH.

### Sample of CHEM 1115 Assessments:

#### Unit Conversion Assignment

For this assignment, I would like for you to write three unit conversion questions. They may either involve chemistry or not. For each question, write a "word problem" with a unit conversion, then show the relationship between the involved units and the solution to the question. Here's an example of what you need to do: **Problem:** If the diameter of a bicycle wheel is 622 mm, what is the diameter of the wheel in inches? **Relationship: 1 inch = 25.4 mm. Solution:**  $622 \text{ mm} \times 1 \text{ inch}/25.4 \text{ mm} = 24.5 \text{ inches}$ . Create a document with your three problems and answers. Make sure to show the unit conversions appropriately in your solution. Also make sure that the undesired units cancel, and only the appropriate unit(s) remain.

#### Atoms, molecules, elements, compound and mixtures Assignment

It is important to be able to differentiate among **atoms, molecules, elements, compounds, pure substances and mixtures**. In this assignment, you will need to find a way to illustrate each of the above concepts visually, through drawings, photographs, or 3-D objects. Clearly label each illustration or model and write a definition to go with the label. If it is possible for a given illustration to apply to more than one concept, make a note of that, and explain the relationship.

**Questions for Final.** Note that for the purposes of this document, these are set up so that the correct answer is always d).

Which of the following pigments does NOT present minimal harm to an artist?

- a) Charcoal
- b) Thyme
- c) Blackberries
- d) Lead chromate

Which of the following statements related to clay is INCORRECT?

- a) If the clay contains silica, silicosis and a variety of lung-related illnesses can result from inhaling the clay dust.
- b) A face mask can help to prevent exposure to clay dust.

- c) Barium and other metal oxides and mold controllers may be added to clay to enhance the properties of the clay.
- d) Clay dust will never contain harmful bacteria or molds.

Which of the following statements related to solvents is INCORRECT?

- a) Turpentine is moderately toxic if inhaled or ingested.
- b) Carbon tetrachloride and toluene fumes are highly toxic if regularly inhaled.
- c) Solvents should be used only with ventilation.
- d) Methyl alcohol (methanol) is very similar to ethyl alcohol (ethanol) and is thus very safe to use.

A solution is prepared by dissolving 10.0 g of sodium hydroxide (NaOH) in enough water to make 250 mL of solution. The molarity of this solution is:

- a) 0.0400 M
- b) 0.00100 M
- c) 25.0 M
- d) 1.00 M

The molar mass of calcium nitrate  $[\text{Ca}(\text{NO}_3)_2]$  is:

- a) 70.09 g/mol
- b) 102.09 g/mol
- c) 113.97 g/mol
- d) 164.10 g/mol

When drawing the Lewis structure of methane ( $\text{CH}_4$ ), the completed structure will have:

- a) 8 valence electrons, and two double bonds to C
- b) 10 valence electrons and four single bonds and an unshared pair of electrons on the C atom.
- c) 7 valence electrons and four single bonds to C.
- d) 8 valence electrons and four single bonds to C.

Paper Assignment  
Philosophy 1120  
Brian Gatsch

**This is the place to submit the final paper for the course.** For the final, please submit a 4-5 page philosophical paper. For this assignment you may submit a paper on a new topic on any of the readings we have had during the course, or you may revise, expand, and develop a previous paper. If you choose to revise a previous paper, it should involve a **significant** expansion and development over what you submitted previously, not merely proofreading and editing. If you have having difficulty picking a topic or formulating a thesis, please let me know and we can work on it. **I cannot accept papers after the due date, so make sure that you get them in before 11:59pm on Tuesday, May 12.** Midnight is a firm cut-off. You may, however, submit them as early as you would like. For the final paper, I will provide comments only if you would like them. Please send me an email and I will respond with comments on the final paper after grades are submitted.

Please (1) upload a word document on the assignment page **AND** (2) copy and paste the text of your paper into the text box on the assignment page. The paper should be typed, double-spaced, 12 point Times or Times New Roman font, with 1-1.25" left and right margins. Remember to give your paper a title. For references, put the author's last name and the page number in parentheses after the sentence in which the reference is made. Do not use a cover page. Include a works cited page only if you are using sources other than those assigned in the course (outside sources are not necessary for this paper)

Your paper must advance its own thesis. It is insufficient to merely summarize another philosopher's arguments or state an agreement with it. If you don't have anything to add to the debate, then your reader may as well just read the original article and skip yours. Therefore, a good paper is one in which critically evaluates the ideas presented and attempts to persuade the reader of a more coherent position. (This includes papers in which you discuss more than one author's views. It's not enough to cast your vote in favor of one author or the other – you'll still need to add something of your own to the debate.) Keep in mind, too, that in philosophy it is never enough to simply state a position or opinion. Making a claim in philosophy requires good arguments; that is, a philosopher is always required to give reasons why anyone should accept the claims she makes. Moreover, making a good argument always means accurately representing the views of one's opponents. If you merely argue against a distortion or misinterpretation of

your opponent's argument, then you haven't really refuted your opponent at all (The Principle of Charity, remember?).

Finally, making a persuasive argument necessarily involves clearly communicating your position to the reader. After all, if your reader can't understand your argument, he's not likely to be persuaded by it. Therefore, a good paper is one that is also organized, focused and clearly written. I highly recommend emailing me if you have questions about what is required of you, how best to organize your paper, or whether your chosen line of argument is reasonable. I also recommend making an appointment to meet with a CAPS tutor to review an outline or draft of your paper. Another helpful resource for writing philosophy papers is the following:  
<http://www.jimpryor.net/teaching/guidelines/writing.html>

Attached you will also find a copy of the philosophy paper rubric as well as a handout with paper writing tips.

This assignment is due by Tuesday, May 12 at 11:59pm.



# Wire Assignment

**Aim:** To use line quality effectively to express three dimensional volume.

## Task

With wire, use expressive linear quality to describe three dimensional volume. Make a container for an actual object(s) to reside inside the volume. With the idea of a reliquary in mind, choose an object that is important/personal to you that has significance. Your wire form must relate to the object it contains. Think about the concept you are implying with the objects you choose. Finished wire sculpture should be one color. Approx. 12" finished.

## Considerations

Continuity as our eyes move around the form the lines have thickness/thinness. Is the object you chose light or heavy? How would you express weight in a line drawing? Similarly, how would you express weight or the physical qualities of an object using line? What are the similarities and differences between drawing in space and with wire and drawing with a pencil on a two dimensional surface? It may be necessary to use knots to hold wire together. If you used knots, did you incorporate them into your design or did they appear simply where convenient? Was "line quality" one of your design considerations?

## Planning

Make several sketches (line drawings). Don't forget to consider how your object will fit into the volume.

## Materials

Pliers with side cutters, needle nosed pliers, wire. Other wire may be used, as long as final piece is one color when completed. Wire: (cloths16ga, v100' #51634)

## Artists

Aleksandr Rodchenko, Alexander Calder, Ruth Asawa, Thomas Hill, Hiroshi Teshigahara (266), Todd Slaughter (187), Kenneth Snelson (188), Moira North and Rudi Stern (188), Mark di Suvero (189), Jose de Riviera (189), The Nikoais Dance Theater Performing Sanctum (191), Claire Zeisler (193), Antoine Pevs-ner (194), Naum Gabo, Sylvia Stone, Shiro Kuramata, George Rickey, Tony Smith, Jesus Raphael Soto, Norma Minkowitz, Aiko Miyawaki

## Vocabulary

line, orientation, direction, continuity, actual lines, implied lines, sight line, plane, volume, compression, expansion, flying buttress, armature, tension, bend, torque, sheer, additive sculpture, assemblage, modeling, subtractive, solidification, displacement

## Technical

Skill with material, satisfaction of problem requirements, craftsmanship, quality

## Work Process

Evidence of reworking, work ethic, research, processing of feedback, self cri- tique, understanding context of assignment, sketches, sources

**Conceptual**

Invention, comprehension of ideas presented in project, communication of those ideas in the work and your intent, rationale for object selection

**Ambition and Innovation**

Character or individual personality, impact of the work, expression, formal structure, content

**Finished Work & Critique**

Meets requirements outlined in the assignment, attendance and punctuality, constructive participation, explanation of work, vocabulary

## Reflection Paper Assignment (ANTH 1140)

Each week a focus assignment will be given, such as a specific reading, an assigned film, or participation in a particular class activity. To encourage critical thinking and articulation of ideas, you are required to write a reflection paper of the weekly focus assignment, unless otherwise noted.

Please note that your reflection is not a research paper, nor is it a summary of the reading, film, or activity, nor is it an opinion paper. And, although reflection papers are usually based on your personal, subjective experience, you must be sure to think analytically about the reading, film, or activity, and your experience thereof. Again, while personal and subjective, these assignments are academic papers that require evidence of critical thinking, scholarship, and understanding of anthropological terms and concepts.

The reflection paper assignment requires that you:

1. Offer a critical interpretation of a specific aspect of the assigned reading, assigned film, or class activity from an anthropological perspective (15%)
2. Discuss in what way/s that specific aspect has meaning for you (10%)
3. Address how you might apply any new ideas garnered from the focus assignment, including insights and observations related to anthropological considerations. Additionally, you will want to discuss connections that you make to contemporary issues and ask questions that arise from the assignment (30%)
4. Incorporate direct quotes, or paraphrase passages, along with including the context of such material into your work, as they are important components of reflection papers. Remember to cite the source/s of quoted and paraphrased passages, following the conventions of APA style referencing. You are required to reference, in-text, at least two passages from the reading assignment, film, or discussion related to the class activity (20%)
5. Write a clear, concise paper of 300 to 600 words in length, save your work as docx or doc file, and submit your work to Blackboard, by the due date listed on the Assignment Schedule, noted on the Syllabus (15%)
6. Include the reference for the primary assignment at the end of your work, following the conventions of APA (10%)

If your paper meets the above requirements, you will receive 100% credit for your work. For each one of the above requirements that you fail to meet, a percentage of credit will be deducted from the total credit for that section.

Please note: Plagiarism is treated as a serious issue and it will not be tolerated. For definition, clarification, and consequences of plagiarism, please refer to the Syllabus and to the current NNMC Catalogue.

## Sample Assessment for POLS 1110

Reading Response assignments are short critical responses to class readings and/or class discussions and activities. Each class week students must turn in a 1-2-page written response based on the student's experience in class that week or the assigned readings.

The assignment must include the following:

- The author's thesis (what you think it is)
- Questions the text or class discussion raises.
- Connection to contemporary issues.
- A citation from a newspaper article published in the *Santa Fe New Mexican* or another viable New Mexico media source.

1. The written Reading Response must be submitted through BlackBoard by the time class begins each week. They will also be brought to class. We will be using these responses to begin our discussions.

2. The paper must be properly cited using APA standards.

3. The intent of the responses is to serve as discussion points to share with the class. Reading Response assignments are directly aligned to the following College-Wide Learning Outcomes: communication and critical thinking.

4. Plagiarism is not tolerated and will result in a failing grade and disciplinary action. Please refer to the syllabus for more information about plagiarism and how to avoid it.

5. As always, please do not hesitate to contact your instructor with any questions or support.

6. See sample rubric next page.

## Reading Response Rubric 20 points maximum

Observations and Insights 7 points	Simplistic observations, provides little or no insight, comment or analysis, more descriptive than analytic 0-4	Adequate degree of observations, some insight and analysis. Minimal reflection, lacks depth 5-9	Sophisticated and thoughtful observations, high degree of insight and analysis, evidence that outcomes have been processed and reflected upon 10
Grammar/Punctuation 3 points	Not well organized, poor vocabulary and grammar, numerous errors 0-2	Better structure, competent vocabulary and grammar with occasional errors 3-4	Excellent coherence and organization, effective and accurate use of vocabulary and grammar, little or no errors 5
Components	Includes zero or incomplete components of the assignment 0-2	Includes most of the components of the assignment 3-4	Includes all components of the assignment 5

## Continental Drift Assessment

The following activities will be performed. These activities address critical thinking, quantitative skills, and personal and social responsibility.

1. Students will try to match paper cut-outs of continents or portions of continents (North America, South America, Africa, Antarctica, India, Australia, Eurasia) and determine if any of the continents fit together. Then students will compare their matches with the supercontinent Pangaea. Students will then answer the question.

Do the matches seem reasonable or far-fetched? Support your answer by finding credible research to support your position.

2. Students will identify similar types of fossils that have been found on different continents. Specific fossils that should be researched are Cynognathus, Mesosaurus, Glossopteris, and Lystrosaurus. Students will then answer the question.

Does this constitute substantive evidence that the continents were joined? Are there other reasons the fossils could be found on similar continents?

3. Are there other sources of support for continental drift? Students may find that ice sheets have been found on continents that would never support ice sheets at their current latitude. Magnetic minerals can also be used to support continental drift.
4. Current data from satellites show that continents could be moving at the rate of 2.5 cm/year.

If Pangaea existed 200 millions ago, could the current positions of the continents be justified given this speed and the age of Pangaea?

5. Find a map of tectonic plate boundaries. How are these boundaries identified? Do these methods to identify plate boundaries seem reasonable?
6. Compare your answers with other student teams. Did they use credible sources? Did they come up with reasons, logic, or calculations different than your teams?

Essay #1

Orozco

Spring 2020

Write a two page response to the following question. Do not write the question on the top of your essay. Answer directly. Provide introduction, three paragraph body, and conclusion as the last paragraph. Use names, dates, places, events as details. Bibliography and endnotes required.

Papers longer or shorter than two pages will be deducted a letter grade. Double space the entire two pages or points deducted. Use MLA style. Indent five spaces for each paragraph.

Papers are due in two weeks on March 3. Late policy applies.

Answer the following:

To what extent were the thirteen English colonies egalitarian between 1607 and 1750? Address a colony in the North, Middle, and Southern colonies and be sure to address change over time. Within each colony address three of the following for each colony: class, gender, race, and/or religion. You may refer to events to answer the question.

Your answer must refer to two primary sources found on the internet. They must be cited with endnotes. A bibliography must also be attached.

## Phenol Red Broth Fermentation Test

[Photo Atlas, pp. 71-73 & Fig. 7-42 / Bauman p. 116: Fig. 4.21]

Heterotrophic bacteria often use sugars in fermentation pathways to obtain biologically usable energy. Organic acids, alcohols, and sometimes gases accumulate as waste products. The waste products vary depending on the bacteria. In some fermentation pathways, only the organic acids and/or alcohols are produced; while other pathways produce and release CO<sub>2</sub> and H<sub>2</sub> gases also.

In this test, production is identified by a change in color of phenol red, a pH indicator included in the broth medium.

- pink above 8.4 pH
- red at 7.4 to 8.4 pH
- yellow below 6.8 pH

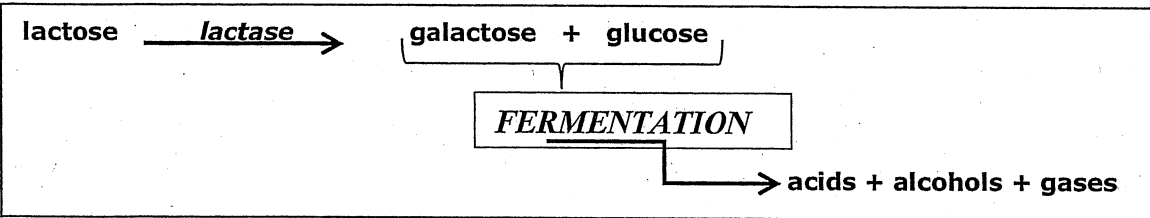
Acid production from fermentation lowers the pH of the broth, turning the phenol red to yellow once the pH is below 6.8 pH. To collect gases, a smaller (Durham) tube is inverted and placed in the broth.

Utilization of disaccharides (lactose and sucrose) requires production of a specific hydrolytic enzyme by the bacteria; then the resulting monosaccharides are fermented.

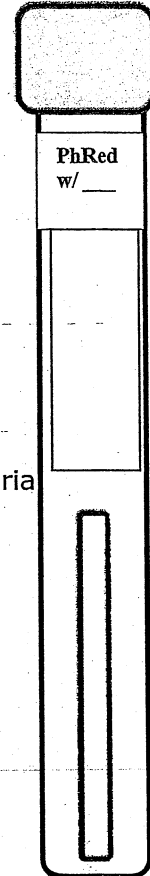
[for example, a bacterium identified as a "lactose-fermenter" must synthesize the enzyme "lactase"]

The set of disaccharide-digesting enzymes made by a particular bacterium contributes to the microbe's unique molecular fingerprint.

**Purpose:** to differentiate members of the "enteric-bacteria" from other Gram-negative bacteria.



1. Each student should get:
  - a **Phenol Red Broth** tube; note **which type of sugar** it contains:  
**lactose or sucrose**
  - a **stock tube of bacteria:**
2. **Make a label** and place the label on the phenol red tube as specified by your Instructor.
3. Use **aseptic technique to inoculate** the phenol red broth with a loop-full of bacteria from the stock culture given to you by your instructor.
  - make sure to tighten the cap, gently mix the bacteria into the broth.
  - tip gently to make sure the Durham tube completely fills with fluid.
  - gently, place the tube in the "incubation test tube rack".
4. Tubes will be **incubated at 35°C**; your instructor will examine them for changes at 24-hours, you will examine at 48-hours.
5. **Keeping your tube upright**, carefully **examine your tube:**
  - for acid production:
    - a yellow color is positive for fermentation.
    - an orange or red color is negative for fermentation.
  - is a gas bubble is trapped in the Durham tube?
    - if gas bubble present, gas production occurred.



-Color your tube



## Phenol Red Results

<b>Bacteria</b> (Genus species)	<b>Phenol Red with lactose</b>		<b>Phenol Red with sucrose</b>	
	<b>Positive / Negative (alk.)</b>	<b>Gas present? (v.sm / sm / lots)</b>	<b>Positive / Negative (alk.)</b>	<b>Gas present ? (v.sm / sm / lots)</b>
<i>Serratia marcescens</i>				
<i>Escherichia coli</i>				
<i>Pseudomonas fluorescens</i>				
<i>Enterobacter aerogenes</i>				

## Snyder Test

[Photo Atlas, pp. 237-238]

Snyder medium is formulated to favor growth of oral bacteria, and, to discourage growth of other bacteria.

- medium starts with a pH = 4.8
- glucose is the fermentable carbohydrate.
- bromcresol green is the pH indicator.

Snyder medium is autoclaved for sterilization, cooled to just over 45°C in a water bath until needed. The molten agar is then inoculated with a small amount of saliva, gently mixed (but not shaken), and incubated at 35°C for up to 72 hours.

Lactobacilli and oral streptococci survive the harsh conditions, ferment glucose, & lower the pH of bromcresol green = **green at or above 4.8 pH.**  
= **yellow below 4.8 pH.**

-the medium is checked at 24-hr intervals, for up to 72 hours.

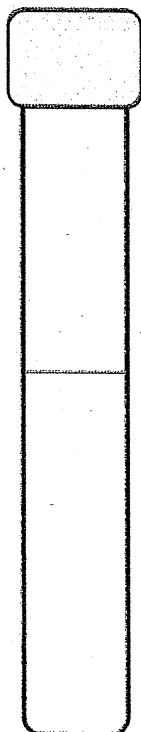
Thus, development of yellow color in this agar is evidence of fermentation, and, is highly suggestive of the presence of dental decay-causing bacteria.

### Results:

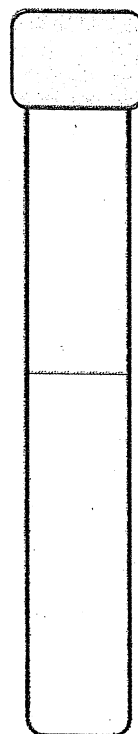
- if the agar turns yellow within 24-hrs. indicates high susceptibility to dental caries.
- if change in 48 to 72 hours indicates moderate-to-slight susceptibility is indicated.
- no change within 72-hrs. is considered a negative result.

Use the photos in the **Photo Atlas** to **evaluate** the results in your test tube.  
**Color** the tubes below to show results:

-in your tube



and, in a "control tube"



## Enteropluri-Test for Identification of Enteric Bacteria

[Photo Atlas, pp. 70-71 and p. 20]

The bacterial family Enterobacteriaceae contains a very diverse group of bacteria which commonly inhabit the human colon, but can cause a variety of infections throughout the body. In a hospital environment these often lead to bacteremia, which can progress rapidly to sepsis and septic shock. Identification of the infectious agent is made, then treatment with effective antimicrobials may be used. *Escherichia*, *Enterobacter*, *Klebsiella*, *Proteus* are natural flora of the intestines generally considered avirulent; all can produce disease under appropriate conditions.

These bacteria are *Gram-negative, short bacilli* which do not form endospores. They are *mesophilic, nonfastidious* organisms that *multiply in many foods and water sources*. They are susceptible to destruction by common physical and chemical agents. They are resistant to destruction by low temperatures and so *may frequently survive in soil, sewage, water and many foods for extended periods of time*. Isolation of enteric bacteria from feces, urine, blood, and fecally contaminated materials are of major importance in the diagnosis of enteric infections. Because these bacteria are morphologically alike, *and*, metabolically similar, we must *use several biochemical activities to differentiate and identify these bacteria*.

Several multitest systems have been developed, all have advantages and disadvantages for use. When properly correlated with Gram stain and colonial morphology, these systems are acceptable for identification of the species of Enterobacteriaceae. You will use the **Enteropluri-Test** in lab today.

Enteropluri consists of a single tube containing twelve compartments and a self-enclosed, inoculating needle. This sterile needle can be touched to a single isolated colony, then drawn through all twelve compartments to inoculate all of the test media. *Fourteen biochemical tests are performed with this one inoculating procedure*. Following incubation, the color change which occurs in each compartment is interpreted according to instructions. The method then permits identification of the organism by means of a computer-assisted system called the Computer Coding and Identification System (CCIS).

### Inoculation Procedure: [Consult the **Pic** provided at the end of this exercise]

1. **First, familiarize yourself** with the components of the tube by locating:
  - screw caps at both ends: **blue cap** (= handle of inoculating needle you can touch),  
**white cap** (= contains self-enclosed, sterile, inoculating needle),
  - twelve plastic **compartments** containing different test media, and the tube has a **label** on one side.
2. **Label** the tube with the *ID of your stock culture* and your *Initials*, as directed by the Instructor. Set your **Petri dish** in front of you, with the lid up.
3. **Remove the screw caps** (first blue, then white); *hold them between fingers 3-5 of "loop-hand"*. *Hold the tube in the same hand using thumb/index finger* (same as you would hold an inoculating loop).
  - Use your other hand to gently **lift lid of plate**, so you can aseptically use the inoculating needle to **pick up some bacteria** from an isolated colony. **Replace the lid** on the plate.
4. **Inoculate** the tube as follows:
  - a. *Carefully withdraw and rotate the inoculating needle through all 12 compartments*. Watch the end of the needle closely. *Stop in the middle of the twelfth compartment; do NOT pull the wire completely out!*
  - b. *Push and rotate the needle back through the tube until the notch of the wire is aligned with the opening of the tube. Bend the handle of the wire back and forth until it breaks off* (leaving most of the wire in tube). **DO NOT LAY THE HANDLE DOWN** but continue to hold it, *keeping it sterile*. **Replace caps**.
5. **Using the sterile handle of wire**, carefully punch a hole through air vents of the last eight compartments of the tube. [The air vents provide aerobic conditions in these compartments; the presence of the needle in sealed compartments maintains the anaerobiosis necessary for glucose fermentation, CO<sub>2</sub> production, and decarboxylation of lysine & ornithine.]

6. **Incubation:** Place the **Enteropluri** tube in the incubation bin provided by the Instructor. The tubes will be **incubated** at room temperature for 48 hours OR at 37° for 24 hours.
7. **Cleanup:**  
-Return all materials to proper places / Wipe down tables.

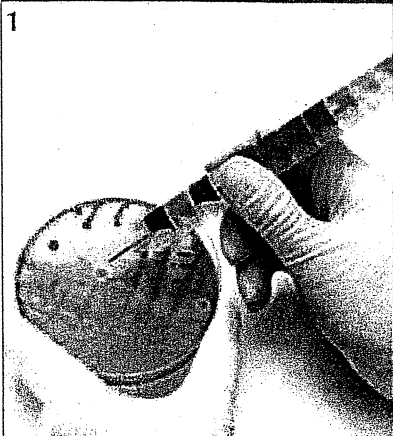
### INTERPRETING RESULTS:

1. Using the **Color Reaction Key** (provided by Instructor) interpret the results of your tests by matching each compartment on your tube to the **(+) or (-) colors on the key**, except skip results for Indole and VP tests for now.
- Record your results in the score sheet below:
    - each column represents a test result:
      - if **positive** (color change), circle the number under the test name.
      - if **negative** (= original color), do NOT circle the number.
- NOTE: *Dramatic color changes occur with a positive result; otherwise the result is negative.*  
*Gas production is indicated by separation of the white wax layer from the test media layer.*

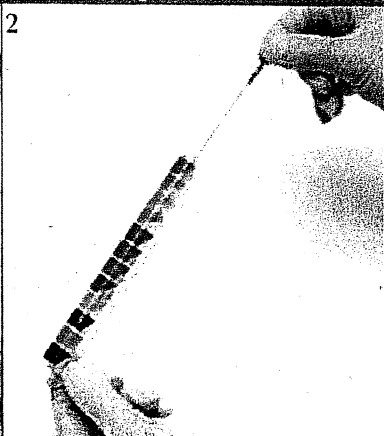
Test	Group 1			Group 2			Group 3			Group 4			Group 5		
	Glucose	Gas	Lysine	Ornithine	H <sub>2</sub> S	Indole	Adonitol	Lactose	Arabinose	Sorbitol	VP	Dulcitol	PA	Urea	Citrate
Positivity code	4	2	1	4	2	1	4	2	1	4	2	1	4	2	1
Results											▼				
Code															
CODE:	IDENTIFICATION:														

2. **Perform the Indole test:** (*Instructor will have a station set-up for this test*)  
 -with the flat surface of the tube upward, find the **H<sub>2</sub>S/Indole compartment**.  
 -carefully cut three sides of the film and fold the flap upward.  
 -add 3-4 drops of Kovac's reagent to the compartment.  
 -wait 15 seconds, *if a pink-red color appears, the test result is positive.*  
 -record the results on the score sheet.
- NOTE:** You will NOT do the "VP test".
3. On your score sheet: **add the circled numbers within each bracket** to get a **5-digit code**.  
*-If your bacteria were pathogenic, you would then identify your unknown organism using the Computer Coding and Identification System (CCIS) book to find your 5-digit code and the identify of your bacteria.*  
 [since we are using non-pathogenic species, we will not actually look up the code in the book.]
4. **Cleanup:**  
 -Return *Color Reaction Key* to the Instructor.  
 -Return your *Enteropluri tube* to the tray provided.  
 -Wipe down tables as directed by Instructor.

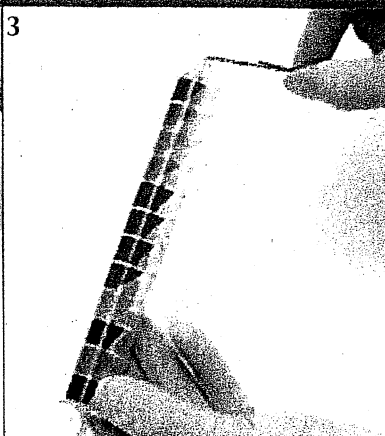
## Test procedure



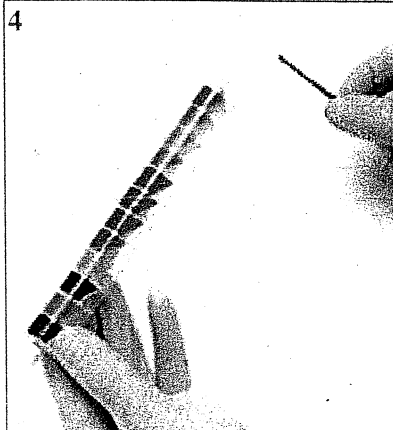
1  
Remove both caps.  
Pick a well isolated colony directly with the tip of the inoculating wire.



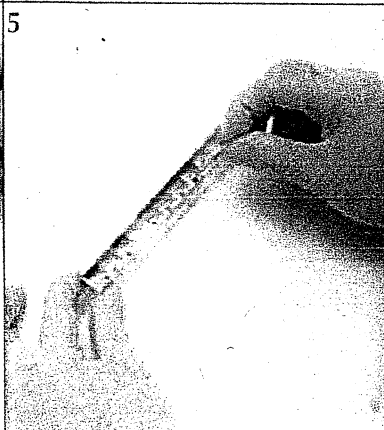
2  
Inoculate Enteropluri-Test by first twisting wire, then withdrawing wire through all twelve compartments applying a turning motion



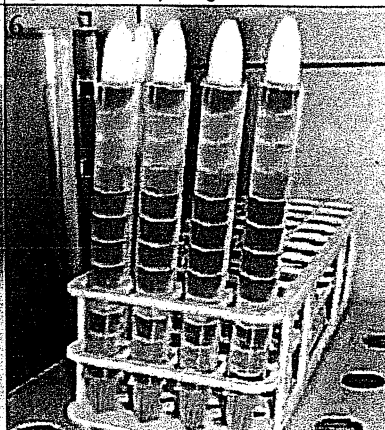
3  
Reinsert wire into Enteropluri-Test, using a turning motion through all twelve compartments, until the notch on the wire is aligned with the opening of the tube.



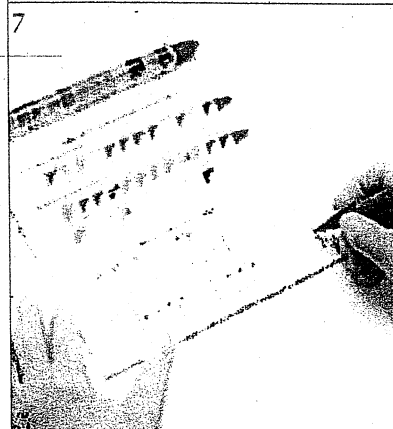
4  
The portion of the wire remaining in the tube maintains anaerobic conditions necessary for true fermentation of glucose, production of as and decarboxylation of lysine and ornithine.



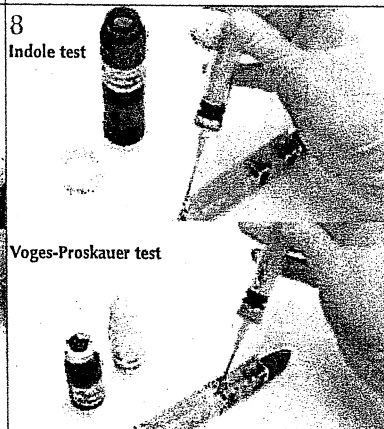
5  
With the broken off part of the wire, punch holes through the foil covering the air inlets of the last eight compartments (adonitol, lactose, arabinose, sorbitol, Voges-Proskauer, dulcitol/PA, urea and citrate).



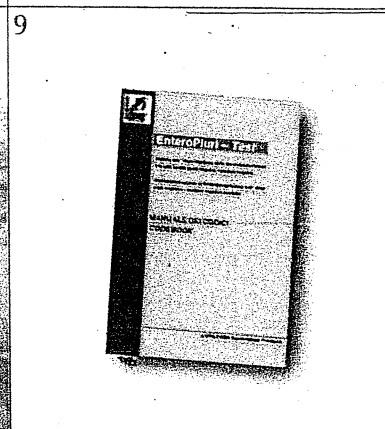
6  
Replace both caps.  
Incubate at 35 to 37° C for 18 to 24 hours with Enteropluri-Test lying on its flat surface or in an upright position. Allow for air circulation between incubated tubes.



7  
Interpret and record all reactions with exception of indole and Voges-Proskauer.



8  
Indole test  
By using a syringe inject 3-4 drops of Kovacs' reagent in the H<sub>2</sub>S/Indole sector.  
Voges-Proskauer test  
By using a syringe inject 3 drops of alpha-naphtol and 2 drops of potassium hydroxide in the VP sector.



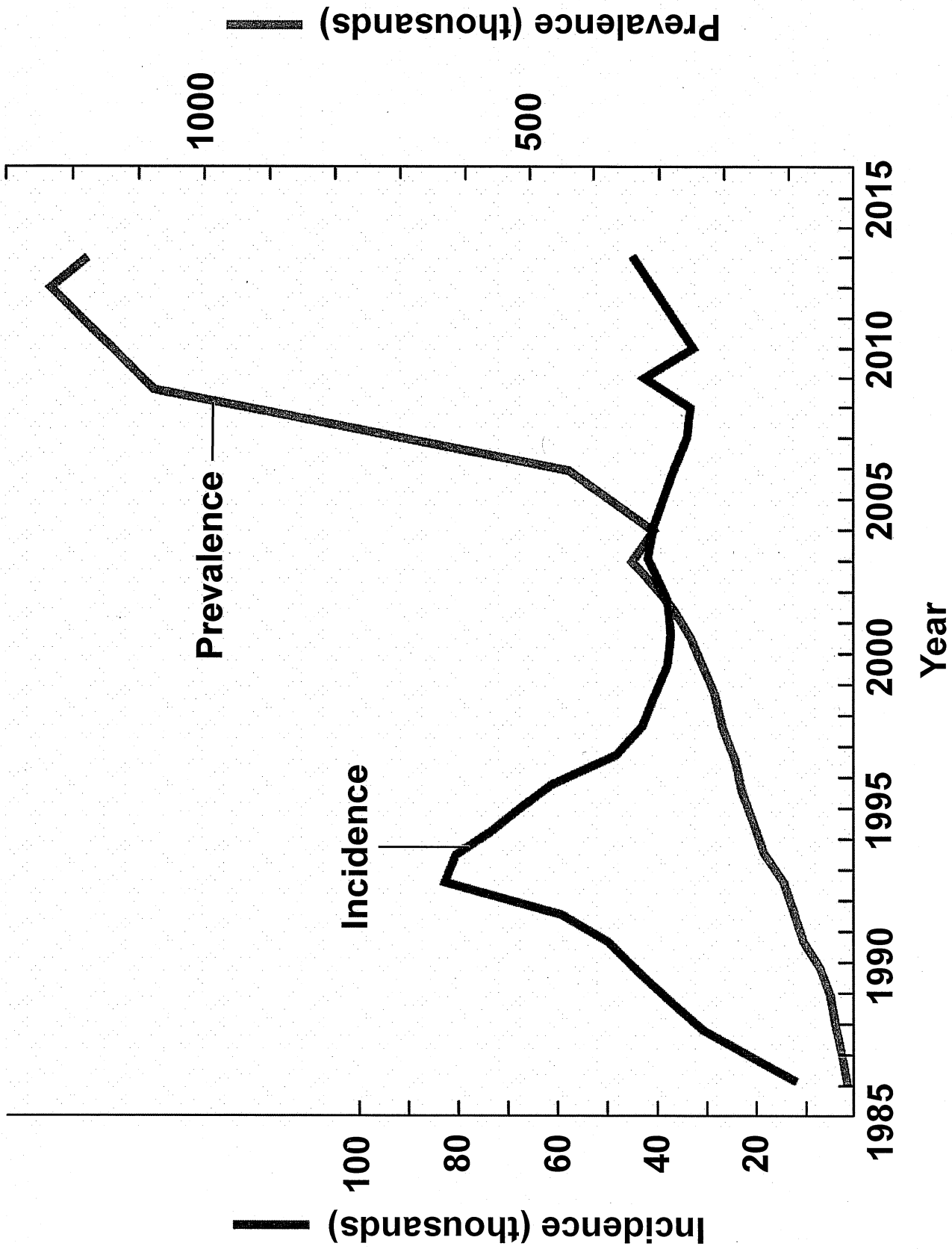
9  
Form the 5-digit code following the instructions and identify the microorganism using the Codebook.

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Assessment rubric for lab experiments:

<b>category</b>	<b>10 pts</b>	<b>8 pts</b>	<b>6 pts or less</b>	<b>no pts</b>
<b>lab technique (using prescribed technique and directions)</b>	performing technique as directed	adequate technique, usually following direction	poor technique, not following direction	absent from lab or no interaction with lab partner
<b>interactive and supportive of lab partner</b>	always interactive with partner	usually interactive with partner	not working much with partner, self-centered	"
<b>work area neat and organized</b>	organized, neat and tidy	usually neat and orderly work area	work area not organized, messy	"
<b>safety</b>	always follows safety rules	usually follows safety rules	not aware of safety issues, distracted, repeated violations	
<b>results</b>	excellent	satisfactory	not satisfactory	none

Figure 14.14 Curves representing the incidence and the estimated prevalence of AIDS among U.S. adults.



**Figure 14.15** Epidemiologists report data in a variety of ways.

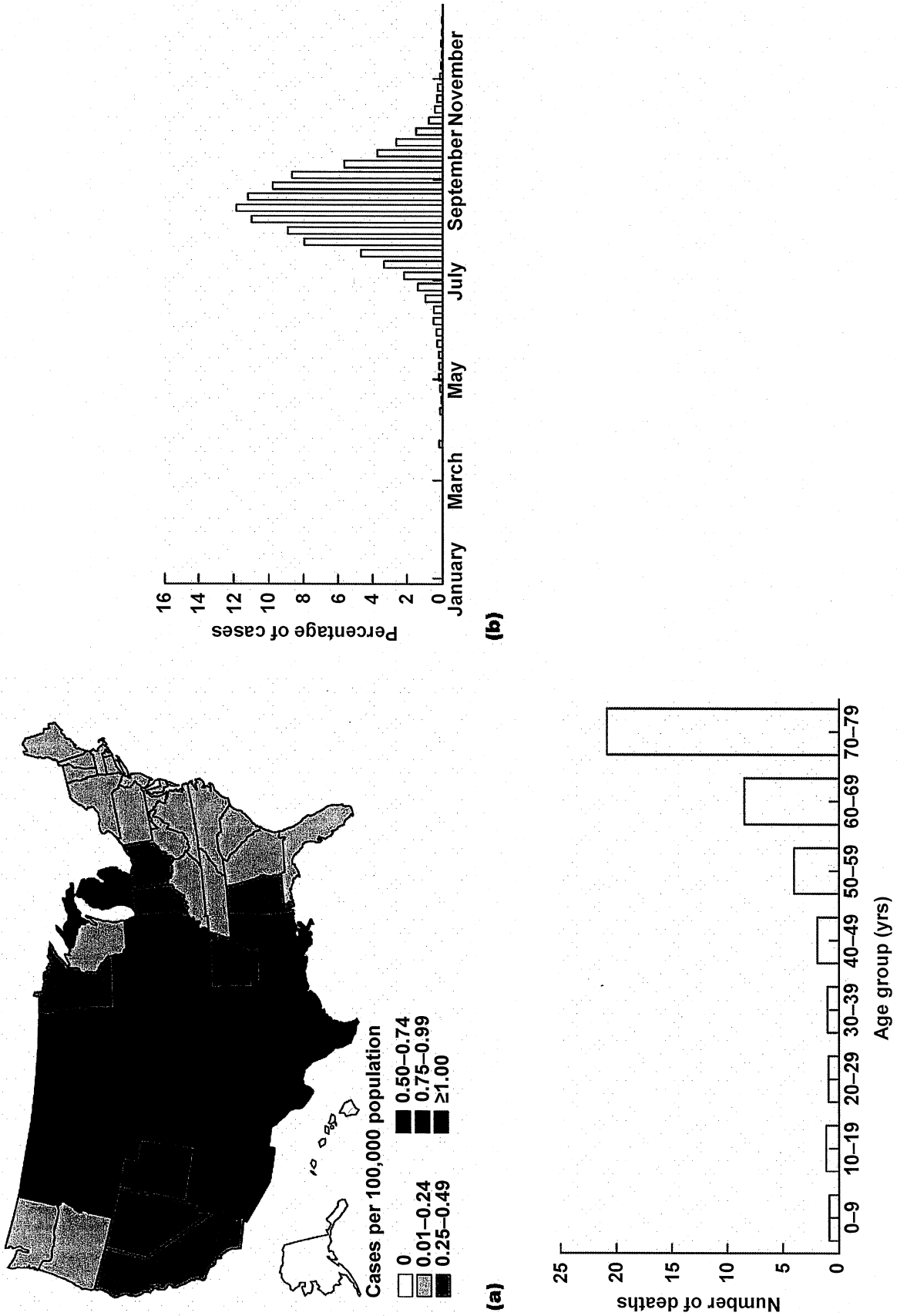




Figure 14.16 Illustrations of the different terms for the occurrence of disease.

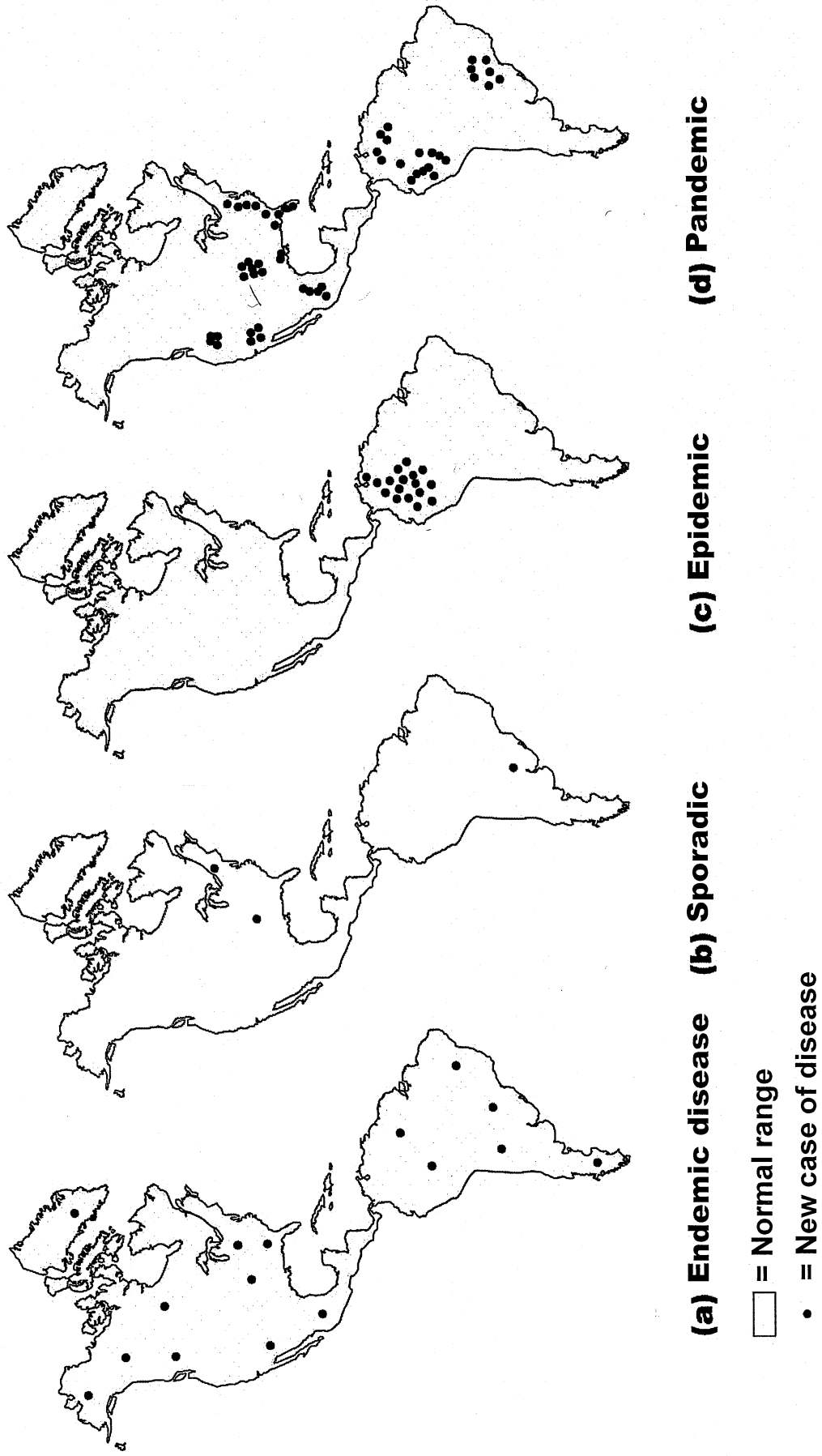


Figure 14.19 A map showing cholera deaths in a section of London, 1854.

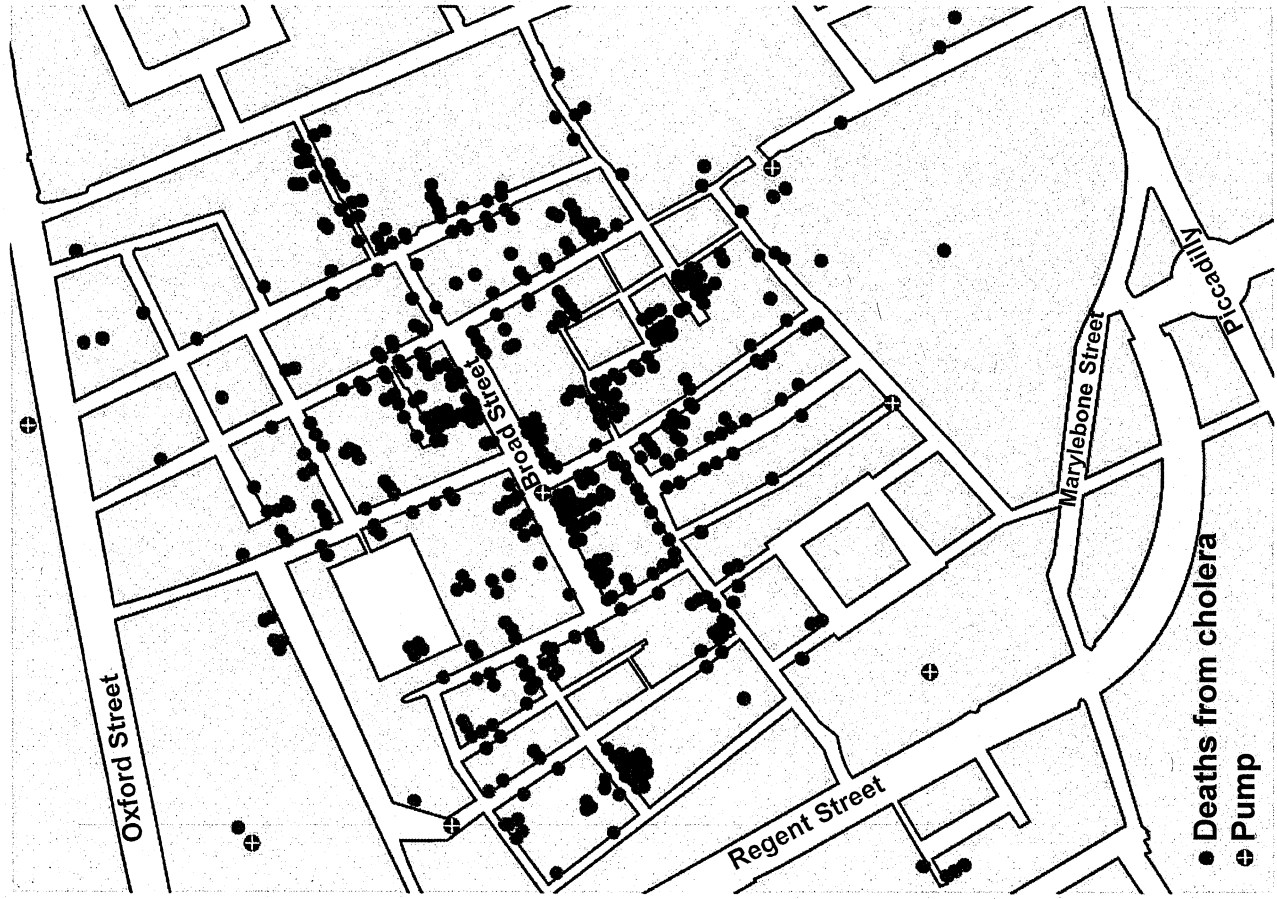


Figure 14.10 The stages of infectious diseases.

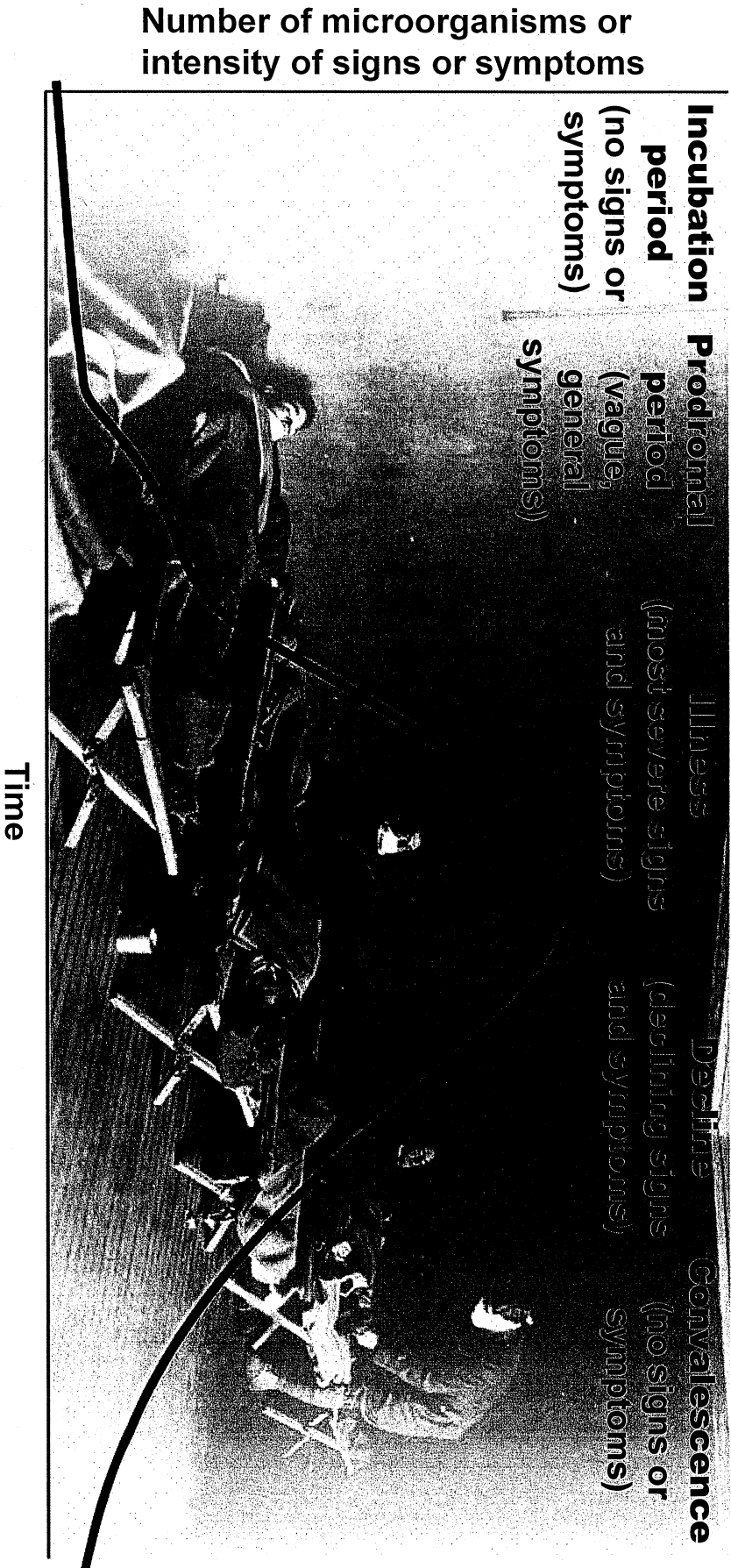
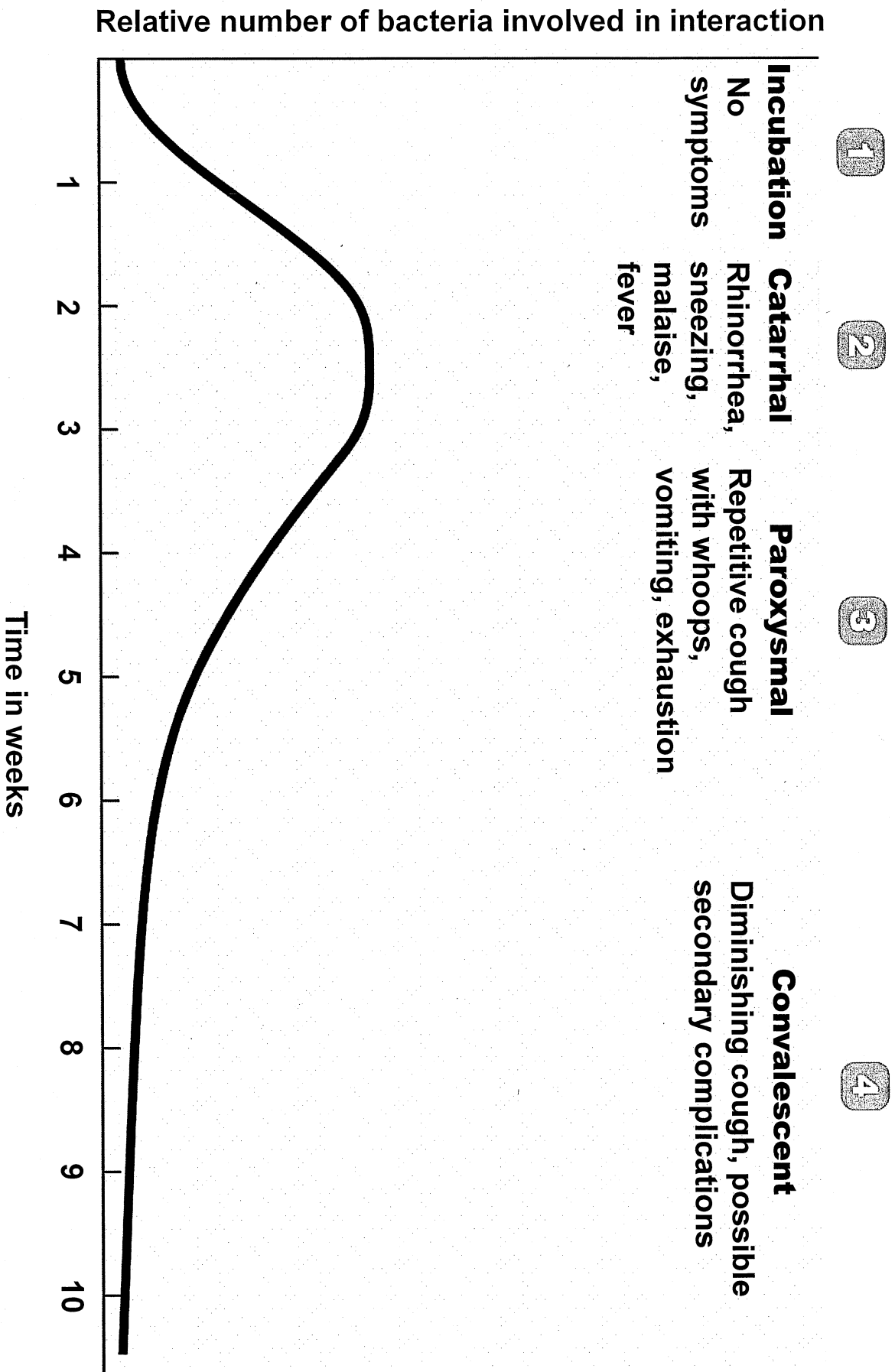


Figure 20.25 The approximate time course for the progression of pertussis.



micro essay rubric:

category	10 pts	8 pts	6 pts	0 pts
<b>ethics intercultural aspects of data collection</b>	recognition of professional ethics and cultural sensitivity	some understand of professionalism and cultural sensitivity	little recognition of ethics and cultural aspects	poor or none
<b>pathogen, reservoir and transmission</b>	deep understanding of the type of pathogen, its reservoir and transmission	adequate understanding of pathogen, reservoir, and transmission	little detail of pathogen, reservoir, and transmission	poor or none
<b>vaccination and treatment</b>	expresses detailed knowledge of vaccination and treatment possibilities	some detail on vaccination and treatment	very little detail on vaccination and treatment	"
<b>grammar, spelling, clear expression of thought</b>	excellent: detailed clearly though out, grammar and spelling excellent	good: clear thoughts, grammar and spelling ok	inadequate: not clearly written, grammar and spelling poor	"

**POLS 2120 International Politics**  
**Global Problem Assignment**  
**Due: Tuesday, 12/02/2019 (via UNMLearn)**

The purpose of this assignment is to give students the opportunity to apply international relations concepts and theories learned in class to a substantive topic of your choice. The student must choose a “global problem” (e.g., climate change, conflict, trade,...) or a “case” (e.g. U.S. 2020 elections, violent protests in Lebanon, flooding in Venice...)to investigate in this assignment.

Answer the following questions regarding your chosen global problem/case in your paper. The paper must be written in essay form. The paper’s suggested length is no shorter than 8 pages and no longer than 10 pages. All papers must be typed. Font size should be 12pt while the margins must be set at 1 inch. Double spacing or 1.5 spacing is allowed but papers may not be single-spaced. Make sure that the pages are numbered. Make sure that you define all key terms. Include a bibliography of sources used in your research. If a bibliography is not included and relevant information used cited, you will receive a grade of an “F” on the paper for plagiarism. This paper should be written as a formal essay and not a question and answer exam.

An appendix placed at the end of the paper that includes pictures, tables, graphs, and documents may be part of the paper. The title page, bibliography, and appendix are not included in the 8 to10 page limit. I will not read papers with more than 10 pages of text (not including the title page, bibliography, appendix) or lack a bibliography. Students may choose a citation style but should make sure that the use of it is consistent throughout the paper. **The papers are due Tuesday, December 2, 2019 via UNMLearn.**

The following questions should be address in your paper regardless of the topic chosen for your global problem/case. Remember, the assignment is not merely to answer the questions. These issues should be addressed in your formal essay.

1. Provide a brief history or overview of the global problem/case you have chosen.
2. Which global problem/case have you chosen? Why should the world care about this issue?
3. What is the extent of your global problem/ across the planet (e.g., geographic, population, economic)? Provide evidence (e.g., statistics, expert opinion).

4. Can key IR concepts help explain why the issue is of global concern? Consider the following concepts: a.) anarchy b.) sovereignty, c.) power.
5. Pick one IR theory. Describe its basic tenets. Apply this theory to your case. Evaluate whether, how, and to what degree this theory may explain the importance of your global problem/case in international relations.
6. In what ways do states affect and are affected by the global problem you have identified? Pick two countries. Describe and discuss the impact of this global problem on each country. (Each country's speech in the annual UN General Assembly Debates might be helpful).
7. How can a state's foreign policy be used to deal with this global problem? Describe and discuss how the two countries you selected in Question #4 used their foreign policies to address this problem.
8. How will your global problem impact the future of international relations?
9. How does your global problem/case affect or is affected by the 2020 Presidential election?

**Grading Rubric: The paper grade is an average of grades on each of the following dimensions:**

1. Quality and completeness of addressing the requirements in the guidelines sheet
2. Quality of research on the global issue/case chosen
3. Quality of IR analysis of the chosen global issue/case chosen
4. Quality Writing (How well written is your paper?)
5. Quality of Paper Organization (How well organized is your paper?)
6. Quality of Professionalism of Paper (e.g., typos, number pages, etc.)

## Stellarium Lab 2 (Seasonal changes in constellations)

Open up Stellarium. Make sure the Constellation lines, labels, and art are turned on by moving your cursor to the bottom of the screen and clicking on the three icons on the far left. In addition, make sure the Planet labels are on by clicking on the Planet icon.

Open the Date/time window (F5) and adjust your time so that it is midnight by changing the Julian Day to 0:0:00. Close the Date/time window and write down three constellations in the North, South, East and West directions in the table below under the month closest to you. Also note any planets that can be seen and the direction in which they can be seen.

Current month

North	South	East	West

Planets observable in any direction:

Open the Date/time window on the left menu bar. Advance the days in the Day column until you are viewing the sky in a month during the Summer (July), Fall (October), Winter (January), and Spring (April). Write down three constellations in the North, South, East, and West directions during each of these seasons. Also note any planets and their directions that can be seen.

October

North	South	East	West

Planets observable in any direction:



January

North	South	East	West

Planets observable in any direction:

April

North	South	East	West

Planets observable in any direction:

July

North	South	East	West

Planets observable in any direction:

Set the date using the Date/time window to the current date again. Now set the time to noon by changing the Julian day to 12:00:00. Turn off the atmosphere by clicking on the eighth icon from the left. This will darken the sky during the daytime. Once you are viewing the sky during the daytime, repeat the constellation activity above. Note that these constellations would not normally be visible because the sun's light is brighter than (and drowns out) any light emitted by these stars.

October

North	South	East	West

Planets observable in any direction:

January

North	South	East	West

Planets observable in any direction:

May

North	South	East	West

Planets observable in any direction:

July

North	South	East	West

Planets observable in any direction:

Explain in terms of the Earth's rotation why you see different constellations in the night and day. Are there any similarities in the constellations you see during the daytime and the nighttime?

Explain why the constellations are different or similar taking into the account the orbit of the Earth around the sun.

Return to your current time by moving the cursor to the bottom of the screen and clicking on the third symbol from the right (Set time to now).

Now open up the Date/time window (F5) and advance the years. Do not change the month or days. Do the constellations stay the same? Explain why the constellations do not seem to vary from year to year.

Do the planets stay the same? Explain why the planets stay or do not stay the same from year to year? You can turn on the planet orbits by selecting the "Sky and viewing option window (F4)" and then clicking SSO followed by "Show planet orbits". You can also turn off the horizon by clicking on Ground (G) and turn off the Atmosphere (A) using the bottom menu or typing the letters G or A. Turning off the Ground is similar to you floating in space, so the horizon will not block your view of the constellations and planets.

## **DANC 1110: Dance Appreciation**

### **Lecture Demonstration Analysis Worksheet**

Your answers will range in length from a few well-composed sentences to a short paragraph. This is a handwritten in class response and you will have time to complete this form at the end of the Lec/Demo. This form must be submitted complete at the end of the class period and will be evaluated by the instructor. We will have an open discussion regarding your answers during the following class. This worksheet will be weighted 70% and the discussion 30% of the total grade for this Lec/Demo presentation.

- 1) Summarize the plot of the short performance that opened the lecture demonstration. If you feel that there was no plot, describe the sequence of events in the performance and provide examples and evidence to support your claim that there was not a plot.
- 2) What themes or ideas was the piece trying to convey? How did the piece convey its ideas? Include at least two specific examples to support your answer.
- 3) Describe the movement of the piece? Was it fast and sharp? Slow and methodical? Etc. How did the movements and gestures contribute to your understanding of the short performance? Give specific examples.
- 4) What were some of the things that the dancer(s) did that made them, their character, or their movement particularly compelling?
- 5) Describe how the background information in the lecture contributed to your understanding of the performance and this style of dance?
- 6) Synthesize how your experience of trying some of the basic movements changed your understanding of this style of dance?
- 7) How did the costume support your understanding of the dance? Did that costume give you insight into the culture and values of this type of dance?
- 8) How did music contribute to your perception of the movement, mood, and theme?
- 9) What were your beliefs about this style of dance before the lec/demo? How did they change after the brief performance? How did they change after the lecture? How did they change after you tried some of the movements? If you felt your belief did not change at any point in this lec/demo please describe why, supporting your answer with evidence directly from today's lec/demo.

# HIST 1103 Introduction to Historical Study

## Sample Assessment: Primary Source Annotation

**Learning Competencies:** Distinguish between primary and secondary sources, critically evaluate historical sources through the practice of close reading.

**Instructions:** Sign up for [Hypothes.is](https://www.hypothes.is) and join our group, “Intro to Historical Study,” by following the directions posted in Blackboard. Please let me know if you need any help getting started or if you have any questions.

Once you’re ready to go with Hypothes.is, read the documents linked below and look at the Page Note I added with Hypothes.is on both. In the Page Note, I’ve posted questions that you should keep in mind as you add your annotations to the documents. Please read through mine and your peers’ annotations and respond to at least two with follow-up questions or additional ideas.

Documents providing two different perspectives on the history of the Pueblo Revolt of 1680:

- [“The Pueblo Revolt Against the Spanish”: A First Mesa Account](https://southwestcrossroads.org), at southwestcrossroads.org
- [“As They Had Been in Ancient Times”: Pedro Naranjo Relates the Pueblo Revolt, 1680](https://historymatters.gmu.edu), at historymatters.gmu.edu

The purpose of this assignment is to develop the skill of close reading, or the “thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc.” (from [Burke, “A Close Look at Close Reading”](#)). Remember when we read primary sources from the past, we need to ask questions of the source’s authorship, purpose, argument, and perspective, among others. For a refresher on distinguishing between primary and secondary sources and on the types of questions to ask of historical documents, review [this web page](#).

To annotate the documents, highlight specific phrases or sentences that you wish to ask questions about or comment on, and use the Hypothes.is tools to write your questions and thoughts.

Once you’ve completed your annotations review the conversations that we had in the margins and reflect on the ways that the activity helped you to read the documents more closely. What did you learn or consider that you might not have on your own? Add your reflections to the ongoing discussion forum on close reading located in Blackboard.

## Continental Drift Assessment

The following activities will be performed. These activities address critical thinking, quantitative skills, and personal and social responsibility.

1. Students will try to match paper cut-outs of continents or portions of continents (North America, South America, Africa, Antarctica, India, Australia, Eurasia) and determine if any of the continents fit together. Then students will compare their matches with the supercontinent Pangaea. Students will then answer the question.

Do the matches seem reasonable or far-fetched? Support your answer by finding credible research to support your position.

2. Students will identify similar types of fossils that have been found on different continents. Specific fossils that should be researched are Cynognathus, Mesosaurus, Glossopteris, and Lystrosaurus. Students will then answer the question.

Does this constitute substantive evidence that the continents were joined? Are there other reasons the fossils could be found on similar continents?

3. Are there other sources of support for continental drift? Students may find that ice sheets have been found on continents that would never support ice sheets at their current latitude. Magnetic minerals can also be used to support continental drift.
4. Current data from satellites show that continents could be moving at the rate of 2.5 cm/year.

If Pangaea existed 200 millions ago, could the current positions of the continents be justified given this speed and the age of Pangaea?

5. Find a map of tectonic plate boundaries. How are these boundaries identified? Do these methods to identify plate boundaries seem reasonable?
6. Compare your answers with other student teams. Did they use credible sources? Did they come up with reasons, logic, or calculations different than your teams?



# 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	<b>PORT</b>
Number	<b>2130</b>
Name	<b>Intermediate Portuguese I</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu

# 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.*

## **PORT 2130: Intermediate Portuguese I**

*(No NMHED Course Description, UNM Catalog Description below.)*

*Third-semester intermediate language course in which students further develop the skills of reading, writing, listening and speaking along with an examination of cultural aspects of the Portuguese-speaking world.*

### **Student Learning Outcomes:**

(No SLOs are provided by NMHED for this course, please enter course SLOs in the box provided in the next section below.)



## 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.*

- 1) Engage in conversations on a variety of familiar topics, relevant experiences, and current events with ease and confidence using context-appropriate, culturally relevant vocabulary, idiomatic expressions, and sentences in various timeframes and expressing different moods (indicative and subjunctive) (UNM Area VI, Competency 1, 2 and 3)
- 2) Handle social interactions in culturally appropriate ways in everyday as well as formal situations such as a job interview with ease and confidence, using context-appropriate vocabulary, idiomatic expressions and adequate grammatical structures (UNM Area VI, Competency 1)
- 3) Identify the main idea, central idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in various forms of oral, written and visual texts (UNM Area VI, Competencies 2, 3, 4)
- 4) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics, topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competencies 1, 2)
- 5) Write an essay in the target language in various timeframes and degrees of formality employing appropriate vocabulary in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestion.

## 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 *PORT 2130* resides: **Second Language**

#### 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. discuss organizational text features and author's perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity "Interpretive Reading Exam" appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 2130 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Intermediate Low Level of Proficiency). PORT 2130 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students' daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT2130 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has common rubrics for each section of PORT2130 for: 1. presentational speaking, 2. presentational writing, 3. interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Low Level of performance. PORT2130 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT2130 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Intermediate Low Level of Proficiency). The course has a common rubric for each section of PORT2130 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Intermediate Mid Level of performance. PORT2130 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

## **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.*



DEPARTMENT OF SPANISH AND PORTUGUESE

**SYLLABUS  
PORT 2130**

**Intermediate Portuguese**

**Spring, 2020**

Instructor:	Teaching Assistant	Email:
Office Location:	Ortega 305	Office Phone:
Office Hours:	TR 11:00-12:30	
Class Meeting Days:	TR 9:30-10:45	Class Time:
Class Location:	LLC 2 (Ortega)	

**Course Description**

PORT 2130 is the third semester Intermediate course within a Portuguese Beginning-Intermediate Language series, for students who have completed PORT 1120, PORT 2110 or equivalent. The course further develops the four skills of reading, writing, listening and speaking along with an examination of cultural aspects of the Portuguese-speaking world. In this course, you will continue to develop your ability to communicate in Portuguese in everyday situations. The course will use a textbook, an online platform, My Portuguese Lab (MPL) and a series of different materials, such as, movies, episodes of Brazilian TV programs, games, the Internet and music to promote the learning of Brazilian Portuguese. The course will be conducted in Portuguese through the use of communicative activities aimed at developing the four language skills: speaking, listening, reading, and writing. Active participation is required by all students both in class and online. Your grades will be based on chapter tests, final exam, attendance, participation (online and in class), homework, and oral presentation.

**Learning Outcomes**

By the end of PORT 2130, students will be able to...

- 1) Engage in conversations on a variety of familiar topics, relevant experiences, and current events with ease and confidence using context-appropriate, culturally relevant vocabulary, idiomatic expressions, and sentences in various timeframes and expressing different moods (indicative and subjunctive) (UNM Area VI, Competency 1, 2 and 3)
- 2) Handle social interactions in culturally appropriate ways in everyday as well as formal situations such as a job interview with ease and confidence, using context-appropriate vocabulary, idiomatic expressions and adequate grammatical structures (UNM Area VI, Competency 1)
- 3) Identify the main idea, central idiomatic expressions and most details on a wide selection of familiar topics described in various timeframes and degrees of formality in various forms of oral, written and visual texts (UNM Area VI, Competencies 2, 3, 4)



- 4) Write in various timeframes and degrees of formality in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics, topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competencies 1, 2)
- 5) Write an essay in the target language in various timeframes and degrees of formality employing appropriate vocabulary in the format of paragraphs that include logically sequenced sentences and some supportive details about familiar topics or topics of interest and/or current events where they can express experiences, reactions, viewpoints and offer suggestions (UNM Area VI, Competency 1)
- 6) Organize an essay in a coherent manner with the appropriate rhetorical segments so that the content conveys the main points to the reader (UNM Area VI, Competencies 1, 2, 3)
- 7) Evaluate and discuss and express opinions about various topics, themes and current events related to Brazilian culture and society and compare them to their native culture and society (UNM Area VI, Competency 7)

**Texts:**

THREE CHAPTERS (*Lição 9 to lição11*) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You immediately have access to your digital course materials on the first day of class. To gain access, go to your UNM Learn course and click on RedShelf folder. There, you will find the more information, instructions, and the link to redeem your My Portuguese Lab access.

**Course Requirements:**

Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>Participation</b>	<b>15%</b>
<b>Homework (MPL)</b>	<b>20%</b>
<b>Compositions (2)</b>	<b>20%</b>
<b>Chapter tests (3)</b>	<b>20%</b>
<b>Oral Final Exam</b>	<b>10%</b>
<b>Final Exam</b>	<b>15%</b>

**Grading Scale**

A+ 97-100%	B+ 87-89.5%	C+ 77-79.5%	D+ 67-69.5%	F 0-59.5%
A 93-96.5%	B 83-86.5%	C 73-76.5%	D 63-66.5%	
A- 90-92.5%	B- 80-82.5%	C- 70-72.5%	D- 60-62.5%	

**GENERAL COURSE POLICIES:**

It is the student’s responsibility to have an active role in the learning process by completing all the required assignments BEFORE coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students’ proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class DAILY. This preparation will require students to study and/or complete the day’s assignment PRIOR TO coming to class that day. This preparation will be included as a major part of the class participation grade.

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding THREE absences (TR classes), regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- **Please DO NOT schedule work or doctor's appointments during class time or during the FINAL EXAM.** It is your responsibility to ensure that you are not scheduled to work during class time or during the **FINAL EXAM** (schedule to work during your final exam is not justifiable you have plenty of time to arrange this date: **Tuesday, May 14th**, 3:00 to 5:00pm, location TBA).
- The instructor reserves the right to drop a student from this class due to poor attendance, but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is your responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992)

(<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the

assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Marina Todeschini, and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

**Accommodation Statement:** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

**Cell Phones and Technology (Suggested)** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab (MPL) announcements, documents, and their **UNM e-mail** on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2) organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu/>). Be aware that MPL platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM's classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

## **ASSIGNMENTS & COURSEWORK:**

### **I. PARTICIPATION (15%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class, but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (20%)**

There will be **online** homework assignments due each end of lesson. Due dates for these assignments are in MyPortugueseLab (MPL) calendar. All the audio and video will be also available on the MPL website (<http://myportuguese lab.com>). Plan ahead and do not wait until the last moment to do your homework. Technical problems and sudden emergencies are not valid excuses for turning homework in late. It is suggested that you do homework using Microsoft Internet Explorer using the Microsoft Windows operating system or Safari in Macintosh systems due to known compatibility issues with other setups. You

may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- After completing your online homework you should press SUBMIT at the bottom of the activity page. The computer will automatically assign you a grade for certain activities and your instructor will input the grades for others (when applicable). You must do your homework according to the syllabus due dates because, while the computer will allow you to send late homework, your instructor will not grade it. **Verify that the system has recorded your grades once you have completed your homework, before the assignment deadline.**
- **Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

#### IV. COMPOSITIONS (20%)

There will be 2 compositions during the semester. The first draft of composition #1 (Presentational writing submission) will be written during class time (one class period of 50 minutes). The second and final draft of composition will be completed at home with the help of your teacher's comments. The second composition will be part of the course final project and will be a take-home assignment to be completed outside of class. The second draft of the composition has a maximum value of 10 points (to be added from the grade in the first draft). The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be available at your UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor. After your instructor corrects the first version and assigns it a grade, you will make the corrections and turn in the final version **with** the first draft attached.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Compositions must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

#### V. TESTING

There will be no make-ups for any exams. Note that all assignments are important. Earning good grades on exams does not guarantee an overall good grade. Cell phones or other electronic communication devices are entirely prohibited during exams. **Please note all exam dates, as specified in the calendar, at the beginning of the semester AND schedule work, doctor's appointments, and vacation plans accordingly.** Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

- **Multi Skill based Chapter Tests (20%):** There will be two 50-minute evaluations. These are not cumulative and will cover the main points of the chapters being studied. **The dates of these exams**

are stated in the syllabus. Each exam has a different focus: Exam # 1 focuses primarily on grammar infused in listening and vocabulary, and Exam # 2 emphasizes reading and writing skills.

- **Oral Final Exam (10%):** An oral exam in Portuguese will be administered at the end of the semester based on the content studied throughout the course. Your instructor will announce details in class and instructions will be provided via UNMLearn.
- **Final exam (15%):** The two-hour Final Exam is comprehensive and will consist of the following sections: vocabulary, structure, reading, and writing. It will be administered on **Tuesday, May 14th, 2020, 3.00-5:00pm. Location to be announced.**
  - **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**
  - **Waiver/Exception to take Final Exam: If a student has earned an A (93 or higher) by the last day of classes (Thursday, May. 9<sup>th</sup>), s/he may be exempted to take the final exam. This exception is only applicable on individual cases when the abovementioned criteria are met.**

**VI. EXTRA CREDIT (up to 3 points of extra credit added to PORT 2130 final grade):**

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club and Portuguese Department. Activities will add 1 point per event onto the student’s final grade with a maximum possibility of receiving 3 points.

**SCHEDULE OF ACTIVITIES**

Tentative Class Program			
<i>BLUE=Chapter Tests/Compositions/Exams</i>		MyPortugueseLab (MPL) / Text Book (TB)	
DATA	TEMAS DA AULA	TAREFA	
<b>Lição 9: O Trabalho e os Negócios</b>			
<b>SEMANAS 1-2</b>	22 de janeiro TUE	Syllabus and class program UNM Learn If you need help with MPL registration, go to ORTEGA LAB on Tuesday, Janeiro 22th (LAB 3 and 4, 9am-12.30pm)	
	24 de janeiro THUR	Introduction to course; Syllabus and self-presentation TB p.4.	
	29 de janeiro - TUE	TB p. 340–343 (Jobs and business; professions; personal characteristics).	MPL
	31 de janeiro THUR	TB p. 344-346 (Job interview).	MPL
	5 de fevereiro - TUE	TB p. 347-350 (Use of “SE” as impersonal subject).	MPL

	7 de fevereiro - THURS	TB p. 350-354 (More on the preterit and the imperfect)	MPL
	12 de fevereiro - TUE	TB p. 355-356 (More on interrogative pronouns) and p. 357-360 (Commands).	MPL
	14 de fevereiro THUR	CHAPTER TEST REVIEW	
SEMANA 5-6	19 de fevereiro - TUE	<b>INTERPERSONAL SPEAKING</b> (video submission via UNMLearn <b>DUE TODAY AT 5.00pm</b> )	<b>Chapter Test #1</b>
	<i>Lição 10: A Comida</i>		
	21 de fevereiro THUR	TB p. 376-378 (A comida, no supermercado)	
	26 de fevereiro - TUE	TB p. 379-382 (À mesa; onde compramos?; receitas).	
	28 de fevereiro THUR	TB p. 383-388 (The present subjunctive; the subjunctive used to express wishes and hopes).	MPL
SEMANA 7	5 de março - TUE	REVIEW for Composition #1 (Cultural activity – writing)	
	7 de março THUR	<b>In-class COMPOSITION # 1</b> <b>Presentational Writing Submission (50 minutes)</b>	
	<b>SPRING BREAK</b>		
SEMANA 8	19 de março - TUE	CHAPTER TEST REVIEW	MPL
	21 de março THUR	<b>Chapter Test #2- lesson 11 (video submission via UNMLearn DUE TODAY AT 5.00pm)</b> <b>Traditional Language assessment</b>	<b>Chapter Test #2</b>
SEMANAS 9-10	26 de março - TUE	Cultural Activity	
	<i>Lição 11: A saúde e os Médicos</i>		
	28 de março THUR	TB p. 389-395 (The subjunctive with verbs and expressions of doubt and more on commands).	MPL
	2 de abril - TUE	TB p. 412-414 (As partes do corpo e as doenças).	
	4 de abril THUR	Classroom activities based on previously-presented materials	<b>Second (Final) Draft Presentational Writing Due</b> (m 10 points added to grade from draft)
SEMANA 11-12	9 de abril - TUES	TB p. 414-418 (A saúde e os médicos).	MPL
	11 de abril THUR	TB p. 419-422 (The subjunctive with expressions of emotion).	MPL
	16 de abril - TUE	TB p. 423-425 (The equivalents of the English “Let’s”).	MPL

	18 de abril - THUR	Classroom activities based on previously-presented materials	
SEMANAS 13-14	23 de abril - TUE	TB p. 425-432 (Review of “por” and “para;” additional uses of “por” and “para”; and relative pronouns).	MPL
	25 de abril THUR	Classroom activities based on previously-presented materials	
	30 de abril	<b>In-class- Interpretive reading submission (50 min)</b>	
	2 de maio THUR	ORAL EXAM PRESENTATIONS (Second part of Final Project)	<b>Second (Final) Draft Composition #2 Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)
SEMANA 15	7 de maio - TUE	ORAL EXAM PRESENTATIONS (Second part of Final Project)	
	9 de maio THUR	REVIEW for Final Exam <i>Instructor will provide updated information about course performance (grades, extra-credit, attendance, and absences)</i>	MPL
	14 de maio	<b>Exame Final: Tuesday, May 14, 3pm-5pm Location TBA</b>	

**Appendix 1**  
**Interpretive Reading Submission – PORT 2130**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts



## SAÚDE PÚBLICA: UM PANORAMA DO BRASIL

A saúde pública no Brasil, como sabemos, é muito completa e alcançou resultados bastante positivos desde que o Sistema Único de Saúde foi criado, porém enfrenta inúmeras dificuldades, comprometendo a qualidade do atendimento à população. Além disso, em um país de dimensões continentais e tão heterogêneo, a saúde, assim como outros aspectos (educação, segurança) é bastante discrepante no território.



Nesse conteúdo vamos explicar um pouco sobre o panorama da saúde pública atual e os principais desafios que o SUS enfrenta atualmente. Ficou interessado? Vamos lá.

A saúde no Brasil se divide hoje em pública e suplementar. A saúde pública está estruturada dentro do Sistema Único de Saúde, mais conhecido como SUS, já a saúde suplementar é a saúde privada, que compreende os planos de saúde. Atualmente, 75% dos brasileiros dependem exclusivamente do SUS, o restante da população utiliza a saúde privada.

Mesmo que algum cidadão opte por utilizar a saúde privada e adquira um plano de saúde, seja individualmente ou por convênio da empresa em que trabalha, ele não perde o direito de utilizar o SUS. Afinal, um de seus princípios é a universalidade, que significa que todos os brasileiros têm direito aos serviços de saúde.

É interessante notar a discrepância dos valores investidos nesses dois casos. Em uma de suas palestras, Dráuzio Varella mostra que o SUS investe cerca de R\$ 103 bilhões por ano e atende 75% da população brasileira, já a saúde suplementar, que atende apenas 25% dos cidadãos, investe R\$ 90,5 bilhões. Isso quer dizer que os gastos por paciente são, em média, três vezes mais altos na saúde suplementar do que na saúde pública.

Atualmente, segundo dados do Conselho Federal de Medicina, o Brasil conta com 453.726 médicos. Esse efetivo foi alcançado após a abertura de diversas escolas de medicina nos anos 1970. Além disso, outros fatores contribuíram para o aumento no número desses profissionais, como o envelhecimento da população – e consequentemente maior demanda por serviços médicos – e a criação do SUS.

Historicamente, o número de homens médicos sempre superou a quantidade de mulheres, mas esse cenário vem se alterando. Em 2009, pela primeira vez, o Conselho Federal de Medicina recebeu mais registros de mulheres do que de homens. No total de registros, dados de 2014 mostravam que 42,5% dos médicos eram mulheres e 57,5% eram homens.

Vários estudos apontam a escassez ou ausência de médicos em diversas regiões do Brasil. Isso acontece especialmente em regiões mais afastadas dos grandes centros urbanos, onde normalmente as estruturas para o atendimento à população são mais precárias. Por outro lado, há uma grande concentração de médicos nas capitais, onde há mais serviços de saúde e mais oportunidades de trabalho.

Segundo a Organização Mundial da Saúde, agência da ONU especializada em saúde, o parâmetro ideal de atenção à saúde é de 1 médico para cada mil habitantes. O Brasil supera essa razão: hoje, são 2,11 médicos para cada mil habitantes. Porém, devido a essa concentração, a distribuição pelo território brasileiro é bastante desigual.

1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Population:
2. Health Care:
3. Inhabitant:
4. Uneven:
5. Sustainable:
6. Resources:
7. Additional:
8. Medicine:
9. Studies:
10. Public:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What does SUS stand for?
- B. Why the distribution of doctors in Brazil is so uneven?
- C. How does the health care system is divide in Brazil?
- D. How many doctors are in Brazil, according to article?
- E. What is the role of the supplementary health in the system in Brazil?
- F. Why Brazil faces difficulties in the Health System?
- G. how is the gender difference between doctors presented in the article??

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “Vários estudos apontam a escassez ou ausência de médicos em diversas regiões do Brasil”

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2. “É interessante notar a discrepância dos valores investidos nesses dois casos. ”

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3. “Além disso, em um país de dimensões continentais e tão heterogêneo, ”

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- 4) Main Ideas. Using information from the text, provide at least two of the main ideas in your own words using English. (3 points each, 6pts)

Main Idea#1:

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Main Idea #2:

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- 5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Pros and Cons
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

- 6) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)
- A. Brazil has a public health system.
  - B. Brazil only has a private health system.
  - C. There is no significant difference between men and women when it comes to occupying vacancies as doctors.

- 7) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1.Quando foi implementado o Sistema Único de Saúde? Quais são as dificuldades encontradas neste sistema?

- 8) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts)

**Appendix 2**  
**Presentational Writing Submission - PORT 2130**

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100    VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 50 minutes to complete this writing activity with a pencil. We recommend you that you write for 35 minutes and use the last 10 minutes to revise and edit your composition (spelling, grammar...).**

**For this version of the Redação 1, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY'S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version outside of class. You will be allowed to use your textbook for revisions. This first version of REDAÇÃO1 counts for 100% of your grade and your final draft will possible add 10% to the final grade. However, grades cannot exceed 100 points.

**VOCABULÁRIO:** A comida **GRAMÁTICA:** The present subjunctive; the subjunctive used to express wishes and hopes. **GÊNERO:** Texto Descritivo.

Você se lembra da nossa aula sobre a ida ao supermercado? Nesta redação você vai ter a oportunidade de escrever um pouco sobre a importância de escolher um bom local na hora de fazer a compra de gêneros alimentícios. Você pode escolher qualquer tipo de comida. Também quero que você faça projeções e as justifique.

Você pode utilizar toda a gramática que estudamos até agora, mas deve explorar o uso do presente do subjuntivo e do “subjunctive used to express wishes and hopes.”

Boa sorte!

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Western Civ.  
Fall 2019  
Dr. Orozco

### **Take-home Exam**

Using the reading and class discussion prepare a balanced and well organized essay on the following question. The essay must consist of two entire pages (no more and no less). Papers shorter than two pages will be graded down by a letter grade. Papers longer than two pages will be graded down by a letter grade.

Your paper must be double spaced, size 12 Times Roman font, and computer-generated. Any papers with spaces in between paragraphs will be graded down by a letter grade. Essay must use three primary sources, endnotes, and a bibliography. Do not use a cover-sheet. Use MLA style. Incorrect MLA format will be graded down. Indent five spaces for a paragraph or points will be deducted.

Please feel free to share a draft, outline, or introductory paragraph with me. You may email me or call me or visit with me. You have two weeks to write your paper. Late policy applies. Paper is due on Wed. Oct 2 at 1 pm. I will review one version of your paper but only before Monday Sept. 30 at 5 pm.

Be sure to answer the question directly.

1. To what extent did equality exist in Hebrew, Macedonian, and Egyptian civilizations? Be sure to address politics, economics, and gender for each civilization.

Paper should look like this:

Juanita Doe

Dr. Cynthia E. Orozco

Hist. 121

3 Oct. 2018

Equality in Ancient Civilizations



# 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	<b>PORT</b>
Number	<b>1110</b>
Name	<b>Elementary Portuguese I</b>

## Contact Information

Name	Paulo Dutra
Title	Assistant Professor
Phone	9362298755
Email	pdutra@unm.edu

# 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.*

## **PORT 1110: Elementary Portuguese I**

*Designed for students with no previous exposure to Portuguese, this course develops basic listening, speaking, reading, and writing skills. This is an introductory course aimed at teaching the student to communicate in Portuguese in everyday situations.*

### **Student Learning Outcomes:**

1. Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
2. Students can handle most short social interactions in everyday situations by asking and answering simple questions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and sometimes understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.
8. Students can make connections between beliefs, behaviors and cultural artifacts of the Portuguese-speaking world, and make informed cross-cultural comparisons.



## **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 *PORT 1110* resides: **Second Language**

#### 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.

##### **Communication**

**Genre and Medium Awareness, Application, and Versatility:** Identify and communicate in various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i.e., attending to audience, purpose, and context).

**Strategies for Understanding and Evaluating Messages:** Apply strategies such as reading for main points; seeking key arguments, counterarguments, rebuttals; locating supportive documentation for arguments; reading with a specific stakeholder lens; applying a theoretical lens (e.g. cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation (audience, purpose, and context).

**Evaluation and Production of Arguments:** Evaluate the authority of sources in their own arguments and those of others; distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, integrate support for their own claims with information from sources that are used and cited ethically and appropriately (using a major citation system such as MLA and APA).

## Personal and Social Responsibility

**Intercultural reasoning and intercultural competence** Explain a range of personal, social, cultural, or social justice issues as they relate to one's own or others' perspectives.

**Sustainability and the natural and human worlds** Examine the relationship among environmental, socio-cultural, political, and economic systems as they interact with and affect the sustainability of the natural and human worlds.

**Ethical Reasoning** Describe shared ethical responsibilities or moral norms among members of a group. Explain ethical issues or propose solutions based on ethical perspectives or theories.

**Collaboration skills, teamwork and value systems** Demonstrate effective and ethical collaboration in support of meeting identified group goals. (Accountability is implied with "ethical.")

**Civic discourse, civic knowledge and engagement -- local and global** Explain and support one's own position on specific local or global issues while recognizing that there may be multiple valid perspectives.

## 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.*

Students will develop their critical thinking skills in reading and writing in Portuguese through class discussions, graded homework assignments, interpretive reading-based activities and group work. Language instructors follow a noticing approach with practice reading and writing workshop assignments in class so that students are able to: 1. identify the main idea of text (different kinds of genres are incorporated in class discussions), 2. ask and discuss questions related to the main idea of text in groups, 3. identify supporting details from the texts in order to acquire evidence of their argumentation 4. guess meaning from context, 5. Discuss organizational text features and authors perspectives, 6. compare cultural perspectives from the text and student's local communities and 7. discuss personal reaction to texts. Item 1 above focuses on Problem solving, Items 2 to 5 address evidence acquisition based on reading in Portuguese, and Items 6 and 7 focus on evidence evaluation and reasoning/conclusion. All the items above are integrated in reading practice assignments and exams in the course (see attached sample testing activity; Interpretive Reading Exam; appendix 1). Interpretive Reading based activities are complemented throughout the course with different Presentational Writing assignments (see a sample appendix 2) where students address a given prompt and write a short essay in Portuguese. Instructors assess critical thinking using a common PORT 1110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and performance Descriptors for Novice High Level of Proficiency). PORT 1110 course rubric for the assignments are aligned with dimensions of the UNM Assessment Critical Thinking Rubric as well. The course has a common rubric for interpretive reading and presentational writing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice high performance level in Portuguese. There is also a gradebook conversion chart on the full rubric to be used for course grades. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

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

Communication genre and medium awareness are addressed in every language classroom activities and homework assignments throughout the course. Every class period incorporates exercises that expose students to all four language skills (listening, reading, speaking and writing) and three modes of communication (interpretive, presentational and interpersonal). Instructors select audios and readings on the target language that focus on communicating in Portuguese about aspects of everyday activities that are directly related to students; daily life routine (class schedules, family, friendships, hobbies...). Listening and Reading follow-up comprehension tasks help students, in the course, to develop strategies for understanding and evaluating the information that is presented to them in Portuguese. In addition, group discussions in class (presentational and interpersonal speaking activities) stimulate students to perform real-life tasks when interacting with others. Finally, students produce and apply vocabulary in Portuguese and construct sentences when drafting the presentational writing activity (writing as a process involving a first and a final draft - cf. writing assignment in attached course syllabus). In the case of web-based discussion posts, students evaluate and produce different arguments when developing interpersonal writing skills that are adequate to both the context of the topic of discussion and the written conventions in Portuguese. Language instructors assess communication using a common PORT1110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Novice High Level of Proficiency). The course has common rubrics for each section of PORT1110 for: 1. presentational speaking, 2. presentational writing, 3. Interpersonal speaking and 4. interpersonal writing with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice High performance level. PORT1110 course rubric for these four assignments is also aligned with dimensions of the UNM Assessment Communication Rubric. Moreover, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments. In addition to rubrics to assess speaking and writing in Portuguese and presentational and interpersonal modes of communication, a common rubric is also employed for listening and reading comprehension for interpretive mode of communication (cf. listening and reading sections in Traditional Language Assessment and Final exam in attached course syllabus).

**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.*

There is one Interpersonal Testing Activity in the course that focus on personal and social responsibility essential skill: INTERPERSONAL SPEAKING activity. During class discussions, students work in small groups in order to compare and evaluate their individual journal reflections and exchange information regarding the similarities and differences in their descriptions of downtown areas in their childhood hometowns and the ones found in Brazilian culture. The interpersonal speaking assignment includes a collaborative dialogue in the form of a video conference interview with a native speaker of Portuguese (civic discourse, knowledge and engagement). Students in the class will record the interview in Portuguese about childhood memories of local cities by different Brazilian community members. For the follow-up activity in classroom, instructors summarize the similarities and differences of downtown areas in chosen cities within the Brazilian community at-large as a way to facilitate reflections about the importance of inclusion and civic engagement practices that are responsive to different local and global community needs and practices. Language instructors assess communication using a common PORT1110 course rubric that is aligned with the language proficiency expectations of the course (following American Council of Teaching Foreign Language Proficiency Guidelines and Performance Descriptors for Novice High Level of Proficiency). The course has a common rubric for each section of PORT1110 for: 1. interpersonal speaking testing assignments with criteria for Strong/Exceeding Expectations, Good/Meeting expectations, Developing/Approaching Expectations of the targeted Novice Mid performance level. PORT1110 course rubric for this assignment is directly aligned with dimensions of the UNM Assessment Personal and Social Responsibility Rubric. In addition, there is a gradebook conversion chart on the full rubric. Instructors address all aspects of the rubric during in-class practice workshop activities as a way of modeling expected outcomes in testing assignments.

## **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.*



**PORT 1110-01 - Elementary Portuguese I  
Fall 2019**

**Course Information:** MWF 10.00am-10.50am, MITCH 202

**Instructor and contact information:**

**Office Hours:**

**Course Coordinator:**

**1. COURSE DESCRIPTION AND STUDENT LEARNING OUTCOMES:**

Portuguese 1110 is designed to introduce you to Brazilian Portuguese and develop your language skills in speaking, listening, reading and writing. In this course you will develop your ability to communicate in Brazilian Portuguese in everyday situations. The course requires regular classroom participation and approximately **two to six hours of outside preparation (listening, writing, reading, and grammar study) per week.**

By the end of PORT 1110, you will be able to...

- 1) Engage in simple exchanges in culturally appropriate ways on familiar topics using contextualized words, phrases, common idiomatic expressions, and simple sentences in highly practiced situations
- 2) Participate in short social interactions in culturally appropriate ways in everyday situations by means of asking and answering simple questions about people, places, things and other very familiar topics
- 3) Fill out simple forms and schedules with basic personal information and write short messages and descriptions about themselves and others using learned phrases and expressions such as likes and dislikes in students's favorite subjects
- 4) Identify the main idea and some details in a variety of oral, written texts and media on familiar topics in a variety of formats and genres

**2. REQUIRED COURSE MATERIALS:**

FIVE CHAPTERS (*Lição preliminar to lição 4*) of *Ponto de Encontro: Portuguese as a World Language*, Second Edition, 2013. Author: Klobucka, Ana M. You must immediately have access to your digital course materials on the first day of class. To gain access, go to your UNM Learn course and click on RedShelf folder. There, you will find more information, instructions, and the link to redeem your My Portuguese Lab access.

Course code: *CRSKLIE-736311*



3. **GENERAL COURSE POLICIES:** It is the student's responsibility to have an active role in the learning process by completing all the required assignments BEFORE coming to class and by participating in class. Class is conducted almost exclusively in Portuguese through natural, though somewhat simplified, language that is tailored to the needs of the students' proficiency level. This allows students to further develop and improve their language skills. Students will be held responsible for preparing for class DAILY. This preparation will require students to study and/or complete the day's assignment PRIOR TO coming to class that day. This preparation will be included as a major part of the class participation grade.

**Attendance-Absences & Make-ups:** Daily attendance is essential for improving your skills in Portuguese. No matter what the reason for the absence, failure to attend class always results in missed opportunities to listen and speak Portuguese. Attendance policies are strictly enforced.

- Homework missed due to a justifiable absence (such as illness, death in the family, military orders, etc.) may be made up with appropriate documentation (doctor's note, original medical invoice, death notice, copy of military orders, etc.) and instructor approval. **No credit will be awarded for missed assignments due to unjustifiable absences. Students are expected to inform their instructor of an extended absence (via email or by phone) in a timely manner.**
- **Make-ups are not permitted for scheduled exams and chapter tests unless you have appropriate documentation.** It is your responsibility to present this documentation to your instructor on the day you return from your absence. Documentation will not be accepted after ONE WEEK.
- **Every absence exceeding FIVE absences (MWF classes), regardless of the reason, will result in a 1 POINT reduction from the student's final grade in the course.**
- Two late arrivals to class will count as one absence. Late arrivals are disruptive not only to your learning, but to your classmates' learning. You are expected to arrive to class on time.
- **Please DO NOT schedule work or doctor's appointments during class time or during the FINAL EXAM. It is your** responsibility to ensure that you are not scheduled to work during class time or during the **FINAL EXAM** (schedule to work during your final exam is not justifiable, you have plenty of time to arrange this date: **Monday, December 9th, 12:30 to 2:30pm, location TBA.**)
- The instructor reserves the right to drop a student from this class due to poor attendance but is not required to do so. **If you decide to stop attending class and do not wish to receive a grade of F, it is your responsibility to be advised of deadlines and drop the class by the appropriate date.** If you have a death in the immediate family or experience a critical illness or traumatic life event, you should contact the Office of the Dean of Students for assistance (<http://dos.unm.edu/>).

**Academic Integrity and Academic Misconduct** (Adopted by the President June 15, 1992) (<http://pathfinder.unm.edu/common/policies/academic-dishonesty.html>): "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."

The Department of Spanish and Portuguese considers academic misconduct to be a serious matter affecting the integrity of the student, the instructor, the department, and the university. Therefore, academic integrity will be the expected behavior for each student in all areas of class participation and class work for Portuguese classes. Students are expected to be familiar with the *Student Handbook* policies regarding academic misconduct. Some examples of academic misconduct include (but are not limited to) using online translation programs; receiving help from a friend/relative/tutor (different from a CAPS tutor) on a

composition similar assignment; using unauthorized notes/web based resources on exams; copying from another student during an exam or quiz; turning in identical work for take-home compositions; and plagiarizing. Under no circumstances is another person to write an essay for a student or contribute to the ideas and/or Portuguese grammar of individual assignments. For collaborative or group work, instructors issue guidelines on what is appropriate. Instructors may also ask our students to declare the amount of assistance they have received on any written or oral assignment. You should especially be aware that the penalty for an offense of academic misconduct ranges from a zero or an "F" for the assignment (and no extra credit possibilities awarded) to an "F" for the course. If suspected academic misconduct is proven, the matter will be referred to the Portuguese Coordinator, Dr. Paulo Dutra and you will be penalized. The Department of Spanish and Portuguese will determine the degree of the penalty in consultation with the Departmental Chair. If you have any questions about what constitutes academic dishonesty, please ask your instructor.

**Accessibility Services:** “It is the student's responsibility to inform Accessibility Resource Center and his or her professors in a timely manner of the need for an accommodation to ensure access to and use of all programs, and to ensure he or she is provided with equal services in as integrated a setting as possible. Students with disabilities bear the primary responsibility for raising their needs to the attention of faculty in a timely manner. Faculty members are not required to anticipate what a student's needs are” (<http://as2.unm.edu/>) Once you submit the required documentation, they can determine any accommodations you may need, and you will receive paperwork with which to notify your instructor. Once notified, your instructor will accommodate those requests in an effective manner.

**Gender Discrimination:** 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740>.

**E-mail Expectations:** As an important component to this course and of the university in general, students are expected to check UNMLearn and MyPortugueseLab (MPL) announcements, documents, and their **UNM e-mail** on a frequent and consistent basis per week. Students are subject to this email/UNMLearn policy beginning during academic terms for which they are enrolled.

**Tutoring, Help, and Extra Practice:** If you think that you need help or extra practice, there are many options available to you: 1) contact your instructor or visit him/her during office hours, 2) organize a study group with other students, 3) use CAPs multiple services (<http://caps.unm.edu/>). Be aware that MPL platform offers abundant vocabulary and grammar practice exercises. You are encouraged to use these and other resources to help you strengthen your skills and to help you prepare for daily assignments and exams.

**Classroom Behavior:** Students are expected to comply with UNM’s classroom behavior policy. Unacceptable classroom behavior includes reading unrelated materials in class (either in hard copy or in electronic format), surfing the internet during class, consulting or using your phone during class, disrupting class by engaging in unrelated conversation/s with your peers during class, sleeping in class, and the use of cell phones and/or any other electronic devices, unless otherwise stipulated by the instructor. Your grade will be negatively affected by inappropriate classroom behavior.

**4. GRADE DISTRIBUTION:** Your grade is based on the categories listed below. You should save all returned graded assignments until you receive your final grade for the class. Grades will NOT be curved. Grades will be posted on UNM Learn via Gradebook.

<b>Participation</b>	<b>10%</b>
<b>Homework (MPL)</b>	<b>15%</b>
<b>Compositions (2)</b>	<b>20%</b>
<b>Chapter tests (3)</b>	<b>30%</b>
<b>Oral Final Exam</b>	<b>10%</b>
<b>Final Exam</b>	<b>15%</b>

## **5. ASSIGNMENTS & COURSEWORK:**

### **I. PARTICIPATION (10%)**

You are expected to attend class and to participate. Your participation grade includes your contributions in Portuguese during regular class sessions, and active participation in Portuguese in small group activities. If you are in class but are not prepared and/or do not participate, you will receive no credit for that day.

### **II. HOMEWORK via MPL (15%)**

There will be **online** homework assignments due each end of lesson. Due dates for these assignments are in MyPortugueseLab (MPL) calendar. All the audio and video will be also available on the MPL website (<http://myportuguese lab.com>). Assignments are **due on the assigned date shown in the MPL calendar**. Plan ahead and do not wait until the last moment to do your homework. Technical problems and sudden emergencies are not valid excuses for turning homework in late. **Please note that MPL will automatically deduct 5% for each day your submission is late. Therefore, after 20 days this will result in a 0 for the assignment.** It is suggested that you do homework using Microsoft Internet Explorer using the Microsoft Windows operating system or Safari in Macintosh systems due to known compatibility issues with other setups. You may do your online homework in any one of the campus computing facilities or with your own equipment. **Facilities on Campus:** Language Center (Ortega 125), SUB Computer Lab, Dane Smith Computer Lab, Zimmerman Library.

- After completing your online homework, you should press SUBMIT at the bottom of the activity page. The computer will automatically assign you a grade for certain activities and your instructor will input the grades for others (when applicable). You must do your homework according to the syllabus due dates because, while the computer will allow you to send late homework, your instructor will not grade it. **Verify that the system has recorded your grades once you have completed your homework, before the assignment deadline.**
- **Late Homework Special Exceptions: Under no circumstances will the instructor accept a hard copy of your online homework.** After the deadline, it will be marked late, and the instructor will not count it unless you have documentation supporting emergency circumstances. Verification (such as original doctor's note, original hospital billing invoice, original military orders, death notices, etc.) of a student's report of absence and late homework must be provided to the instructor the day of the student's return from the absence. Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

### **III. COMPOSITIONS (Presentational Writing Submission) (20%)**

There will be 2 compositions during the semester. The first draft of composition 1 will be written during class time (one class period of 50 minutes). The second and final draft of composition will be completed at home with the help of your teacher's comments. The second composition will be part of the course final project and will be a take-home assignment to be completed outside of class. The second draft of each composition has a maximum value of 10 points (to be added from the grade in the first draft). The grade in compositions will be given based on the *Evaluation Criteria for Written Expression* (document will be

available at your PORT1110 UNMLearn site). Further details about the composition topics and grading criteria will be provided by your instructor. After your instructor corrects the first version and assigns it a grade, you will make the corrections and turn in the final version *with* the first draft attached.

- A hard copy of your composition will be handed-in on the due date specified on the course calendar
- Your composition grade will be lowered **5 points per day (not per class)** for late drafts.
- Compositions must reflect your individual work. Any composition that seems to have been corrected by somebody else (friend/tutor/relative) or written with the use of an automated translating program will receive a zero (0) as a grade for that draft of the composition (See # 4: Policy on Academic Dishonesty).

#### IV. TESTING

There will be no make-ups for any exams. Note that all assignments are important. Earning good grades on exams does not guarantee an overall good grade. Cell phones or other electronic communication devices are entirely prohibited during exams. **Please note all exam dates, as specified in the calendar, at the beginning of the semester AND schedule work, doctor's appointments, and vacation plans accordingly.** Please see "Attendance: Absences and Make-Ups" for more details about emergency situations.

- **Multi Skill based Chapter Tests (30%):** There will be three 50-minute evaluations. These are not cumulative and will cover the main points of the chapters being studied. **The dates of these exams** are stated in the syllabus. Each exam has a different focus: Exam # 1 (**Interpersonal Speaking Submission**) focuses primarily on speaking skills, Exam # 2 (**Traditional Language Assessment**) on grammar infused in listening and vocabulary activities and Exam # 3 emphasizes reading and writing skills.
- **Oral Final Exam (Traditional Language Assessment) (10%):** An oral exam in Portuguese will be administered at the end of the semester based on the content studied throughout the course. It will be part of your final project. Your instructor will announce details in class and instructions will be provided via UNMLearn.
- **Final exam (15%):** The two-hour Final Exam is comprehensive and will consist of the following sections: vocabulary, structure, reading, and writing. It will be administered on **Monday, December 9<sup>th</sup>, 2019, 12:30-2:30pm. Location to be announced.**
  - **It is your responsibility to arrange with employers (or other obligations) to be available to take the final exam at the aforementioned date and time. NO MAKE-UPS, IF YOU HAVE TO WORK, ARRANGE YOUR SCHEDULE AHEAD OF TIME.**
  - **Waiver/Exception to take Final Exam:** If a student has earned an A+ (97 or higher) by the last day of classes, s/he may be exempted to take the final exam. This exception is only applicable on individual cases when the abovementioned criteria are met.

#### VI. EXTRA CREDIT (up to 3 points of extra credit added to PORT1110 final grade):

Your instructor will give you additional details for participation and for receiving course credit, which include participating in events of the UNM Brazil Club or events promoted by the department. Activities will add 1 point per event onto the student's final grade with a maximum possibility of receiving 3 points.

## 5. GRADING SCALE:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
		F	00-59.9

6. **COURSE CALENDAR:** The accompanying course calendar provides a basic outline of the course activities. Your instructor may vary the schedule occasionally if circumstances call for it. S/he may assign additional homework as s/he considers appropriate. Thus, it is very important that you take notes & check your UNMemail on a daily basis for schedule changes noted by your instructor. All homework assignments indicated for each day (*Tarefa* column) should be completed before coming to class on that particular day. Always come to class with your textbook/e-book.

## 7. STUDY SUGGESTIONS IN ALL YOUR PORTUGUESE 100-200 COURSES

### **BEFORE CLASS (THE DAY BEFORE OR THE DAY OF):**

- Review the pages in the book that are listed on the syllabus.
- For the vocabulary, you can read over the vocabulary in the text (especially the overall list at the end of each chapter).
- For the grammar explanations, find a method that best fits your learning style or study method.
- After you have reviewed each vocabulary or grammar section, you should go to MPL to complete the assigned activities related to those sections. Once you are logged in, you should see the due dates in the calendar. Complete the assigned activities and prepare any questions you have related to each section.

### **DURING CLASS:**

- Your instructor will review the content for that day and will address any questions you have related to the vocabulary or grammar.
- You will spend the majority of your class time in pairs or small groups working on activities in the text or on communicative activities. These activities will allow you to practice and strengthen the vocabulary and grammar you have reviewed outside of class.

### **AFTER CLASS (THAT NIGHT OR THE NEXT DAY):**

- Any questions you had should have been addressed, and you should have had ample opportunity to practice what you've learned. Do not procrastinate. This would be a great time to go ahead and complete the assigned MPL activities that are assigned. These activities will help you identify your strengths and weaknesses before each exam. If you do identify a problem area, you can review more information about it from MyPortugueseLab or the textbook/e-book, or you may meet with your instructor to discuss it.

10. **SUGGESTIONS TO SUCCESSFULLY COMPLETE MPL ACTIVITIES:** During the semester, you will have to submit numerous activities through MPL. Because these activities together are worth 15% of your overall grade, you should work carefully to avoid basic mistakes. All activities are computer-graded, and therefore will not recognize basic mistakes in spelling, accent marks, gender, etc. Most activities (except for either/or activities) allow you THREE attempts before final grading so that you do have a chance to correct mistakes.

Please keep the following advice in mind when completing all MPL activities:

- **READ THE DIRECTIONS.** This is extremely important! For example, if the directions say to include an article (or not to forget an article), make sure you include the article.
- **PAY ATTENTION TO SPELLING.** You may use a dictionary during these activities, you have three attempts for activities. Be attentive to the use of accents.
- **FOLLOW THE MODELS.** Several activities show you an example after the directions. Look closely at any given examples them in the activity.
- **WORK ON ACTIVITIES EACH DAY.** The activities are due at 9:00 a.m. on the due dates listed on MPL and/or the syllabus. It is strongly suggested that you do NOT procrastinate or save all of the activities for the last minute, as technical problems are not an excuse for submitting late work. Again, it is recommended that you work on activities each day.

YOUR INSTRUCTOR WILL ADMINISTER THIS BRIEF CONSENT FORM SO THAT YOU ACKNOWLEDGE UNDERSTANDING OF THE COURSE POLICIES. PLEASE MAKE SURE YOU READ THE SYLLABUS CAREFULLY. IF YOU HAVE ANY QUESTIONS REGARDING THE CONTENT OF THE COURSE POLICIES AS STATED IN THIS SYLLABUS, ASK YOUR INSTRUCTOR.

PORT \_\_\_\_ Section \_\_\_\_ Semester \_\_\_\_ Year \_\_\_\_ Instructor's name: \_\_\_\_\_

Please sign and return the following statement to your instructor if you decide to enroll in this course:

*I have received and reviewed the information of the course syllabus with my instructor. I understand and agree to the policies regarding attendance, homework, exams and grading requirements of this course. I also understand what academic dishonesty is and what the possible penalties are. All the information given below is accurate.*

Name: \_\_\_\_\_ e.mail address: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Tentative Class Program

*BLUE=Chapter Tests/Compositions/Exams*

MyPortugueseLab (MPL) / Text Book (TB)

	DATA	TEMAS DA AULA	TAREFA
	<b>Lição Preliminar: Primeiros Passos</b>		
<b>SEMANA 1</b>	19 de agosto MON	Course introduction and syllabus.	
	21 de agosto WED	MyPortugueseLab Enrollment: Learning the Platform	
	23 de agosto FRI	TB p. 4-9 (Description; saying hello and goodbye, expressions of courtesy; introducing yourself; asking how someone is)	
<b>SEMANA 2</b>	26 de agosto MON	TB p. 10-13 (The alphabet; identifying and describing people; cognates, adjectives and adverbs).	
	28 de agosto WED	TB p. 13-15 (Cognates; “há”; locating objects and persons with “estar”).	
	30 de agosto FRI	TB p. 16-18 (Numbers from 0-99, months of the year, and days of the week).	
<b>SEMANA 3</b>	2 de setembro MON	<b>LABOR DAY – NO CLASS</b>	
	4 de setembro WED	TB p. 18-25 (Telling time; useful expressions in the classroom).	
	<b>Lição 1: A Universidade</b>		
	6 de setembro FRI	TB p. 30-35 (Student life; the university; the bookstore; asking and answering questions).	MPL <i>Lição Preliminar</i>
<b>SEMANA 4</b>	9 de setembro MON	TB p. 35-42 (Personal subject pronouns; regular verbs ending in –AR; academic activities).	
	11 de setembro WED	TB p. 43-49 (Nouns and articles: number and gender).	
	13 de setembro FRI	TB p. 46-54 (Contractions of prepositions with articles; expressing location and states of being: present tense of “estar”).	
<b>SEMANA 5</b>	16 de setembro MON	TB p. 50-56 (Asking questions; using –AR, –ER, –IR verbs in the present).	
	18 de setembro WED	Cultural Activity TBA by instructor (Speaking)	MPL <i>Lição 1</i>
	<b>Lição 2: Entre Amigos</b>		

	20 de setembro FRI	TB p. 70-76 (Brazilian and international friends; describing origin).	
SEMANA 6	23 de setembro MON	TB p. 77-80 (Identifying and describing people, places and things; verb "ser").  <b>INTERPERSONAL SPEAKING SUBMISSION</b> (individual video submission via UNMLearn DUE TODAY AT 5.00pm)	<b>Chapter Test #1</b>
	25 de setembro WED	TB: p. 93-94 (Expression with "estar").	
	27 de setembro FRI	TB p. 83-89 (Uses of verb "ser" and "estar" with adjectives).	
SEMANA 7	30 de setembro MON	TB p. 82-84 (Asking and answering questions)	
	2 de outubro WED	TB p. 84-88 (Locating objects and people).	
	4 de outubro FRI	TB p. 90-93 (Possessive adjectives).	
SEMANA 8	7 de outubro MON	Cultural Activity TBA by instructor (Reading)	
	9 de outubro WED	Practice for composition # 1(Writing)	MPL <i>Lição 2</i>
	11 de outubro FRI	<b>FALL BREAK – NO CLASS</b>	
SEMANA 9	14 de outubro MON	REVIEW for Chapter Test #2	
	16 de outubro WED	<b>IN CLASS: FIRST DRAFT PRESENTATIONAL WRITING SUBMISSION (50 MINUTES)</b>	
	18 de outubro FRI	<b>Chapter Test # 2 (Chapter 2)</b> (Traditional Language Assessment)	
SEMANA 10	<b>Lição 3: Horas de Lazer</b>		
	21 de outubro MON	TB p. 110-112 (Popular leisure activities; talking on the phone)	
	23 de outubro WED	TB p. 113-118 (Food; restaurants; menus; uses of verb "gostar").	<i>Instructor will return Comments from First Draft Composition #1</i>



	25 de outubro FRI	TB p. 119-122 (Present tense of regular verbs ending in –ER and –IR).	
SEMANA 11	28 de outubro MON	TB p. 124-128 (Expressing movement and expressing future actions with verb “ir”).	
	30 de outubro WED	TB p. 128-130 (Expressing obligations, age and possession with “ter” and “ter que” + infinitive).	<b>Second (final) draft: Presentational Writing Submission due</b>
	1 de novembro FRI	TB p. 132-134 (Numbers above 100).	
SEMANA 12	4 de novembro MON	TB p. 136-137 (Some uses of “por” and “para”; uses of “todo” and “tudo”).	
	6 de novembro WED	TB p. 138-145 (Traveling and holidays; parties and invitations; leisure activities).	MPL <i>Lição 3</i>
	8 de novembro FRI	Cultural Activity and practice for Chapter Test # 3(Reading)	<b>First Draft Composition #2 Due</b> (First Part of your Final Project)
SEMANA 13	11 de novembro MON	<b>In Class Interpretive Reading Submission (50 min) Chapter 3</b>	
		<b><i>Lição 4: A Família</i></b>	
	13 de novembro WED	TB p. 152-153 (Family, routine, and family activities)	
	15 de novembro FRI	TB p. 154-156 (Professions and occupations)	<i>Instructor will return Comments from First Draft Composition #2</i>
SEMANA 14	18 de novembro MON	TB p. 157-162 (Expressing opinions, plans, preferences, and feelings: Present tense of stem-changing verbs).	
	20 de novembro WED	TB p. 163-164 (Adverbs)	
	22 de novembro FRI	<b>THANKSGIVING – NO CLASS</b>	
SEMANA 15	25 de novembro MON	TB p. 165-168 (Verbs fazer, dizer, trazer, sair and por in present tense).	<b>Second (Final) Draft Composition #2 Due</b> (max 10 points added to grade from 1 <sup>st</sup> draft)

	27 de novembro WED	TB p. 169-172 (Expressing actions in the present using faz and há).	
	29 de novembro FRI	Cultural Activity and practice for Oral Exam (Listening and Speaking)	
SEMANA 16	2 de dezembro MON	TB p. 175-182 (Family life and events).	<i>Oral Exams are due electronically via UNMLearn (second part of Final Project).</i>
	4 de dezembro WED	Projection of Oral Exams  <b><i>Instructor will provide updated information about course performance (grades, extra-credit, attendance, and absences)</i></b>	
	6 de dezembro FRI	REVIEW for Final Exam	MPL Lição 4
	9 de dezembro MON	<b>Exam Final: Monday, Dec. 9<sup>th</sup>, 12:30-2:30pm</b> <b>Location TBA</b>	

**Appendix 1**  
**Interpretive Reading Submission – PORT 1110**

**NOME:** \_\_\_\_\_ **Data:** \_\_\_\_\_

**EXAM FORMAT:** This interpreting reading exam is based on the structure of an Integrated Performance Assessment (IPA), which attempts to reflect the way in which students naturally acquire and use language in the real world. The following task provides an authentic reading that stimulates the necessary linguistic processing in order for you to complete the subsequent task, and measure language proficiency in real time. You are not required, nor expected, to fully understand the text, however you are encouraged to pick out key words, information, themes, and reflections from the reading. Students will have two class periods (50 minutes) to complete all sections of the assessment and submit it to the instructor.

**INSTRUCTIONS:** You must refer to the reading in order to answer the questions. Pay close attention to individual instructions as they will inform you of the required language, for each answer (English vs. Portuguese), that will grant full credit.

**FINAL INTEPRETIVE READING GRADE:** \_\_\_\_\_/100 pts

## Entre amigas

Oi, Marina.

- Oi, Alice! Eu estou com saudades de você.
- Eu também estou. Você tem aula hoje à tarde?
- Não. Esta semana é de provas...
- Ah! Quando tem prova eles não dão aula de certas matérias né?
- Sim. Que bom, né?
- Com certeza.
- Vamos aproveitar então e ir comprar picolé.
- Ai, amo picolé.
- Eu sei.
- Hahaha. É claro. Te falo isso todos os dias.
- Quer de qual sabor?
- Ontem eu comprei um de abacaxi e coco...
- Não gostou, né?
- Não mesmo. É ruim ficar mastigando o coco depois...
- Compra de chocolate mesmo.
- Mas eu queria experimentar o de abacate!
- Ai ai, nem digo mais nada.
- Por que, Alice?
- Você só gosta de sabor diferenciado.
- Disse isso para não ter que falar "esquisito", né?
- Leu minha mente.



1) Keyword Recognition.

Find in the text the Portuguese word or phrase that best expresses the meaning of each of the following English words/phrases. Then write the corresponding word in Portuguese next to them. (2 points each, 20pts)

1. Popsicle:
2. Avocado:
3. Pineapple:
4. Coconut:
5. Exams:
6. Class:
7. Afternoon:
8. Today:
9. Friends:
10. Flavor:

2) Supporting Details. You must complete ALL of the following steps (1-3) in order to receive full credit. Please note that not all of the following information can be answered using the supporting details that are provided in the reading. Provide information using only what you have read. Leave the other statements unanswered. (3 points per letter, 21pts)

- First, circle, below, the letter of each detail that is mentioned in the article (\*NOT all are included!).
- Second, write the letter of the detail in the actual text/reading next to where the details appear.
- Third, write, below, the supporting information in Portuguese that is given in the article in the space provided next to the details ONLY for the details that were mentioned in the article.

- A. What are the girls planning to do?
- B. Why don't they have classes?
- C. How does Alice describe her favorite popsicle flavor?
- D. How many flavors are mentioned?
- E. What was the first choice of flavor that Marina suggested?
- F. Why didn't Alice like the coconut and pineapple popsicle?
- G. What kind of relationship do they have?

3) Guessing Meaning from Context. Based on this reading, write what you think the following underlined words and expressions most likely mean in English, using context to guide you. (3 points each, 9pts)

1. “Quer de qual sabor?”

---

2. “Disse isso para não ter que falar "esquisito", né?”

---

3. “você só gosta de sabor diferenciado”

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- 4) Main Ideas. Using information from the text, provide at least two of the main ideas in your own words using English. (3 points each, 6pts)

Main Idea#1:

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Main Idea #2:

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- 5) Organizational Features. How is this text organized? Circle any that apply (it can be more than one) and explain briefly why you selected each organizational feature in English—what were the clues in the text? (3 points for selection(s), 3 points for justification = 6pts total)

- A. Description
- B. Dialogue
- C. Cause and Effect
- D. Compare and Contrast
- E. Biography

Justification from text:

- 6) Inferences. Choose the best inference based on what you have read by listing any evidence from the text to support your selection (6 points for correct letter, 6 points explanation = 12pts)

- A. The girls like popsicles.
- B. Marina and Alice don't have class because the school is closed.
- C. They are not close friends.

- 7) Comparing Cultural Perspectives. Write a brief response in Portuguese answering the following question. (5 points each, 10pts)

1. O que Alice e Marina gostam de comer? Quem prefere picolé de abacate?

- 8) Personal Reaction to the Text. Using specific information from the text, describe your overall reaction, thoughts, and feelings in *Portuguese* about what you read in the article. (10pts)

**Appendix 2**  
**Presentational Writing Submission - PORT 1110**

Nome: \_\_\_\_\_ Data: \_\_\_\_\_

Nota: VERSÃO 1: \_\_\_\_\_/100      VERSÃO 2: \_\_\_\_\_/10  
NOTA FINAL DA REDAÇÃO 1: \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/100

**Presentational Writing Submission REMINDERS: You have 50 minutes to complete this writing activity with a pencil. We recommend you that you write for 1 hour and use the last 10 minutes to revise and edit your composition (spelling, grammar...).**

**For this 1<sup>st</sup> version, you cannot use note cards, textbook, dictionary, phone, tablet-computer or any other extra reference material.**

Your instructor will return your draft A WEEK AFTER TODAY'S DATE. Your instructor will make suggestions for content, grammar or organization on your draft which you will correct for your second, final version, outside of class. You will be allowed to use your textbook for revisions. This first draft counts for 100% of your grade; your final draft will possibly add 10% to the final grade and is graded using the Spanish Proficiency Based Writing Rubric. However, grades cannot exceed 100 points

**VOCABULARY:** Descriptions  
Intent

**GRAMMAR:** Present Tense

**GENRE:** Letter of

You want to be accepted at UFRGS (Universidade Federal do Rio Grande do Sul) and you chose this university because of its international program. There, you are going to enhance your expertise based on your research as well as improve your Portuguese language skills. You have to write a letter of intent to professor Rosiana Saraiva and introduce yourself. Your letter should include:

- A formal greeting
- Your name and age
- Your major/ your field of study
- Describe your personality / your qualities as a student
- Describe your schedule of classes
- Describe your favorite class and a class you dislike and explain why
- Describe what you like to do at UFRGS and in Brazil
- A formal goodbye

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**Grading Rubric for Presentation (for SOCI 2310)**

100-90	A	<ul style="list-style-type: none"> <li>• Thorough explanation of topic is clearly introduced at the beginning of presentation</li> <li>• Introduction, Body, and Conclusion is covered in an organized fashion</li> <li>• Material is accurate, current, and thoroughly covered</li> <li>• Referenced material is included, and properly cited</li> <li>• Material is engaging</li> <li>• Information is not read</li> <li>• If presenting via Zoom the logistics, such as volume and lighting, work and are effective</li> </ul>
89-80	B	<ul style="list-style-type: none"> <li>• Explanation of topic is clearly introduced at the beginning of presentation</li> <li>• Introduction, Body, and Conclusion is covered in an organized fashion</li> <li>• Material is accurate, current, and covered adequately</li> <li>• Referenced material is included, and cited with few errors</li> <li>• Material is engaging</li> <li>• Most of the material is not read, however there is minimal glancing at notes</li> <li>• If presenting via Zoom, the logistics, such as volume and lighting, work</li> </ul>
79-70	C	<ul style="list-style-type: none"> <li>• Explanation of topic is introduced, but is not clear</li> <li>• Introduction, Body, and Conclusion is sufficiently organized</li> <li>• Most of the material is accurate and is adequately covered</li> <li>• Referenced material is included, but not cited</li> <li>• Material is somewhat engaging</li> <li>• Much of the material is read, or there is frequent glancing at notes</li> <li>• If presenting via Zoom there are minimal issues with logistics, such as poor volume or poor lighting, which do not interfere with the presentation</li> </ul>
69-60	D	<ul style="list-style-type: none"> <li>• Explanation of topic is introduced, but is not clear</li> <li>• Introduction, Body, and Conclusion is covered</li> <li>• Material is inaccurate or is inadequately covered</li> <li>• Referenced material is not included</li> <li>• Material is not engaging</li> <li>• Material is read</li> <li>• If presenting via Zoom there are problems with logistics, such as poor volume or lighting that occasionally interferes with the presentation</li> </ul>
59-0	F	<ul style="list-style-type: none"> <li>• The topic is not introduced</li> <li>• There is not a clear Introduction, Body, and Conclusion</li> <li>• Much of the material covered is inaccurate, inadequate, or outdated</li> <li>• Referenced material is not included</li> <li>• Material is not engaging</li> <li>• The material is read</li> <li>• If presenting via Zoom there are frequent problems with logistics, such as poor volume or lighting, which interfere with the presentation</li> </ul>

Sample Assessment: *Personal & Social Responsibility*

Category	Excellent 2 points	Good / Acceptable 1 point	Fair/ Unsatisfactory 0 point
Attend and participate in group discussion, providing accurate information.	Significant contribution as a team member, with collaboration skills	some contribution, little collaboration with other group members	no original contribution to discussion, lack of preparedness and /or understanding.
Knowledge of the structural development (normal or not), cause of it, effects on the person / family.	Clearly express knowledge with specific explanation	Broad, general explanation of development.	Explanation lacking specific information.
Ethical reasoning and professional behavior	Always shows good professional ethics and behavior	Displays a fair behavior but not consistent ethical behavior	Lack of personal & social responsibility

## Sociology of Deviance – Short Answer Essay Rubric

### *Short Answer Essay Exam Rubric:*

55-50	A	<ul style="list-style-type: none"><li>• Thorough explanation of theory/concept.</li><li>• Correct definition of term/s, theory, and/or concept.</li><li>• Specific and correct theorists/researchers cited.</li><li>• Specific detail and examples provided.</li><li>• Required number of paragraphs provided.</li><li>• Clear organization</li></ul>
49-44	B	<ul style="list-style-type: none"><li>• Correct explanation of theories present.</li><li>• Examples are provided, but they are not specific in nature.</li><li>• Theories presented are correct, but more detail is required.</li><li>• Required number of paragraphs provided.</li><li>• Organization apparent.</li></ul>
43-39	C	<ul style="list-style-type: none"><li>• Explanation of theories/concepts present, but not clearly explained.</li><li>• Few to no examples present.</li><li>• Theories are correct.</li><li>• Required number of paragraphs are NOT provided.</li><li>• Organization is unclear at times.</li></ul>
37-33	D	<ul style="list-style-type: none"><li>• Theories are incorrectly explained.</li><li>• Explanations are unclear.</li><li>• No examples are present.</li><li>• Required number of paragraphs are NOT provided.</li><li>• Organization is not present.</li></ul>
32-0	F	<ul style="list-style-type: none"><li>• Incomplete paragraphs.</li><li>• Incorrect explanation of key theories or concepts.</li></ul>

<b>Criteria / Scale</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D/F</b>
<b>APA-style formatting (25%)</b>	Title page, abstract, main body, references all follow APA-style (e.g., 12-font, Times New Roman, double-spaced, in-text citations, etc.)	One of the four sections is missing, or APA-style is not followed throughout	Two sections are missing, or APA-style is barely followed	Three sections are missing, or APA-style is not followed in most or all of the paper
<b>Objective knowledge (25%)</b>	The topic is unpacked from a research perspective and is analyzed through concepts from the assigned readings in an integrative manner. You are demonstrating to me (and to yourself) what you have learned throughout the semester	A research perspective or concepts are weakly developed and haphazardly integrated	A research perspective or concepts are somewhat missing and poorly integrated	A research perspective and concepts are completely missing. No references to the assigned readings at all, and absolute lack of integration
<b>Subjective knowledge (25%)</b>	Your personal experience with, or local ways of knowing regarding, the topic are integrated with the objective knowledge. The criterion is also about the clarity of your rhetorical arguments and how your essay is logically structured. All of the aspects fall under your VOICE	Your personal experience with the topic are integrated with the objective knowledge in a semi-logical manner; the rhetoric is not very clear	Your personal experience with the topic are integrated with the objective knowledge in an illogical manner; the rhetoric is somewhat unclear	Your personal experience with the topic are not integrated at all with the objective knowledge. Your VOICE is absent (no rhetoric) and/or your arguments are full of logical fallacies
<b>Writing style (25%)</b>	The writing is formal with no errors in grammar, mechanics, and/or spelling	The writing is semi-formal with little errors in grammar, mechanics, and/or spelling	The writing is semi-formal with significant errors in grammar, mechanics, and/or spelling	The writing is informal with many errors in grammar, mechanics, and/or spelling

Component Skill	Not Observed	Emerging	Developing	Proficient
Student's position (perspective, thesis/hypothesis)	The document <u>does not identify</u> a perspective, problem, thesis, or hypothesis.	The document <u>identifies</u> a perspective, problem, thesis, or hypothesis, but the perspective may be simplistic and/or obvious, needing further description or clarification.	The document identifies and <u>sufficiently describes and clarifies</u> a perspective, problem, thesis, or hypothesis. Opposing or differing perspectives may be acknowledged.	The document identifies and <u>comprehensively describes</u> the student's perspective, problem, thesis, or hypothesis. Opposing or differing perspectives are clearly acknowledged. Complexity and nuances of the position are acknowledged and/or explored.
<p><b>Evidence</b> (Accessing, evaluating, using, and properly acknowledging sources of evidence, all in order to accomplish a specific purpose)</p> <p>Accessing:</p> <p>Evaluating:</p> <p>Using:</p>	<p>No evidence of independent research.</p> <p>The evidence presented is not relevant to the issue, perspective, problem, question, or thesis OR evidence is notably outdated or unreliable.</p> <p>Document demonstrates no conventions/strategies such as use of citations; appropriate documentation style; choice of quoting, paraphrasing, or summary; or using transitions to distinguish between original and others' idea.</p>	<p>Evidence may be drawn from an <u>insufficient number or mix of sources OR Student seems to access information randomly.</u></p> <p>Evidence is <u>partially relevant to the issue</u>, perspective, problem, question, or thesis, OR source of relevant information <u>lacks reliability/authority/currency OR multiple sources offer only redundant evidence</u></p> <p><u>Communicates information from sources.</u> There may be insufficient elaboration on how the evidence relates to the stated position. <u>Evidence presented may be fragmented, misquoted, taken out of context, or incorrectly paraphrased, so synthesis serving the intended purpose is not achieved.</u></p> <p><u>Student may use one or two conventions/strategies</u> such as citations; appropriate documentation style; choice of quoting, paraphrasing, or summary; or transitions that distinguish between original and others' idea. Use of such conventions may be inconsistent or incorrect.</p>	<p>Student uses an organized strategy to gather <u>sufficient, relevant evidence from an appropriate mix of sources.</u></p> <p>A variety of sources provide evidence that is <u>relevant to the issue</u>, perspective, problem, question, or thesis. <u>Evidence sufficiently demonstrates reliability, authority, and currency.</u></p> <p>A <u>sufficient quality of elaboration</u> shows the relationship between the evidence and the stated position. <u>Attempts are made to synthesize information from sources with the document's overall purpose.</u></p> <p><u>Student correctly uses several conventions/strategies</u> such as citations; appropriate documentation style; choice of quoting, paraphrasing, or summary; or transitions that distinguish between original and others' idea.</p> <p><u>Student uses information in ways that are true to original context;</u> distinguishing between common knowledge and ideas requiring attribution, thus indicating understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Student strategically <u>gathers a highly purposeful scope and depth of relevant evidence.</u></p> <p><u>Elaboration fully communicates the currency, authority, and relevance of the evidence to the student's position.</u></p> <p><u>Communicates, organizes, and synthesizes information from sources to achieve the student's purpose with clarity and depth.</u> <u>Comprehensive elaboration</u> shows the relationship between the evidence and the stated position.</p> <p><u>Student correctly uses several conventions/strategies</u> such as citations; appropriate documentation style; choice of quoting, paraphrasing, or summary; or transitions that distinguish between original and others' idea.</p> <p><u>Student uses information in ways that are true to original context;</u> distinguishing between common knowledge and ideas requiring attribution, thus indicating understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>

Component Skill	Not Observed	Emerging-below standard	Developing-meets standard	Proficient-exceeds standard
<p>Influence of context and assumptions</p>	<p>Influences of contexts and assumptions are not considered. Biases are not identified.</p>	<p>Student <u>begins to identify contexts of and possible biases in the evidence presented. May demonstrate some awareness of assumptions in others' views, but may not acknowledge own assumptions.</u></p>	<p>Student <u>sufficiently identifies own and others' assumptions and several relevant contexts</u> when presenting a position. Possible biases are acknowledged.</p>	<p>Student <u>thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of biases and contexts</u> when presenting a position.</p>
<p>Conclusions and related outcomes (implications and consequences)</p>	<p>Conclusion is unrelated or inconsistently tied to the information discussed. Discussion of implications and consequences may be circular, oversimplified, or illogical.</p>	<p>Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments. <u>Conclusion may be logical, but perhaps only because information is chosen to fit the desired conclusion.</u></p>	<p>Student can <u>sufficiently employ evidence and reasoning to build an argument and to reach probable conclusions</u> and implications. Conclusion is tied to a range of information that may include varying viewpoints.</p>	<p>Conclusions and related outcomes (consequences and implications) are <u>logical</u> and reflect student's <u>informed, well-reasoned evaluation</u>. Conclusions are tied to a range of information, including opposing viewpoints.</p>

*Short Answer Essay Exam Rubric:*

25-23	A	<ul style="list-style-type: none"> <li>• Thorough explanation of event, piece of legislation, etc..</li> <li>• Correct definition of event, piece of legislation, etc.</li> <li>• Specific historical evidence included.</li> <li>• Required number of paragraphs provided.</li> <li>• Clear organization</li> </ul>
22-20	B	<ul style="list-style-type: none"> <li>• Explanation of event, piece of legislation, etc., but provide more detail.</li> <li>• Correct explanation of event, piece of legislation, etc..</li> <li>• Specific historical evidence is presented and is correct, but more detail is required.</li> <li>• Required number of paragraphs provided.</li> <li>• Organization apparent.</li> </ul>
19-18	C	<ul style="list-style-type: none"> <li>• Explanation of event, piece of legislation, etc.. lacking specific detail and very general in nature.</li> <li>• Few to no specific examples historical evidence present.</li> <li>• The few events, pieces of legislation, etc. are correct, but require explanation.</li> <li>• Required number of paragraphs are NOT provided.</li> <li>• Organization is unclear at times.</li> </ul>
17-15	D	<ul style="list-style-type: none"> <li>• Descriptions of event, piece of legislation, etc. are incorrect.</li> <li>• No examples are present.</li> <li>• Required number of paragraphs are NOT provided.</li> <li>• Organization is not present.</li> </ul>
14-0	F	<ul style="list-style-type: none"> <li>• Incomplete paragraphs.</li> <li>• Incorrect explanation of event, piece of legislation, etc..</li> <li>• No specific examples present.</li> </ul>

Description: Rubric for Cultural Artifact Reflections

Component Skill	Emerging	Developing	Proficiency
Critical Thinking (30%)	Students are able to appropriately state a problem or formulate a question, can gather evidence to investigate the problem or question they have identified, can describe relevant sources, and can identify some common logical flaws.	Students can formulate open ended problems and questions, can gather appropriate evidence, have some awareness of their own personal assumptions, can evaluate the credibility and relevance of some sources, and differentiate between weaker and stronger arguments.	Students demonstrate complexity of thought in posing open ended questions, can evaluate a body of evidence sufficient to testing the questions they have formulated, can assess the credibility of the larger body of evidence and sources that they are evaluating, and can build an argument and draw conclusions that best fit the sources and evidence they have amassed.
Personal and Social Responsibility (30%)	Students describe a range of social justice issues within specific contexts, recognize several ethical theories and can place them within appropriate context. Students can further explain diverse positions on various issues, practices, and policies.	Students develop strategies for working within their own perspectives and the perspectives of others, describe ethical issues within specific contexts and understand the relationships between ethics, ethical systems, moral norms. They demonstrate the ability to engage in respectful dialogue with those who possess other perspectives, recognizing that there are multiple responses to local and global issues.	Students evaluate personal and social justice issues in relation to specific contexts, compare multiple solutions across social and cultural relationships, compare a range of ethical perspectives, and can identify and propose ethical solutions based on multiple perspectives. They can inquire critically and deduce from available evidence the various factors that support or hinder local and global solutions.
Information and Digital Literacy (30%)	Students understand that information may be unreliable or biased, avoid plagiarism, and give credit through proper citation to sources. They possess basic search skills, and recognize	Students can use advanced search techniques and strategies, use established criteria to evaluate the accuracy and applicability of information, and can assess the validity of multiple sources in formulating conclusions.	Students recognize that the synthesis of information from a variety of sources established authority, are fluent in the use of digital education platforms, and demonstrate advanced skills in formulating, reframing, and investigating



	that the research process leads to the creation of new knowledge and understanding.		research questions through use of ever-evolving sources of information.
Grammar and Syntax (10%)	Some correct use of proper grammar, punctuation, and spelling.	Grammar, sentence structure and overall writing are generally strong, with some occasional errors.	Excellent sentence structure, spelling, and application of proper grammar.

This class rubric associated with the assessment assignment shows how the essential skills will be evaluated.

PHIL 2110 Introduction to Ethics  
Final Project Grading Rubric

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Expectations</b>	<b>Non-performance</b>
<b>Introduction to issue question and statement of position</b>	Issue question is precisely formulated and as is position statement with recommended changes made and integrated effectively. (9-10)	Issue question is accurately and fully formulated with position statement and suggested changes made. (8-8.9)	Issue questions is accurately presented and introduction includes position statement, but presentation is unclear and/or changes based on recommendations have not been made. (7-7.9)	Issue is introduced and position statement presented but unclearly and without improvements over previous assignments. (6-6.9)	Issue is identification and presentation is either non-existence or does not include required elements. (0-5.9)
<b>Argument in support</b>	Argument in support of position is presented clearly and effectively showing development through feedback and research. (9-10)	Argument presented effectively showing revisions and additional research and reflections. (8-8.9)	Argument presented, but incomplete or ineffectively, or argument does not show revision based on feedback. (7-7.9)	Argument presented but not complete or effective, or argument does not show revision based on feedback. (6-6.9)	No argument is provided in support of position statement. (0-5.9)
<b>Defense of argument using ethical theory</b>	Excellent critical understanding of ethical theory and effective application. (18-20)	Ethical theory clearly presented and effectively applied in support of argument. (16-17.9)	Ethical theory presented and provides support for argument. (14-15.9)	Ethical theory presented but not fully or not showing critical understanding or clear support for position. (12-13.9)	No defense of argument is given and no ethical theory is explained or applied. (0-11.9)
<b>Counter-argument and defense</b>	Opposing argument well presented and defended in the full strength of the other side's position using ethical theory	Opposing argument presented and defended while explaining and applying ethical theory effectively.	Opposing argument presented but incompletely or uncharitably weakly with explanation and	Opposing argument and explanation of ethical theory and application of ethical theory present but	No opposing argument or explanation of supporting position in ethical theory is provided. (0-11.9)

	showing understanding of ethical theory and how to apply it. (18-20)	(16-17.9)	application of ethical theory but explanation of application is underdeveloped. (14-15.9)	inadequately developed. (12-13.9)	
<b>Conclusion</b>	Conclusions succinctly and effectively presents what has been accomplished in each portion of the paper. (9-10)	Conclusions succinctly presents what has been accomplished in each portion of the paper. (8-8.9)	Conclusions presents what has been accomplished in each portion of the paper but perhaps not completely. (7-7.9)	Presentation of what is accomplished in each portion of paper is underdeveloped or incomplete. (6-6.9)	Conclusion is missing or does not include required elements of conclusion. (0-5.9)
<b>References</b>	Paper includes references for and application of required number or sources. (9-10)	Paper includes references for and application of less than required number of sources. (8-8.9)	Paper includes references. (7-7.9)	Paper includes an inadequate amount of references for support. (6-6.9)	Paper includes no references. (0-5.9)
<b>Writing</b>	Paper is effectively written on the sentence and paragraph level without typos. Paper is easy to understand and uses academic voice. (18-20)	Paper is well written on the sentence and paragraph level with few typos that do not distract the reader. Writing is easy to understand and uses academic voice. (16-17.9)	Writing shows adequate grammar to communicate ideas but typos distract the reader. Writing could be easier to understand or may not be in academic voice. (14-15.9)	Writing does not effectively communicate ideas and or is characterized by numerous typos. Writing is difficult to understand and is not in academic voice. (12-13.9)	Writing is carelessly written and does not communicate ideas. (0-11.9)

## Design II Evaluation Rubric

Category	4 Excellent Demonstration	3 Partially Demonstrated	2 Not Effectively Demonstrated	1 Not Demonstrated
Creativity	Excellent approach to original thinking and expression, with evidence of risk taking.	Competent development in expression of creative idea with evidence of risk taking.	Improved thinking and expression in development or creative idea but with limited risk taking.	Novice and restricted approach to developing the idea with no evidence of risk taking.
Craftsmanship	Excellent understanding and application of artistic qualities: line, color, texture and balance in the use of materials. Good attention to detail.	Competent understanding and application of artistic qualities: line, color, texture and balance in the use of materials. Adequate attention to detail.	Improved understanding and application of artistic qualities: line, color, texture and balance in the use of materials. Little attention to detail.	Novice understanding and application of artistic qualities: line, color, texture and balance in the use of materials.
Composition	Demonstrated: Placement of Design Elements, Rule of Thirds, and Emphasis: Center of Interests, Follows the line of the subject (horizontal vs. vertical), Balance of Positive & Negative Space, Distractions & Value Balance, A natural balance with arrangement.	Partially Demonstrated: Placement of Design Elements, Rule of Thirds, and Emphasis: Center of Interests, Follows the line of the subject (horizontal vs. vertical), Balance of Positive & Negative Space, Distractions & Value Balance, A natural balance with arrangement.	Not Effectively Demonstrated: Placement of Design Elements, Rule of Thirds, and Emphasis: Center of Interests, Follows the line of the subject (horizontal vs. vertical), Balance of Positive & Negative Space, Distractions & Value Balance, A natural balance with arrangement.	Not Demonstrated: Placement of Design Elements, Rule of Thirds, and Emphasis: Center of Interests, Follows the line of the subject (horizontal vs. vertical), Balance of Positive & Negative Space, Distractions & Value Balance, A natural balance with arrangement.
Effort	Demonstrated Excellent: Degree to which an idea was developed, Attitude & Behavior in class & towards project, Use of daily class time, Preparation for class with attitude and materials, No absenteeism (or all work has been made up).	Partially Demonstrated: Degree to which an idea was developed, Attitude & Behavior in class & towards project, Use of daily class time, Preparation for class with attitude and materials, No absenteeism (or all work has been made up).	Not Effectively Demonstrated: Degree to which an idea was developed, Attitude & Behavior in class & towards project, Use of daily class time, Preparation for class with attitude and materials, No absenteeism (or all work has been made up).	Not Demonstrated: Degree to which an idea was developed, Attitude & Behavior in class & towards project, Use of daily class time, Preparation for class with attitude and materials, No absenteeism (or all work has been made up).

# HIST 1103 Introduction to Historical Study

## Sample Rubric

	<b>Proficient</b>	<b>Competent</b>	<b>Needs Improvement</b>	<b>No annotations</b>
Annotations	18-20 points: Clear, concise, and thoughtful annotations that pose specific questions and/or comments relative to the authorship and perspectives presented in the document	15-17 points: Annotations that identify relevant questions and/or provide commentary on authorship or perspectives, but the ideas are sometimes vague in their expression	0 to 14 points: Annotations that misidentify or fail to pose relevant questions and/or commentary on the authorship or perspectives presented in the document	0 points No annotations
Replies	18-20 points: Replies to peers and/or instructor that add specific and relevant comments or questions that move forward the analysis of the document	15-17 points: Replies to peers and/or instructor that add comments or questions that are at times vague or that do not directly move forward analysis of the document	0 to 14 points: Replies to peers merely express agreement without any explanation that moves the analysis forward	0 points No replies
Reflection	9-10 points: Added a meaningful reflection to the discussion board that expresses specific conclusions about what insights the close reading exercise provided	7-8 points: Added a reflection that points to some new insights gained from the assignment but without specific supporting evidence	0-6 points: Added a vague reflection that doesn't directly address the conclusions and insights gained from the close reading exercise	0 points: No reflection