

# Application: 0000001380

Joaquin Gallegos - joaquin.gallegos@nnmc.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001380

**Status:** Under Review

**Last submitted:** Feb 23 2021 07:45 AM (MST)

## Application Form

**Completed** - Feb 23 2021

## 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	Joaquin Gallegos
Title	Chair of Biology, Chemistry, and Environmental Science
Phone	(505) 747-5480
Email	<a href="mailto:joaquin.gallegos@nmmc.edu">joaquin.gallegos@nmmc.edu</a>

### Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Department of Biology, Chemistry, and Environmental Science

### Chief Academic Officer

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

## Registrar

Name	Robert Palko
Email	<a href="mailto:robert.palko@nmmc.edu">robert.palko@nmmc.edu</a>

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

No

## Institutional Course Information

Prefix	ENVS
Number	2130
Title	Critical Thinking in Science
Number of credits	3

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	N/A
Number	(No response)
Name	(No response)

### 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.

Other - Choose 3 essential skills below

#### Choose 3 Skills

#### Responses Selected:

Communication

Critical Thinking

Quantitative Reasoning

### 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. Understanding the process of critical thinking and problem solving.
2. Learning tools that can aid in problem solving and decision making.
3. Learn to evaluate available information with the understanding of bias and perception.
4. Learn to recognize and challenge assumptions and presuppositions.
5. Learn to make a reasoned argument and to defend and/or see error in the argument (art of debate).
6. Be able to identify and manage the risks associated with making and implementing decisions.
7. Learn to analyze and assess the strength of an argument and the implications for a course of action.
8. Learn to identify and explain and/or rectify logical errors in an argument or scientific result.
9. Be able to generate critical scientific questions and develop a course of action to address the questions.
10. Building self confidence in critical thinking, problem solving, decision making and leadership in Science.

## Institution-specific 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. Understanding the process of critical thinking and problem solving.
2. Learning tools that can aid in problem solving and decision making.
3. Learn to evaluate available information with the understanding of bias and perception.
4. Learn to recognize and challenge assumptions and presuppositions.
5. Learn to make a reasoned argument and to defend and/or see error in the argument (art of debate).
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9. Be able to generate critical scientific questions and develop a course of action to address the questions.
10. Building self confidence in critical thinking, problem solving, decision making and leadership in Science.

### C. Narrative

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

*Be sure to 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 Critical Thinking in Science course was developed out of a need to develop cognitive skills within students. Assessing communication skills is one way to assess cognitive skills. In this course student will regularly need to evaluate and produce arguments related to problems in science. Many of these arguments are centered on Environmental Ethics questions that are intentionally open ended, allowing students to explore thought processes and develop an argument. Research required for these arguments will require APA citation for evidence. A variety of assignments will include essay, oral/written argument, report, etc., facilitating increased genre and medium awareness and how to appropriately identify and address audience. Assignments where Environmental policy is read such as RECRA and NEPA will facilitate assessment of understanding and evaluating messages. Comprehension of policy will be the foundation of critical thought assignments related to the evaluation of the policy and arguments in defense or against policy.

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

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

Critical thinking is the crux of this course. The process of problem setting, data acquisition, data evaluation, and reasoning/conclusion is baked into the course. In the sample assignment, students are taught the process of problem setting by learning to identify what is the problem and what info they need to solve a problem. This is done by asking students to “brainstorm” about a given situation and how to solve the problem. By asking to solve the problem students are asked to first identify the problem. In the second sample assignment, students are not asked to solve problem but to acquire data by identifying the variables within a problem. This demonstrates one does not need to know how to solve problem in order to analyze problem and acquire data. Using the acquired data, subsequent analysis can give further insight to problem. Finally, students are continually asked to draw conclusions in the sample assignments, to use the evidence to present the best possible solution or conclusion.

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**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.*

Many of the assignments in Critical Thinking in Science are group based. This will require students to collaborate and engage in teamwork. Some of these assignments will require the assignment of roles and responsibilities within the teams. As stated in the communication section, Environmental Ethics questions will be proposed to engage students in problems related to policy, sustainability, and our engagement with our world. Students will be forced to confront their engagement with the local and global environmental issues and how they impact other global citizens. Cross cultural components will be added to demonstrate critical thinking in different cultures and how different cultures arrived at different solutions to common problems.

**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.*

N/A

**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/assessment-2/>



# Application Form

Completed - Feb 24 2021

## Application Form

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

### Essential Skills

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

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### Deadline for Next Curriculum Committee Meeting

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

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

### Contact Information

Name	Gregory M. Rapp
Title	Division Chair for Languages, History, and Theatre
Phone	5757694930
Email	<a href="mailto:rappg@clovis.edu">rappg@clovis.edu</a>

### Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Languages, History, and Theatre

### Chief Academic Officer

Name	Dr. Robin Jones
Email	<a href="mailto:jonesr@clovis.edu">jonesr@clovis.edu</a>

### Registrar

Name	Kari Smith
Email	<a href="mailto:smithka@clovis.edu">smithka@clovis.edu</a>

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

Yes

**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?**

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	HIST
Number	1160
Name	Western Civilization II

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

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

## Institution-specific Student Learning Outcomes

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

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.*

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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 will analyze and critically interpret significant primary texts and/or works of art. Emphasis will be placed in these visual and written materials upon a thematic concentration concerning ideas, characteristics, and traits related to the continued rise and eventual explosion of increasingly complex, technologically advanced, and globally powerful societies and nation-states in the developing modern western world. These elements could include internal and external factors that influence the rise of modern Western Civilization, including: how many past social, religious, cultural, and ethnic heritages form a basis for quickly emerging modern societies, nation-states, and empires; the continued and even growing nature and importance of belief systems in forming behavior and social mores; the burgeoning influence of technology and its ever-increasing tempo of modernization and change; and particularly how these systems are embedded in changing nations, governments, laws, social institutions, and world order as related to the development of western society from the year 1450 through the present. In assessment, all students will take a comprehensive midterm and final exam. Every multiple-choice question and essay on the exams will be linked to one or more of the course objectives that address the area of state competencies. Questions on the final exam will be based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. All exam questions will come from weekly unit quizzes and the midterm exam taken during the semester. Particular emphasis will be placed in lectures, written assignments, and visual materials upon key elements of social, economic, and cultural institutions that drive the major themes of modernization and conflict, are common to the major developing civilizations, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies. Students will analyze how western society progressed from the developing kingdoms and nation-states from the year 1450 to the complex and varied western civilizations in existence in the contemporary world.

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

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

Students will recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives to identify the individual role of economy, society, government, religion, and culture in the history of the western world's emerging nation-states and societies in the modern world. Students will demonstrate proficiency in the recognition and articulation of the diversity of human experience across the range of modern Western Civilization history to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the progression from the Renaissance period of Enlightenment and discovery through the many ever-increasingly complex civilizations and societies in existence in the modern era. In detail, students will trace and discuss the influence the role and effects of the transition from the European period of Renaissance, Enlightenment, and the Scientific Revolution to a quickly developing four-hundred-year era of European global dominance and empire-building, the explosion of the Industrial Revolution, and its profound effect upon nations, technology, and warfare. Students will discuss how rising technology and industry produced profound social changes worldwide, as well the 20th-century reorganization of power, influence, economy, and political institution brought forth by two global world wars and the rise of global superpowers during the Cold War as nuclear technology brought the destruction on mankind within reach. Students will analyze the ramifications of a new world order where the interconnection between peoples and nations is unprecedented, but age-old problems of nationalism, religious separatism, extremism, ethnic and racial competition, and hatred, and particularly these elements under the specter and deteriorating natural environment makes the future uncertain. Particular emphasis will be placed in lectures, written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that drive the major themes of modernization and conflict, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies.

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

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

In this course, students will be exposed to and required to use a range of digital platforms and media sources, including PowerPoint slide presentations, historical maps, primary documents, historical documentaries, YouTube video clips, subject related websites, and a host of other digital venues to reinforce visually the contextual basis of ideas, events, and trends discussed during the course of this class. These tools will be implemented in this course through various means in the face-to-face classroom environment and through the Canvas Digital Learning platform and its many digital capabilities. Students will learn the basic computer skills, technological steps, and platform skills to access a course shell within Canvas in all classes to access the above-mentioned digital course materials, as well as listen to and observe specially-created recorded lectures by the instructor using Camtasia digital video technology. Also, within the Canvas course shell, students will also utilize exam and quiz study guides, practice quizzes, written assignments, and student-driven threaded discussion questions that allow interaction with fellow classmates and the instructor.

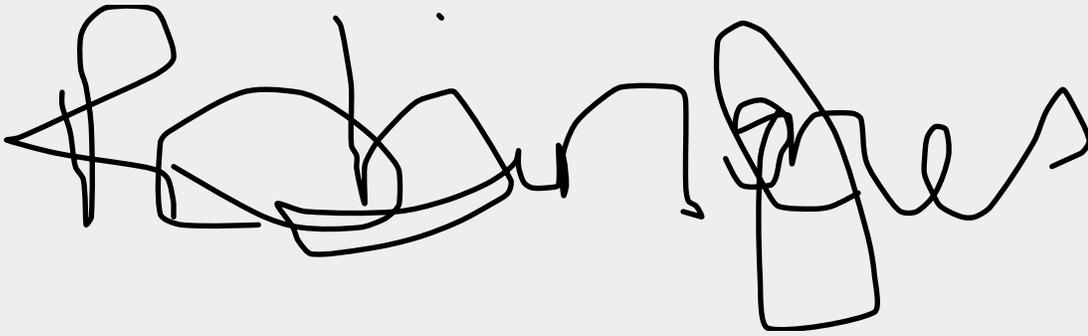
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

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

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



### Date

Feb 21 2021

## Upload Assessment

**Completed** - Feb 21 2021

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

### [CCC - Western Civilization II HIST 1160 - Demonstration Syllabus SP 2021](#)

**Filename:** CCC\_-\_Western\_Civilization\_II\_HIST\_116\_YXFDPgy.pdf **Size:** 220.9 kB

## Upload Rubric

**Completed** - Feb 21 2021

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

### [CCC - Western Civilization II HIST 1160 - Demonstration Syllabus SP 2021](#)

**Filename:** CCC\_-\_Western\_Civilization\_II\_HIST\_116\_SI3xtXZ.pdf **Size:** 220.9 kB

## Application: 0000001202

Dinah Hamilton - dinah.hamilton@enmu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001202

**Status:** Under Review

**Last submitted:** Feb 19 2021 01:20 PM (MST)

## Application Form

**Completed** - Feb 19 2021

## Application Form

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

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

### Contact Information

Name	Dinah Hamilton
Title	Department Chair, History, Humanities and Social Sciences
Phone	575-315-1120
Email	<a href="mailto:Dinah.Hamilton@enmu.edu">Dinah.Hamilton@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Codaa Omness
Email	<a href="mailto:coda.omness@enmu.edu">coda.omness@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	PSYC
Number	2120
Title	Developmental Psychology
Number of credits	3

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

Yes

**Co-requisite Course**

Prefix	ENGL
Number	1110
Title (if applicable)	Composition I

**New Mexico Common Course Information**

Prefix	PSYC
Number	2120
Name	Developmental Psycholgoy

**A. Content Area and Essential Skills**

## To 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.*

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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: Discussions (both online or in-class) require students to respond to videos, textbook content or course prompts. Weekly written assignments require students to summarize, analyze and or reflect on assigned readings from textbooks, journal articles or relevant videos. Regularly, students are given a prompt/question/real-world scenario and are asked to explain and illustrate by creating a brief presentation to share with their classmates. Students also take chapter quizzes to communicate what they have learned about the course content.

Application and Versatility: Students communicate what they have learned in a variety of ways including discussion (online or in class), application papers in which students are expected to apply what they have learned about course concepts to real-world examples; summary and response papers where students read a journal article or watch a relevant video and summarize the main points and reflect on the application of the content to the real world.

Students respond weekly to targeted questions to develop the skill of evaluating and producing effective arguments, summarizing their learning, and applying concepts to their everyday lives. Examples include summarizing and reflecting on TED Talks, learning to read and summarize academic journal articles and evaluating how psychological research is presented in the main stream media.

Students are required to choose a topic in developmental psychology to explore in detail and to write a short research paper in APA format. This paper is then presented in an oral presentation to the class.

Students are encouraged to think of themselves as “student-experts” on their chosen topic and to approach this presentation as an opportunity to teach others what they have learned.

Sample assignments include: designing a psychological study, applying Erikson’s stages of development to their own lives,(see attached) conducting an interview and summarizing their findings and assessing the interviewee’s current life stage.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 work individually or in small groups to understand a question, study their sources (text book, research article and each other) gather evidence, differentiate fact from opinion and then share their learning with other students. For example: Given the evidence that older people can benefit from plasticity and training, in what ways do you think ageism might contribute to decline in older adults? What life circumstances might emphasize respect for wisdom and help older adults to maintain cognitive abilities? Please provide specific examples of behavior and/or attitudes as evidence for your claim. Given the evidence that adolescents are at high risk for injury, death and health problems, what recommendations for preventing such serious outcomes might you make to a group of high school students and their parents? Please provide specific examples of behavior and/or attitudes as evidence for your claim.

Students bring examples of developmental psychology principles/concepts they find in the main stream media and present their analysis of the how the media presented the findings; ie: What is the problem or issue the media claims to address? What evidence is provided for their claim? Is the evidence presented accurately?

Students are assigned readings, or videos of critical theories and studies in developmental psychology and then required to write short response papers to evaluate the study and the evidence.

Describe Erikson's generativity versus stagnation stage. Think about someone you know (or a character in a film or novel) who is an example of generativity or stagnation and describe/explain why you think that person is in that stage. Please provide specific examples of behavior and/or attitudes as evidence for your claim.

Reasoning/Conclusion: Students are also asked to participate in class discussions where they develop an argument in favor or opposed to a theoretical position relevant to developmental psychology.

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

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

In this class, students regularly collaborate work together in small groups to discuss and share their understanding of the readings, videos and to create group presentations on targeted problems/questions.

Students learn about ethical research methods in developmental psychology and limitations of research in developmental psychology ie:

Summarize the basic ethical guidelines that all researchers must follow before conducting research with human or animal subjects.

Students demonstrate their understanding of ethics in research through short response papers or discussions about how they would create a method to study the effects of children's television shows on toddler aggressive behavior for instance.

Civic Discourse: Students complete a variety of assignments such as short response papers, class discussions where students articulate their informed opinions on different controversial topics in developmental psychology such as: given the evidence that the pre-frontal cortex in adolescents is not yet fully developed, should adolescents be treated the same as adults in the criminal justice system?

Groups are given prompts/questions designed to encourage members to assess and share their individual perceptions and understanding of an issue,ie: spanking as punishment, and are encouraged to assess their own perspectives and prejudices/biases and to engage in civil discourse with their classmates.

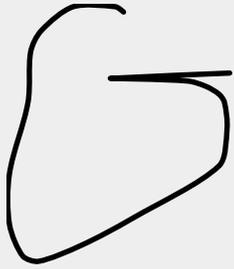
Collaboration and teamwork are essential learning methods in this class with regular assignments designed to enhance students' active listening skills, engagement in collaborative learning and evaluation of different viewpoints.

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

Link to Institution's General Education Assessment Plan

The assessment plan is currently under construction and will be available on the college website.

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



**Date**

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

### [A Life in Review](#)

**Filename:** A\_Life\_in\_Review.pdf **Size:** 284.1 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: 0000001382

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001382

**Status:** Under Review

**Last submitted:** Feb 20 2021 12:28 PM (MST)

## Application Form

**Completed** - Feb 18 2021

## 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. Steve Simpson
Title	Dean of Arts and Sciences
Phone	575 - 835 - 5149
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Department of Communication, Liberal Arts and Social Sciences

## Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.edu</a>

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

(No response)

**Institutional Course Information**

Prefix	sosc
Number	1110
Title	Introduction to science and technology studies
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	(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.

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>)

Recognize and articulate how social factors have shaped historical cases of science and technology, 2. Critically describe the political implications and dominant guiding logics of contemporary regimes of scientific R&D and technological innovation, 3. Enumerate and characterize the possibilities for more democratic and pre cautious technoscience, and 4. Summarize and assess an academic level text in Science and Technology Studies

### Institution-specific Student Learning Outcomes

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

1. Recognize and articulate how social factors have shaped historical cases of science and technology, 2. Critically describe the political implications and dominant guiding logics of contemporary regimes of scientific R&D and technological innovation, 3. Enumerate and characterize the possibilities for more democratic and pre cautious technoscience, 4. Summarize and assess an academic level text in Science and Technology Studies, and 5. Extract the main argument and supporting evidence from a book chapter/article.

## C. Narrative

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

*Be sure to 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' class interactions span a variety of media, including oral and online discussion, oral presentation, written exam responses, and a book review. Class discussions challenge students to apply concepts from Science & Technology Studies to contemporary real-life examples and foster collaborative thinking and disagreement. And the book review assignment challenges student to write for and speak to a broader audience (i.e., not the instructor), spurring greater awareness of differing rhetorical situations and their requirements.

Strategies for Understanding and Evaluating Messages and Evaluation and Production of Arguments: Periodic reading quizzes assess students on their ability to read critically and take quality reading notes. This activity, along with class discussions, help to introduce and reinforce concepts and themes from Science & Technology Studies, such as technological momentum, lock-in, risk, normal accidents, and social construction. Quiz questions focus on identifying the author's main argument as well as the evidentiary support for that argument. Quizzes and exams more generally have students apply this learning to support their own claims about course by referencing and explaining concepts, examples, and other evidence from class readings.

The book review assignment continues this development by asking students to book the arguments of their chosen books with material from earlier in the course, comparing and contrasting arguments, evidence and their sources, differing cultural and political lens, and characterizing the support for various claims—including making their own claims regarding how course concepts might corroborate or help elucidate the phenomena analyzed in their books. This paper also asks that they appropriately cite and reference evidence from their book and earlier class readings.

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

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

Problem Setting and Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion: Course weeks dealing with scientific controversies introduce students to difficulties, quandaries, and dilemmas in the scientific process. By examining disputes over Cold Fusion, Ether Theory, and other historical scientific events, students identify the complexities involved in reasoning about the natural world, especially regarding how/why different scientists can identify the same data, evaluate its credibility differently, and arrive at divergent conclusions. Quiz and exam questions assess student's ability to explain these complexities. For instance, for the Cold Fusion controversy, students are often asked how differences in the perceived acceptability of different nuclear theories impacted the broader acceptance of Cold Fusion as well as how unearthed weaknesses in the empirical case made for Cold Fusion impacted the associated scientists' credibility.

These same critical thinking skills are further developed in the book review assignment. Students are tasked with analyzing a book critically, which means delineating questions about the author's argument (e.g., "How does the author elucidate or support their main conceptual framework?" or "How does author's concept X relate to course concept Y"), assemble evidence from the book's text, evaluate the strength of that evidence, and develop conclusions based on that evidence. For instance, students in this course might analyze a book dealing with how automated welfare systems can harm less affluent students in terms of the lens of "future imaginaries" developed earlier in the course, where they would utilize the evidence contained within the book and other course readings to make their own unique argument. In this case, they would be adding to the book author's argument by describing different imaginaries or ideas about the future appear to influence the implementation of automated systems, based on the events and quotes presented within the book.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 core focus of the course is to develop personal & social responsibility by critically analyzing the development of science and technology throughout history. A strong emphasis is placed on how the course material can inform more socially responsible behavior by scientists and engineers, and important topic for budding scientific and technically professionals and citizens.

Students' skills in intercultural and intercultural competence are enhanced through the reading material, class discussions, and in exams in that they are forced to reckon with evidence that science & technology are social products and therefore shaped by political forces and the cultural biases of powerful people within society. The book review assignment generally further develops this focus, because students typically choose books dealing with contentious topics including racial/gender disparities in computer science education, the effects of the nuclear age on Native American populations, and how automation technologies are often used to discriminate against poor and working-class citizens.

Civic discourse is promoted in classroom/online discussions, where the instructor models charitable reading/listening and encourages seeing issues are multifaceted and complex. Class discussions float between a variety of modes, depending on whether online or in-person, meant to facilitate collaborative thinking and disagreement.

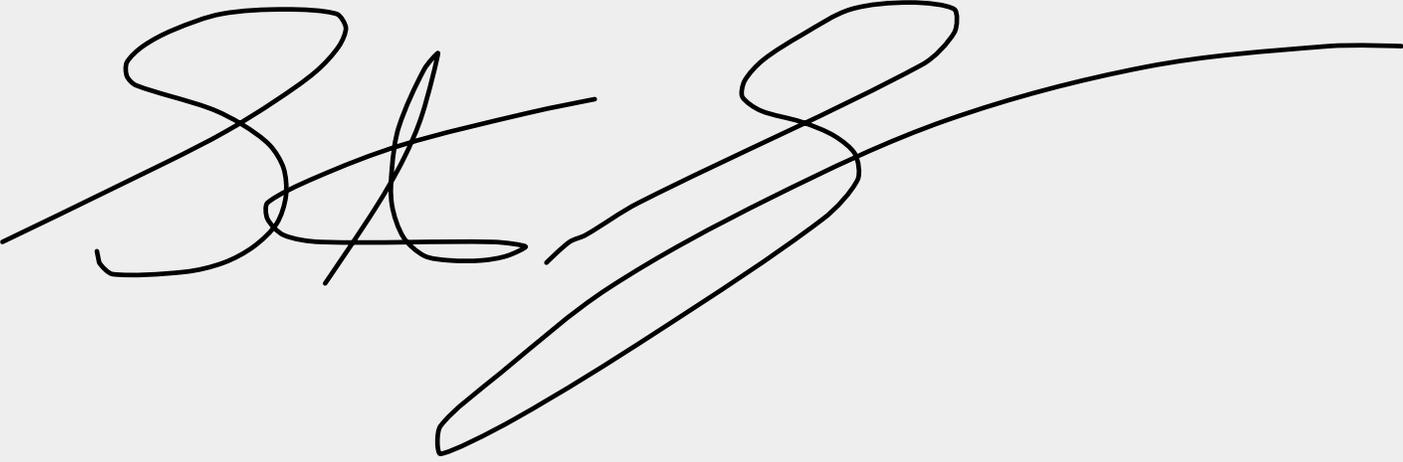
Collaboration skills and teamwork are fostered primarily in the book review project, where students work as pairs in striving to understand and critically evaluate an academic-level monograph in the social sciences. Not only do students read this book together but they collaborate to produce a single document reviewing the book's argument, evidentiary sources, and application to course discussions.

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

Link to Institution's General Education Assessment Plan

<https://www.nmt.edu/academicaffairs/assessment/gened.php>

**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 highly cursive and appears to be the initials 'SK' followed by a long, sweeping horizontal line that extends across the width of the signature area.

### Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [SOSC 1110 - ASSESMENT](#)

**Filename:** SOSC\_1110\_-\_ASSESMENT.pdf **Size:** 84.3 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

## [SOSC 1110 - RUBRICS](#)

Filename: SOSC\_1110\_-\_RUBRICS.pdf Size: 51.9 kB

# Application: 0000001392

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

### Summary

**ID:** 0000001392

**Status:** Under Review

**Last submitted:** Feb 18 2021 04:26 PM (MST)

## Application Form

**Completed** - Feb 18 2021

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

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

# Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

## Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

## Institutional Course Information

Prefix	MATH
Number	110
Title	College Algebra
Number of credits	4

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

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	MATH
Number	1220
Name	College Algebra

### 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.

Mathematics - Communication, Critical Thinking, 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>)

Students will build on their knowledge of polynomial, rational, absolute value, radical, exponential and logarithmic functions in the following contexts:

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

---

**Institution-specific Student Learning Outcomes**

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

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.*

College Algebra uses the language of algebra for mathematical communication. In particular, students need to be able to extract mathematical information that may be presented in a variety of different representations (verbal, symbolic, numeric, and graphical). They need to be able to clearly communicate a mathematical concept by using proper mathematical notation and vocabulary in the framework of an appropriate representation.

Students will develop strategies for understanding through the process of problem solving. They first need to interpret the statement and intent of the problem. They then need to identify and extract the relevant information from that which is potentially superfluous. Starting from the relevant information, they then show a logical progression of algebraic steps using the correct mathematical terminology. Finally, they draw the appropriate conclusions and interpret the results in context using the correct units. On some assignments, students are asked to identify the mathematical principles and concepts that apply to their reasoning. They will need to explain how and why they selected the methods they did to arrive at their response. In some class sessions, students work together to produce explanations (arguments) for their proposed solution of a given problem. In pair or group work, student will need to evaluate other students' arguments and their response to the examples/problems that have been presented. They may need to verify or disprove a mathematical claim by checking whether a proposed solution is valid or explain why a result is not appropriate in the context of the problem

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 may need to formulate a mathematical representation of a problem based on verbal narratives in order to create an appropriate model of the physical situation. In order to do this successfully, they will need to determine what needs to be solved and find an appropriate method of solution. They will need to determine what information is relevant in the statement of the problems and acquire any needed information from tables, graphs or diagrams to acquire the need evidence for a solution. For some projects, students may be asked to collect data representing some natural or social phenomena and create an appropriate mathematical model for it. Students may evaluate their evidence to a proposed solution in a variety of ways. Once students have found possible solutions to a problem, they may need to determine if any can't be permitted for various reasons (e.g. physical lengths and time values can't be negative). In some cases, students may be asked to compare an algebraic solution with a graphical solution and compare and/or contrast the results obtained from each method. In word problem applications, students are often asked to interpret the results in the context of the problem. They may need to explain their reasoning as to why a solution may be valid or not.

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

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

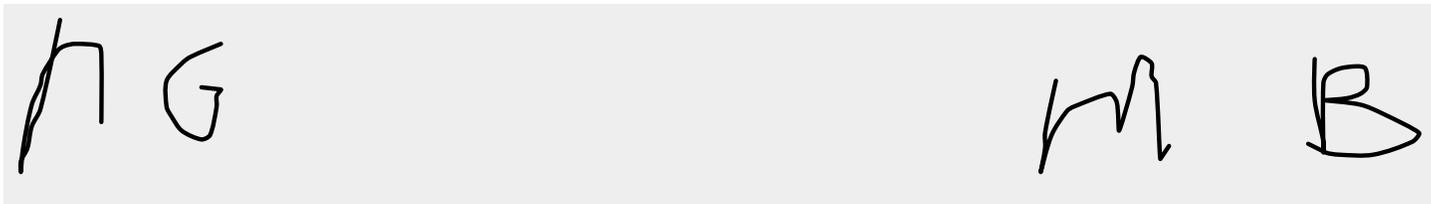
The content of college algebra emphasizes properties of various functions such as linear, quadratic, polynomial, rational, exponential and logarithmic. Students will need to learn and be able to characterize the important features of each of these. Students will need to be able to give clear verbal explanations for mathematical expressions that they use throughout the course. Often, they will need to generate a graphical representation of some data along with a mathematical model and interpret their results in context. Students will encounter examples and problems that challenge them to correctly choose and apply a particular function model to complex data from a variety of disciplines. Examples could include problems from population growth, climate variation data, disease transmission in public health models, rates of radioactive decay, projectile motion, calculations of revenue from investments and other economic examples of profit and/or loss. Students will need to use algebraic and graphical methods to solve such problems and communicate their results in context. These skills are developed throughout the course via in class (or online) in homework and are assessed on quizzes, projects and exams. In class, students often work in pairs or groups so they have an opportunity to formulate and defend their own quantitative arguments as well as analyze those of their classmates.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



### Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 18 2021

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

### [Project Covid19 in NM](#)

**Filename:** Project\_Covid19\_in\_NM.pdf **Size:** 192.1 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: 0000001416

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

### Summary

**ID:** 0000001416

**Status:** Under Review

**Last submitted:** Mar 5 2021 12:47 PM (MST)

## Application Form

**Completed** - Mar 5 2021

# 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
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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

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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	Gordon Hodge
Title	Associate Chair for Undergraduate Ed
Phone	505 277-3019
Email	<a href="mailto:ghodge@unm.edu">ghodge@unm.edu</a>

### Submitting Institution

Name of HEI	UNM Main
Submitting Department	Psychology

### 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	PSYC
Number	1110
Title	Introduction to Psychology
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	PSYC
Number	1110
Name	Introduction to Psychology

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

---

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

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

Upon completion of the course students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

---

### **Institution-specific Student Learning Outcomes**

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

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.*

We prepare students for becoming conversant in all areas of psychology by providing them with information on what Psychology has discovered and its methods of discovery (see Appendix A). We want students to understand the breadth of psychological knowledge and, equally important, how psychologists go about collecting data and explaining behavior (SLO 1: Explain how the scientific method and psychological research methodologies are used to study the mind and behavior). As indicated in SLO 2 (Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology), our resources allow us to offer students a very comprehensive account of Psychology by providing learning through reading and lectures and, especially, through multiple-choice Quiz-Enhanced Learning (for which we have published results in the APA peer-reviewed journal, *Journal of Experimental Psychology: Applied*, see Appendix D; information on this and other learning methods are presented in the Syllabus, Appendix A). From lectures and practicing with thousands of questions, students learn how to apply the scientific method to real-life situations and problems (SLO 3: Explain how information provided in this course can be applied to life in the real world; SLO 4: Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society). In addition to their performance on multiple-choice assessments (Quizzes, Chapter Tests, Quarterly and Final Exams), students show what they have learned in lectures by participating in class with iClickers (or by watching video lectures and

participating by answering questions presented in the lectures at set times) and by participating in research conducted by Department researchers or by writing reviews of scientific journal articles. By participating in experiments and valuating journal articles, students learn how psychologists collect and evaluate data and how the findings are communicated (Appendix B). We assess their ability to communicate to us in writing by scoring their reports on journal articles and returning ways they could improve upon them (Genre and Medium Awareness, Application). Much of their score is based on how they interpret what the authors did, what they found, how they interpreted their findings, and implications for the students and society (Strategies for Understanding and Evaluating Messages). The Graduate Assistants who score the reports provide encouragement to students who challenge aspects of journal articles and provide suggestions as to how student criticisms could be strengthened (Evaluation and Production of Arguments). Because of class size (some sections have 300 to 450 students), we do not provide a direct forum for students to engage in verbal communication, but we do provide them with a number of ways to learn about Psychology so when they do communicate with others, they will know what they are talking (or writing) about and they will appreciate how other actors try to influence them through sometimes self-serving communications.

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

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

As a science and as a clinical discipline, psychology rests upon the tenets of the scientific method. Critical thinking is an intrinsic component of this method. All areas of Psychology—experimental or clinical—rely on the scientific method and critical thinking. We use in-class demonstrations and multiple-choice questions to illustrate how our beliefs—even our strongest ones—can be challenged by the use of the scientific method and critical thinking. Students learn about the principles of the scientific method and critical thinking from text materials and taking multiple quizzes (see previous narrative for details and Appendices A-D). We use lectures to illuminate the principles. For example, many of us have strong beliefs about which of two or more very similar products is better; e.g., “Pepsi is better than Coke.” The question (Problem Setting): “Is there a difference between the taste of Coke or Pepsi?” At one time, students actually tasted colas, which were presented in two cups

from one of two masked cans labeled M or Q. More recently, we have students imagine tasting colas in the two cups. They were to choose the cup with the cola that tasted best (Evidence Acquisition). We look at the results to see if there was a difference in taste preference. Most students conclude this proves they can tell the difference between different colas. But in discussing the evidence, it is revealed that more students preferred the cola in the M cup when it was the first cola “tasted”; on occasions when Q was presented first, it won out (Evidence Evaluation). This suggests that it is not taste alone that determines preference, but simple order of presentation (Reasoning/Conclusion). When actual colas were tasted, students always chose M as long as it was presented first . (After all votes were in, the paper mask on the Q can was removed to reveal it was RC cola; the M can was unmasked—it too was RC!) The point of the demonstration (published in the APA peer-reviewed journal, *Teaching of Psychology*, see attached) is we must always think critically when asked to make choices. Our picks don't matter so much when a cola is being selected but may matter more when we are asked to select between political candidates. We encourage students to use critical thinking when evaluating many “truths” or perplexing statements or positions (Evidence Evaluation; Reasoning/Conclusion). For example, correlational studies are often used to show differences in matters of interest to humans, which is fine, as long as we think critically about the nature of the correlation. Students are asked to explain why one of the highest correlations reported is between hand size and vocabulary size (i.e., the larger the hands, the greater the vocabulary). How could that be? The source of the relationship is between a developing baby's hand growth and the concomitant acquisition of words. We find that combining heuristic methods from the text (Adaptive Learning, multiple quizzes) with active class participation (i.e., use of iClickers) leads to higher exam performance than traditional approaches.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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.*

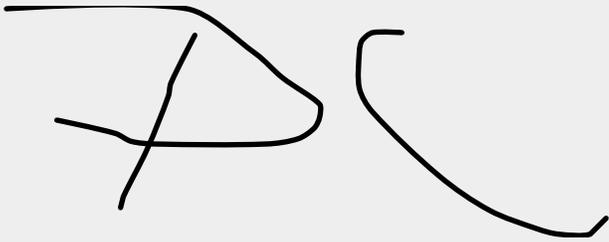
Psychology has always focused on the person and the ways in which others (e.g., family, peers, and society) influence the person and how the person may influence others. Because of our large class sizes (face-to-face sections have enrollments of 150-450), students learn about personal and social responsibility through lectures, use of in-class student-response devices (i.e., iClickers), multiple quizzes, chapter tests, and quarterly and final exams; assessments are all multiple choice (see Appendices A-D). From lectures and readings on gender differences (genetics and learning) to factors responsible for altruistic and prejudicial behaviors, students learn the roots and stems of intercultural reasoning and intercultural competence. We lay the groundwork for the development of intercultural reasoning by reviewing Kohlberg's theory of moral reasoning—universal or culturally dependent or modifiable? Students watch a video of Alaska Natives that dramatically reveals how language development can be culturally dependent. Some hear the story of an Intro Psych Peer TA who complained about a female student she was trying to help who seemingly refused to look her in the face and, so, was apparently not paying attention, and yet, when seen the next week, had employed the study methods described by the TA; the student being helped was Native American. Was this a failure of intercultural competence or something else? Social Psychology has long been the home of research on social influence and ethical reasoning. Asch's and Milgram's studies on social conformity are taught in many disciplines. Jane Elliot's report on how quickly her grade schoolers went from friends to divided groups based on arbitrary descriptions of character and ability—and how quickly the groups switched power positions, again based on arbitrarily assigned stereotypes, paints a poignant and disturbing picture of how humans seem ready to embrace stereotypes. On the other hand, through the influence of leaders, teachers, parents, and peers, more egalitarian views can emerge.

## 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

Mar 5 2021

## Upload Assessment

**Completed** - Mar 5 2021

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

### [PSYC\\_1110 RecertificationForm](#)

**Filename:** PSYC\_1110\_RecertificationForm\_y7E0khF.pdf **Size:** 4.7 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: 0000001152

John McCullough - johnvalmcc@beyondbb.com  
NM General Education Curriculum

## Summary

**ID:** 0000001152

**Status:** Under Review

**Last submitted:** Feb 22 2021 11:21 AM (MST)

## Application Form

**Completed** - Feb 22 2021

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course

# Application

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

## Contact Information

Name	John McCullough
Title	Business & IS Chair
Phone	575-315-1148
Email	<a href="mailto:John.McCullough@enmu.edu">John.McCullough@enmu.edu</a>

## Submitting Institution

Name of HEI	ENMU - Ruidoso
Submitting Department	Business and Information Systems

## Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	ECON
Number	2120
Title	Principles of Microeconomics
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ECON
Number	2120
Name	Principles of Microeconomics

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

The requirements for this course will include readings, a combination of discussion questions and/or interactive problems that will require completion of graphs, tables and questions, weekly chapter quizzes and overall exams. Each of these activities are chosen to focus on particular outcomes and essential skills. These activities are those that are intended to focus attention on communication skills: Throughout the term students are presented with a variety of economic questions or dilemmas. This material will be presented in written form in the textbook, and digitally in the LMS. Students will be required to participate in structured, graded discussions over these questions. Students will be required to evaluate the situation, identify and explain the main points, and explain the situation in terms of the economic implications. Students will be expected to explain, and logically support those implications as they impact different stakeholders. Current events from various sources that apply to the situation are to be searched for, and explained in their discussions. Students will be asked for their evaluation of the situation and be expected to provide support for their conclusions from economic concepts being studied. Students are expected to combine a variety of authoritative sources supporting their analysis of the situation. Replies to classmates' posts will be expected in which agreement or civil disagreement is presented, supported by sound reasoning, and credible and appropriate sources. Weekly, multi-attempt chapter quizzes, with feedback, reinforce the student's understanding, and reliance on applicable economic concepts and terms that would support their arguments.

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

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

These activities are those that are intended to focus attention on the students' critical thinking skills: Students are required to complete multiple attempt interactive problems contained in the LMS. These problems require the student to complete combinations of graphs, tables, economic situations and terminology problems. To correctly complete the problems the student must accurately understand and identify the problem, or situation, and acquire the appropriate material that addresses the problem. This reinforces relevant material obtained from the textbook and requires the student to show an understanding of the problem, apply that understanding of the applicable concepts, and enter correct conclusions and solutions to the problems. Evaluation of the feedback provided during the multiple attempts provides additional evidence to help the student choose the correct solutions. Also adding to the student's practice in evaluating and correctly applying material are the weekly, multi-attempt chapter quizzes, which also provide feedback. The student must draw upon information and data in the text, the interactive problems, and this feedback to arrive at correct conclusions. The structured and graded discussion assignments also provide the students with practice in understanding the situation being presented, obtaining the relevant explanation, and then applying the concepts with informed reasoning.

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

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

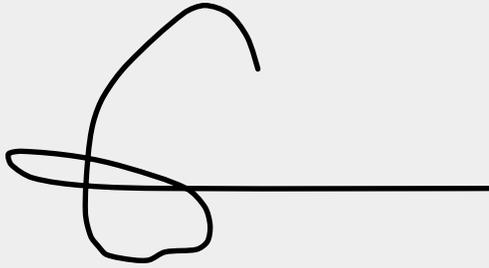
These activities are those that focus the student's attention on the personal and social aspect of economic concepts and theories: In the structured and graded discussions assigned throughout the term students are faced with a variety of economic situations and ethical dilemmas that present tradeoffs that impact different stakeholders, and contribute to the decisions that individuals, businesses, and countries make. For example: a discussion topic involves the basic and common decision of the best allocation of duties in a marriage which includes the economic implication of comparative advantage. The concept of reasoning out the benefits of economic efficiency versus the ethical consideration of "fairness" to all impacted groups is a consistent theme in the discussions. This would include the balance of supply and demand and the reality of the prices consumers must pay for necessary products. Students are expected to display a knowledge of the types of markets - competitive, monopolistic, oligopolies, and the impact on consumer decisions. The students' reasoning and knowledge in the discussions with all classmates is a key part of their original discussion, as is their collaborative skills in their required reply to classmates' posts, reasonably agreeing or disagreeing. The interactive problems provide additional examples of situations that require the student to apply their reasoning skills to situations that can impact people, businesses, and environments all over the world.

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

Link to Institution's General Education Assessment Plan

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

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



#### Date

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

### [ECON 2120 Discussion Assignments](#)

**Filename:** ECON\_2120\_Discussion\_Assignments.pdf **Size:** 281.3 kB

## Upload Rubric

**Completed** - Feb 19 2021

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

### [ECON 2120 Discussion rubric](#)

**Filename:** ECON\_2120\_Discussion\_rubric.pdf **Size:** 58.0 kB

# Application: 0000001372

Patricia Matchin - matchin@nmmt.edu  
NM General Education Curriculum

#### Summary

**ID:** 0000001372

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:31 PM (MST)

# Application Form

Completed - Feb 23 2021

## 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

**Institutional Course Information**

Prefix	MUSC
Number	1303
Title	Music Appreciation
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MUSC
Number	1140
Name	Music Appreciation: World Music

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Develop a vocabulary of musical terms, and be able to describe music using those terms 2. Demonstrate knowledge of composers, their music and their relationship to historical periods 3. Recognize how music played and plays a political, social, and cultural function 4. Identify well-known pieces and the historical and social context in which they were composed 5. Demonstrate basic understanding of music notation and musical communication

### Institution-specific Student Learning Outcomes

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

1. Develop a vocabulary of musical terms, and be able to describe music using those terms 2. Demonstrate knowledge of composers, their music and their relationship to historical periods 3. Recognize how music played and plays a political, social, and cultural function 4. Identify well-known pieces and the historical and social context in which they were composed 5. Demonstrate basic understanding of music notation and musical communication

## C. Narrative

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

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

---

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

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

Students are introduced to various periods, styles, and composers of music and become acquainted with knowledge and appreciation of Western music from various cultures and times. Students develop a working vocabulary to describe and discuss musical works of various periods, styles, and composers. Students evaluate the function and relevance of music from various cultures and times.

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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 evaluate how music from various periods, styles, and composers of music of Western music, are similar or different. Students comprehend the ways in which music is used in our modern world and compare that to different periods of musical history. Students develop an understanding of the evolution of Western musical style and reason these developments in connection with culture and social trends.

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

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

This course explores the ideas of music in society and its cultural relevance and is designed to increase the students' appreciation of music as well as to enhance their listening skills. Students collaborate with peers to form a musical awareness of other peoples and cultures. Students learn the impact music has on their lives and societies outside of their experience. Students learn to value the difference of musical style and the similarities of function music shares between diverse cultures and time periods.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A large, stylized handwritten signature in black ink, consisting of several loops and flourishes, positioned on a light gray background.

## Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 18 2021

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

### [MUSC 1303 Unit I Exam - Fall '18](#)

**Filename:** MUSC\_1303\_Unit\_I\_Exam\_-\_Fall\_18.pdf **Size:** 115.7 kB

## Upload Rubric

**Completed** - Feb 18 2021

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

### [vocal-concert-rubric](#)

**Filename:** vocal-concert-rubric\_ydp0Bzu.pdf **Size:** 93.8 kB

## Application: 0000001031

Dinah Hamilton - dinah.hamilton@enmu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001031

**Status:** Under Review

**Last submitted:** Feb 3 2021 11:49 AM (MST)

## Application Form

**Completed** - Feb 3 2021

## 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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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	Dinah Hamilton
Title	Department Chair, History Humanities and Social Sciences
Phone	57525721220
Email	<a href="mailto:dinah.hamilton@enmu.edu">dinah.hamilton@enmu.edu</a>

## Submitting Institution

Name of HEI	ENMU
Submitting Department	History, Humanities and Social Sciences

## Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@enmu.edu</a>

## Registrar

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@enmu.edu</a>

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

No

## Institutional Course Information

Prefix	PSYC
Number	1110
Title	Introduction to Psychology
Number of credits	3

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

Yes

**Co-requisite Course**

Prefix	ENGL
Number	1110
Title (if applicable)	Composition I

**New Mexico Common Course Information**

Prefix	PSYC
Number	1110
Name	Introduction to Psychology

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

---

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

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

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

---

### **Institution-specific Student Learning Outcomes**

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

N/A

---

## C. Narrative

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

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

---

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

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

Students are required to engage in both informal and formal discussions and weekly summary and reflection papers revolving around selected course content. This is accomplished on a weekly basis through specific questions and prompts targeting main points, key arguments and sharing examples of psychology at work in their everyday lives.

Students respond weekly to targeted questions to develop the skill of evaluating and producing effective arguments, summarizing their learning, and applying concepts to their everyday lives. Examples include summarizing and reflecting on TED Talks, learning to read and summarize academic journal articles and evaluating how psychological research is presented in the main stream media.

Sample assignments include: designing a psychological study, applying Erikson's stages of development to their own lives; classical and operant conditioning examples at work in their everyday experience, analyzing a personality inventory, applying memory enhancement strategies and evaluating psychological disorders and therapies.

Students are required to choose a topic in psychology to explore in detail and to write a short research paper in APA format. This paper is then presented in an oral presentation to the class. Students are encouraged to think of themselves as "student-experts" on their chosen topic and to approach this presentation as an opportunity to teach others what they have learned. (See attachment)

Students are graded on their writing and oral communication skills, whether they demonstrate "understanding or recognition of multiple viewpoints." They also need to demonstrate that they can understand and express key arguments of an issue clearly.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 hone their critical thinking skills in this class by engaging with readings, videos, and activities designed to encourage and support problem-based learning.

This is assessed through writing assignments, research gathering and evaluation.

Students work in small groups to understand a question, study their sources (text book, research article and each other) gather evidence, differentiate fact from opinion and then share their learning with other students.

Students bring examples of psychological principles/concepts they find in the main stream media and present their analysis of the how the media presented the findings; ie: What is the problem or issue the media claims to address? What evidence is provided for their claim? Is the evidence presented factually?

Students work together in small groups to design a research study and are assessed on their understanding of the basic principles of social science research: formulating a hypothesis; Defining a population; collecting a sample; creating experimental conditions, etc. -- who are the students you are interested in studying? Elementary school students, college students, etc.

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

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

In this class, students regularly collaborate work together in small groups to discuss and share their understanding of the readings, videos and to create group presentations on targeted problems/questions.

The groups are changed weekly so that every student in the class has at least one opportunity to work with every other student in the class. This interaction promotes intercultural understanding and competence as they actively listen to one another in discussions about nature vs. nurture, ethical considerations in classic psychological experiments (The Milgram Study, The Little Albert Experiments, Using Animals in Research); cultural differences in assessing psychological disorders and therapeutic approaches.

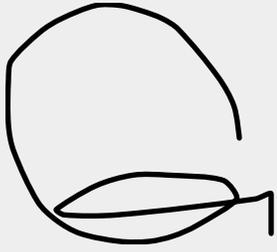
Groups are given prompts/questions designed to encourage members to assess and share their individual perceptions and understanding of an issue. They are encouraged to assess their own perspectives and prejudices/biases and to engage in civil discourse with their classmates.

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

Link to Institution's General Education Assessment Plan

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

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



## Date

Feb 2 2021

## Upload Assessment

**Completed** - Feb 3 2021

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

### [PSYC 1110 Topic for major paper-1](#)

**Filename:** PSYC\_1110\_Topic\_for\_major\_paper-1.pdf **Size:** 207.9 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: 0000000521

Jack McCaw - jack.mccaw@enmu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000000521

**Status:** Under Review

**Last submitted:** Mar 8 2021 09:42 AM (MST)

## Application Form

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Jack McCaw
Title	Department Chair
Phone	5753151120
Email	<a href="mailto:jack.mccaw@enmu.edu">jack.mccaw@enmu.edu</a>

### Submitting Institution

Name of HEI	Eastern New Mexico University - Ruidoso
Submitting Department	Math and Science

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	BIOL
Number	2110
Title	Principles of Biology: Cellular and Molecular Biology
Number of credits	4

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

Yes

## Co-requisite Course

Prefix	BIOL
Number	2110L
Title (if applicable)	Principles of Biology: Cellular and Molecular Biology Lab

## New Mexico Common Course Information

Prefix	BIOL
Number	2110
Name	Principles of Biology: Cellular and Molecular Biology

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

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

1. Apply the scientific method to develop and evaluate hypotheses and propose an experiment to test a scientific hypothesis related to cell biology and molecular biology.
2. Describe the distinguishing characteristics of various biological molecules (water, carbohydrates, lipids, proteins, and nucleic acids). (HED Area 3, Competency 3)
3. Compare and contrast the basic features of cells and how prokaryotic cells differ from eukaryotic cells. (HED Area 3, Competency 3)
4. Understand how organisms maintain homeostasis in a dynamic environment.
5. Describe how biological molecules are acquired and how they are subsequently used to meet the metabolic needs of organisms. (HED Area 3, Competency 3)
6. Describe membrane structure and function.
7. Describe and analyze the nature of bioenergetic transformations and metabolism within the cell.
8. Describe the processes of cellular respiration and photosynthesis.
9. Analyze with specific detail the processes of DNA replication, transcription, and translation.
10. Analyze with specific detail the types, mechanisms, and regulation of cellular division.
11. Assess important applications of cell and molecular biology to energy use, medicine, and other day-to-day processes. (HED Area 3, Competency 1,3,4,5)

## Institution-specific Student Learning Outcomes

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

None

---

### C. Narrative

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

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

---

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

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

Students design experiments to learn critical thinking skills throughout the course, including experiments with molecular transport mechanisms, enzyme activity, cellular respiration, and photosynthesis. In each experimental scenario, students use their understanding of course content to identify and evaluate experimental problems for investigation. For the enzyme activity experiment, students work in pairs to identify specific problems for their investigations, which include how the proper substrates and enzymes work together, what happens at different concentrations of substrate and enzymes, what is the effect of temperature on enzyme activity and how are enzymes affected by changing pH values (problem setting). Students design experiments to evaluate the variables identified using a plant and animal enzyme catalase, which breaks down toxic hydrogen peroxide in cells to oxygen and water. Students obtain their catalase samples from potatoes and beef liver. Students then set up their experiments and collect data as a function of oxygen production, using lab technology to identify changes in pressure in test samples. Second, students will identify what concentrations of enzyme and substrate produce the most effective reactions. Third, students determine the most effective variations in temperature effect enzyme effectiveness. Finally, students use solutions with various pH levels to determine whether acidic, basic, or neutral solutions alter reactivity (evidence acquisition). After data collection is achieved for each set of experiments, students arrange their data into graphs and/or tabular data sets according to the specific data acquired. Students evaluate the data and come to conclusions about their results (evidence evaluation and conclusion). Students state their problems, explain their experimental design, present their data, results and conclusions in their lab reports for assessment. Students share data between groups to create a class set of data for additional conclusions.

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

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

Students are required to take measurements and collect data in many of the laboratory experiments throughout the course. This includes the use of English and metric conversions in multiple labs and classroom assignments. For the genetics unit, students do analysis of genetic characteristics using our student population as a study group. In this process, students work in teams of two to four people to collect their data. Students prepare a questionnaire pertaining to simple genetic characteristics that are easily identified and tabulated. Groups then question members of the campus community and gather data. After data has been gathered, each group performs basic statistical analysis of their data to present to the class (expression). Class data is also accumulated, and students make comparisons between class data and their data in order to analyze differences. They must interpret and compare their findings, providing possible reasons for differences in outcomes (analysis). In addition to this laboratory exercise, students also apply their knowledge of statistics and genetics to analyze problems presented in a variety of questions and scenarios meant to test the students' ability to predict outcomes from various genetic crosses and traits. Students use Punnett squares and laws of probability to predict outcomes of monohybrid and dihybrid crosses, as well as test crosses (Quantitative models and contextual). Students report their work expressed in a variety of questions based on their predictive genetic 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 work collaboratively in both lecture and laboratory assignments throughout the course. Student groups are sometimes assigned and sometimes are student driven and organized. Student groups decide on individual responsibilities and hold each other accountable in performing group tasks. For example, students learn and practice using the scientific process to evaluate the claims of a variety of medical and dietary products. Student groups evaluate three products or medications as to whether manufacturer claims are valid and ethical. After their evaluations are performed in their groups, students draw posters to illustrate their findings and share those findings with the class, where they must explain why they find their products and claims ethical or not. In this process students learn the value of ethical and forthwith claims from advertisers and manufacturers (collaboration, teamwork and accountability).

Students write essays on global problems or issues related to a biological or ecological topic. Students must investigate topics for their papers which must then be approved by faculty before proceeding. These essays are cause and effect essays, so students must either identify direct relationships between actions of human populations on a natural system, species, or landscape; or they must identify the relationship of actions of a natural phenomenon, species, landscape or natural system and how that effects a human population. Students are encouraged to find topics that they are passionate about and are required to relate their opinions and opposing viewpoints they find in their research (sustainability).

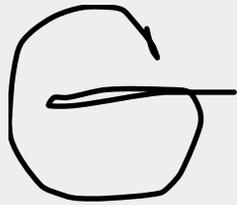
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

In Progress

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 5 2021

## Upload Assessment

**Completed** - Mar 5 2021

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

### [Genetic Problems](#)

**Filename:** Genetic\_Problems.pdf **Size:** 147.9 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: 0000001381

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

### Summary

**ID:** 0000001381

**Status:** Under Review

**Last submitted:** Feb 16 2021 02:02 PM (MST)

## Application Form

**Completed** - Feb 16 2021

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

the course.

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

### Institutional Course Information

Prefix	ART
Number	112
Title	Drawing I
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ARTS
Number	1610
Name	Drawing I

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

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

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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.*

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Students work in a group environment where they are encouraged to learn from each other. Assignments given by the instructor progress toward greater difficulty and group discussion and critique occur on a regular basis. Students are encouraged to discuss their work with each other for the purpose of growth and improvement of basic skills with materials and conceptual understanding. The instructor works directly with each student to guide them in the learning process with both demonstrations and verbal instruction. The visual language of art is one that is acquired through practice and repetition, along with hands-on instruction and regular conversation and feedback. Through continued communication with both the instructor and fellow students the learning process is greatly accelerated. Students are expected to progress technically for the purpose of clearly communicating ideas through their self produced and observed imagery. Visual artwork communicates best when the individual is competent with their materials and has properly assessed the way in which their artwork impacts others.

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

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

Students work in a group environment where they are expected to respect everyone else in the room despite differences. Interacting directly with the group in critique and during studio work sessions requires interaction, feedback, critique and communication. The shared space is one which demands a respectful atmosphere of cooperation and students are occasionally asked to work collaboratively. Mesalands Community College has been described as 'Hispanic Serving' and the student body also includes students from all over the world. This environment demands intercultural engagement and tolerance for difference. Students are encouraged to express themselves through personal politics and perspectives, while they are expected to deal respectfully with differing viewpoints and to reach an understanding that at times expands their world. Art studio classrooms allow for a lot of personal expression in a safe environment that presents opportunity for intercultural reasoning, competence and understanding. Students are encouraged to express themselves regarding civic concerns through their visual imagery which can provoke discussion about current events. Social responsibility and awareness is a valuable part of the artistic expression.

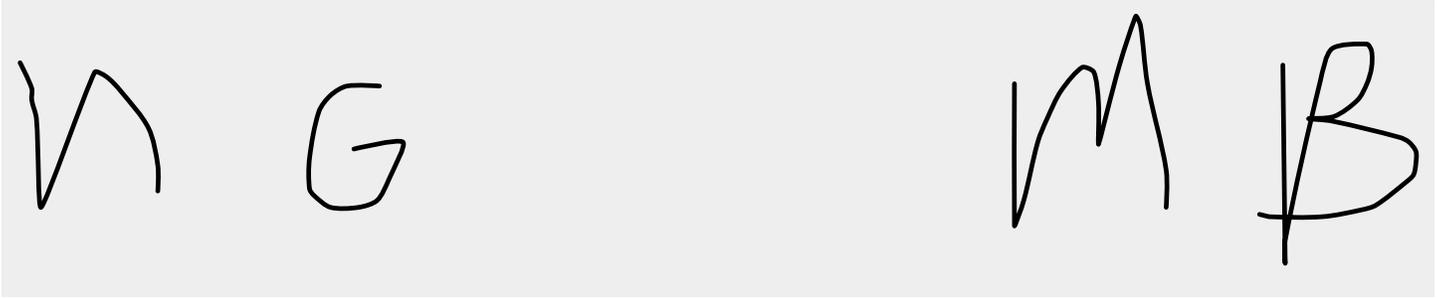
---

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



#### Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [Sample Assessment from ARTS 1610](#)

**Filename:** Sample\_Assessment\_from\_ARTS\_1610.pdf **Size:** 71.9 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

### [Sample Course Rubric](#)

**Filename:** Sample\_Course\_Rubric.pdf **Size:** 70.1 kB

# Application: 0000001384

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

#### Summary

**ID:** 0000001384

**Status:** Under Review

**Last submitted:** Feb 16 2021 03:36 PM (MST)

# Application Form

Completed - Feb 16 2021

## Application Form

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

### Essential Skills

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

**Institutional Course Information**

Prefix	ART
Number	176
Title	Intermediate Wheel Ceramics
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ARTS
Number	2310
Name	Ceramics II

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Demonstrate intermediate techniques in wheel throwing, hand building, glazing, and kiln firing.
2. Prove through class work an intermediate understanding of both the nomenclature and the use of a variety of ceramics equipment.
3. Be able to utilize principles of design, and aesthetic judgment to create and analyze a body of work consisting of both functional and sculptural ceramic objects.
4. Use a greater familiarity with historical and contemporary ceramic sources, ideas, and materials in the discussion and creation of a unique body of ceramic works.

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

Students create artworks that visually communicate ideas drawn from their personal lives or from their perspectives about the world. Learners must utilize color, shape, textures, and lines to create direct narrative elements such as storytelling through the ceramic product or to express emotions through design. Learners demonstrate knowledge through verbal presentations of what techniques they used to best communicate stories and emotions. Students are then required to orally present their work and elaborate on what worked well and identify areas for improvement. This information will be recorded in their art journals. Students must also be receptive to and respond to criticism of other students. During group and individual teacher/student discussions, students share their learning process as they present the influences and origins of their ideas.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 think creatively to apply ideas in original ways to their work. They must consider how they will communicate ideas visually and how the work will be received and understood by others. After receiving feedback from students and the instructor, they must consider what changes they might make to improve the work whether through improvement of the narrative/idea being communicated or improvements in the quality/application of the techniques. Students make choices about whether to create symmetrical or asymmetrical works, in other words whether the work is balanced with an equal number of elements on either side or unequal. Students will have knowledge about what can change the feeling that is emoted through the work. In upper divisions, students learn to mix glazes which uses mathematics and chemistry to create precise reactions in the glazes when the work is heated in the kiln. In lower levels, glaze mixing is introduced to the degree that students understand that different effects are produced based on the properties of glaze ingredients and the need for the precise application of formulas and ratios in the production of glazes.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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.*

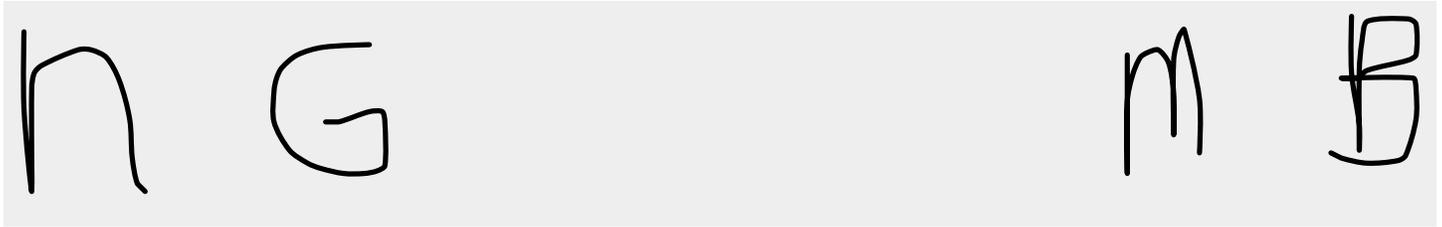
The making of traditional and contemporary ceramics utilizes materials that can pose health hazards if used improperly. Students demonstrate an understanding of the dangers of working with dry clay and glaze materials and know how to utilize dust masks and respirators. Students demonstrate a mastery of cleaning the art space and creating minimal dust. Students are aware that clay dust can stay suspended in air after several hours so it is essential that all cleaning be done with minimal dust creation. Ceramics requires personal responsibility and an understanding of safe handling techniques for one's own safety and the safety of others in the shared environment. Critiques provide an opportunity for both reflection and candid assessment of students' work and other works, and to take responsibility for correctable deficiencies and catastrophic failures in a civil way. These skills will be modeled by the instructor. Students are exposed to intercultural artwork and are required to evaluate the pieces based on social and cultural depictions of others' worlds. The instructor will use music from various cultures to inspire art that reflects the culture in a variety of ways. Students are required to maintain a clean environment and to take responsibility for their working areas to ready the space for future use by others. At the end of the semester during a public showing of the work, students will demonstrate an ability to engage with the public about their work in a respectful and constructive manner.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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

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

### Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [ARTS 2310 Ceramics II Sample Assessment](#)

**Filename:** ARTS\_2310\_Ceramics\_II\_Sample\_Assessment.pdf **Size:** 71.0 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

### [ARTS 1320 CERAMICS I Sample Rubric for Art Portfolio](#)

**Filename:** ARTS\_1320\_CERAMICS\_I\_Sample\_Rubric\_fo\_iUFdVr9.pdf **Size:** 113.9 kB

# Application: 0000001420

Dinah Hamilton - dinah.hamilton@enmu.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001420

**Status:** Under Review

**Last submitted:** Mar 9 2021 09:57 AM (MST)

# Application Form

Completed - Mar 9 2021

## 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	Dinah Hamilton
Title	Department Chair
Phone	575-315-1160
Email	<a href="mailto:Dinah.Hamilton@enmu.edu">Dinah.Hamilton@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	PSYC
Number	2130
Title	Adolescent Psychology
Number of credits	3

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

Yes

## Co-requisite Course

Prefix	PSYC
Number	1110
Title (if applicable)	Introduction to Psychology

## New Mexico Common Course Information

Prefix	PSYC
Number	2130
Name	Adolescent Psychology

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Explain how scientific methodologies are applied to the study of adolescent psychology.
2. Describe major theories explaining adolescent behavior.
3. Identify the relationships between socio-cultural factors and adolescent behavior.
4. Evaluate the impact of family structure, teachers, and peers on development during adolescence.
5. Describe the influence of cognitive development on adolescent behavior.

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

Genre and Medium Awareness: Discussions (both online or in-class) require students to respond to videos, textbook content or course prompts. Weekly written assignments require students to summarize, analyze and or reflect on assigned readings from textbooks, journal articles or relevant videos. Regularly, students are given a prompt/question/real-world scenario and are asked to explain and illustrate by creating a brief presentation to share with their classmates. Students also take chapter quizzes to communicate what they have learned about the course content.

Application and Versatility: Students communicate what they have learned in a variety of ways including discussion (online or in class), application papers in which students are expected to apply what they have learned about course concepts to real-world examples; summary and response papers where students read a journal article or watch a relevant video and summarize the main points and reflect on the application of the content to the real world.

Students respond weekly to targeted questions to develop the skill of evaluating and producing effective arguments, summarizing their learning, and applying concepts to their everyday lives. Examples include summarizing and reflecting on TED Talks, learning to read and summarize academic journal articles and evaluating how psychological research is presented in the main stream media.

Students are required to choose a topic in Adolescent Psychology to explore in detail and to write a short research paper in APA format. This paper is then presented in an oral presentation to the class. Students are encouraged to think of themselves as “student-experts” on their chosen topic and to approach this presentation as an opportunity to teach others what they have learned. (see attached)

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 individually or in work in small groups to understand a question, study their sources (text book, research article and each other) gather evidence, differentiate fact from opinion and then be share their learning with other students. For example: Why do you think adolescents are at such high risk for injury, death, and health problems? What recommendations for preventing such serious outcomes might you make to a group of high school students and their parents? Please cite the evidence for your claims. Students bring examples of adolescent psychology principles/concepts they find in the main stream media and present their analysis of the how the media presented the findings; ie: What is the problem or issue the media claims to address? What evidence is provided for their claim? Is the evidence presented accurately?

Students are assigned readings, or videos of critical theories and studies in adolescent psychology and then required to write short response papers to evaluate the study and the evidence.

Reasoning/Conclusion: Students are also asked to participate in class discussions where they develop an argument in favor or opposed to a theoretical position relevant to adolescent psychology ie: Can you speculate how recent changes in social communication, such as Facebook, Instagram and Snapchat may alter or broaden the selection of reference groups that adolescents have available? What effects do you think that might have on teen attitudes and behaviors?

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

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

In this class, students regularly collaborate work together in small groups to discuss and share their understanding of the readings, videos and to create group presentations on targeted problems/questions.

The groups are changed weekly so that every student in the class has at least one opportunity to work with every other student in the class. This interaction promotes intercultural understanding and competence as they actively listen to one another in discussions about nature vs. nurture, ethical considerations in classic psychological experiments cultural differences in assessing psychological disorders and therapeutic approaches.

Groups are given prompts/questions designed to encourage members to assess and share their individual perceptions and understanding of an issue. They are encouraged to assess their own perspectives and prejudices/biases and to engage in civil discourse with their classmates, ie: Given that research indicates that the prefrontal cortex, a part of the brain deeply involved in assessing risks and making complex judgments, is still developing during the adolescent years. , should adolescents have the same rights and be held to the same standards of responsibility as adults? For example, should they be able to consent to sexual activity or join the armed services? If they commit an offense, should they be tried as adults?

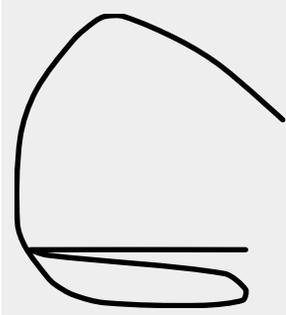
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

The assessment plan is currently under construction and will be available on the college website.

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



### Date

Mar 9 2021

## Upload Assessment

**Completed** - Mar 9 2021

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

### [Major Paper \(1\)](#)

**Filename:** Major\_Paper\_1.pdf **Size:** 352.2 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: 0000001388

Patricia Matchin - matchin@nmml.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001388

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:32 PM (MST)

## Application Form

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

- 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

## Institutional Course Information

Prefix	MUSC
Number	2061
Title	Concert Choir II
Number of credits	1

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	MUSC
Number	2430
Name	Mixed Chorus

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. To develop and demonstrate healthy vocal techniques: posture, breathing, tone placement, diction, and expression 2. To develop and use a knowledge of music reading: pitch, rhythm, symbols, and vocabulary 3. To develop the skill of singing independently and cooperatively in a group 4. To develop an understanding of varied historical performance practices and to convey these styles in performance with appropriate historical vocalism and ornamentation 5. To develop competency in both presenting concerts and being constructively critical and self-evaluative about your own performing 6. To develop and broaden levels of musical thinking in order to promote life-long learning and long-term participation in the choral arts.

## Institution-specific Student Learning Outcomes

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

1. To develop and demonstrate healthy vocal techniques: posture, breathing, tone placement, diction, and expression 2. To develop and use a knowledge of music reading: pitch, rhythm, symbols, and vocabulary 3. To develop the skill of singing independently and cooperatively in a group 4. To develop an understanding of varied historical performance practices and to convey these styles in performance with appropriate historical vocalism and ornamentation 5. To develop competency in both presenting concerts and being constructively critical and self-evaluative about your own performing 6. To develop and broaden levels of musical thinking in order to promote life-long learning and long-term participation in the choral arts.

---

### C. Narrative

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

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

---

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

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

Students learn the foundations of vocal signing technique and how to apply these techniques to musical performance. Students become familiar with vocal music from a wide variety of musical styles. Students learn to evaluate and interpret the messages that are presented in music from a wide of styles. Students understand how to communicate musical meaning through performance.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop vocal techniques and musical skills in individual and group settings. Students explore how to apply vocal technique and musical skill to a diverse genre of music. Students learn to evaluate personal and group performance with a diverse genre of music.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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.*

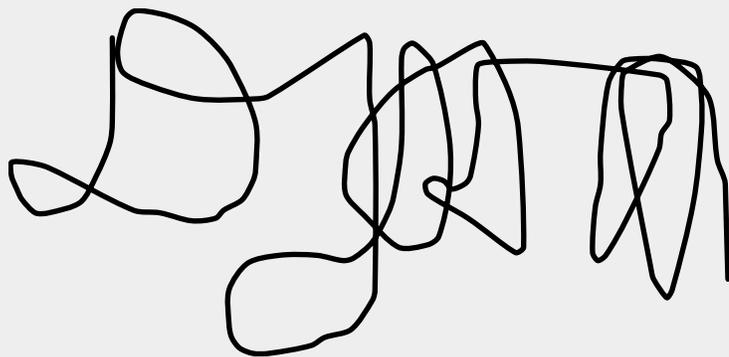
Students collaborate with peers through rehearsal and performance of vocal musical literature in order to engage local and global communities. Students learn to use musical performance for the betterment of self and society. Students present musical selections that display teamwork and musical skill. Students learn the value of musical performance in society.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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



**Date**

Feb 18 2021

## Upload Assessment

**Completed** - Feb 24 2021

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

### [New Mexico Military Institute Choral Performance Rubric](#)

**Filename:** New\_Mexico\_Military\_Institute\_Choral\_P\_20iOZEM.pdf **Size:** 55.2 kB

## Upload Rubric

**Completed** - Feb 18 2021

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

### [vocal-concert-rubric](#)

**Filename:** vocal-concert-rubric\_9vchuP3.pdf **Size:** 93.8 kB

# Application: 0000001379

Joaquin Gallegos - joaquin.gallegos@nnmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001379

**Status:** Under Review

**Last submitted:** Feb 23 2021 07:45 AM (MST)

## Application Form

**In Progress** - Last edited: Mar 2 2021

## 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	Joaquin Gallegos
Title	Chair of Biology, Chemistry, and Environmental Science
Phone	5057475480
Email	<a href="mailto:joaquin.gallegos@nmc.edu">joaquin.gallegos@nmc.edu</a>

## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Department of Biology, Chemistry, and Environmental Science

## Chief Academic Officer

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

## Registrar

Name	Robert Palko
Email	<a href="mailto:robert.palko@nmc.edu">robert.palko@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	BIOL
Number	2210L
Title	Human Anatomy and Physiology I Lab
Number of credits	1

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

Yes

**Co-requisite Course**

Prefix	BIOL
Number	2210
Title (if applicable)	Human Anatomy and Physiology

**New Mexico Common Course Information**

Prefix	BIOL
Number	2210L
Name	Human Anatomy and Physiology I Lab

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

---

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

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

1. Apply the scientific method correctly.
  2. Collect, analyze, and interpret scientific data.
  3. Use laboratory equipment, such as a microscope, correctly and safely.
  4. Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.
  5. Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
  6. Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
  7. Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems.
-

## Institution-specific Student Learning Outcomes

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

1. Apply the scientific method correctly.
2. Collect, analyze, and interpret scientific data.
3. Use laboratory equipment, such as a microscope, correctly and safely.
4. Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.
5. Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
6. Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
7. Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems.

---

### C. Narrative

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

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

---

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

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

Critical thinking is an essential skill for any worker within the medical field. Anatomy and Physiology student learning objectives promote the development of critical thinking in lecture and course work. In addition, the inclusion of clinical elements force students to work with real world situations requiring critical thinking. For example, in their Integumentary System Project, which requires research into an integumentary disorder, the student must develop a case study of a fictional patient. The student will research symptoms, duration (chronic/acute), and progression of the disorder. The student's research will result in a case study where symptoms are present, this provides evidence for a specific disorder, and finally students draw a conclusion for a treatment (A+B-> C, symptom + disorder -> treatment). The activity allows students to draw a logical argument of evidence acquisition, evidence evaluation, and reasoning/conclusion. This activity requires students to translate theoretical concepts to practical application. Research will require students to distinguish between appropriate and inappropriate source materials. Finally, the requirement of creating a fictional patient is an exercise in abstract thought, important to critical thinking, the translation of absorbed knowledge to specific real-world applications.

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

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

Quantitative reasoning is a key part of unit conversions and dilutions, both of which are required for medical field employees. Exercises are designed to improve general knowledge of rates, ratios, and proportions. The calculations are not designed to be arithmetically difficult, but to engage not only the critical thinking and quantitative reasoning of students but also reinforce terminology, concepts, and process within anatomy and physiology. An example of this is an exercise on understanding the effects of alcohol on the human body. This allows students to understand impact on Blood Alcohol Levels based on body weight, which are concentration and ratio problems.

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

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

The health care field is increasingly holistic in its approach, accepting the human component, and recognizing the personal and social responsibility of the health care worker. In the example of the Integumentary System Project, the case study requires an empathic component, where students have to create a fictional patient. This process allows students to identify with a patient and understand they are just more than just a set of symptoms, but also a person who has a medical history and unique conditions, that might play into treatment options. In addition, many of the lab assignments are group-based activities and general discussion are class wide which promotes teamwork and collaborative skills.

## 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/assessment-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

Feb 23 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [Heart Lab](#)

**Filename:** Heart\_Lab.pdf **Size:** 1.5 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: 0000001370

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

### Summary

**ID:** 0000001370

**Status:** Under Review

**Last submitted:** Feb 2 2021 08:27 AM (MST)

# Application Form

Completed - Feb 1 2021

## Application Form

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### Essential Skills

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

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

### Tips for Completing the General Education Course Application

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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	Chris Duvall
Title	Professor and Department Chair
Phone	505-277-5041
Email	<a href="mailto:duvall@unm.edu">duvall@unm.edu</a>

### Submitting Institution

Name of HEI	UNM Main
Submitting Department	Geography

### 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)?**

No

**Institutional Course Information**

Prefix	GEOG
Number	2115
Title	Information Design for Science and Society
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	GEOG
Number	2115
Name	Information Design for Science and Society

**A. Content Area and Essential Skills**

## To 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>)

Explain how infographics can be designed to create narratives, and to produce relationships among facts and between people.

Explain how human perception and cultural diversity both affect the capacity of people to understand infographics.

Identify effective practices of combined graphic and written communication of scientific data, in different situations and with diverse people.

Design effective infographics based on scientific data, using common software applications.

Evaluate published infographics to assess their effectiveness as communication devices, and their trustworthiness as information sources.

### Institution-specific Student Learning Outcomes

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

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.*

Information design is the practice of presenting information effectively and efficiently through the pairing of graphic and verbal content. Graphic literacy is an important element of communication because infographics—which include visual and verbal elements—are widely used in current media. Information design is important in the sciences due to the centrality of data visualization in research and teaching. In this course, learning assessments include informal, in-class and take-home exercises, in individual and group formats; formal assessment is through mid-term and end-of semester exams and projects. Students learn to present and analyze information using paired graphic and verbal communication, which attunes them to audience and register in verbal expression. For component skill 1, students read, analyze, and prepare infographics for different purposes and audiences (including some based on ability status, such as color blindness). To build this skill, students prepare infographics that are evaluated for effectiveness for specific contexts, and analyze the visual and verbal rhetoric of published infographics. For component skill 2, students write interpretive and critical evaluations of published works. Students must assess technical and aesthetic characteristics of infographics; identify their thesis, supports, and counter-arguments; and evaluate their meaning from different stakeholder perspectives. Students must write evaluations of infographics, and also evaluate their own, prior evaluations; students should exhibit self-reflective knowledge of effective communication strategies. For component skill 3, students evaluate published arguments; prepare original infographics; use infographics to make arguments; and present arguments in PowerPoint-type slides. Relevant coursework emphasizes evaluating credibility of infographics, interpreting infographics accurately, and developing and presenting arguments graphically. The assignment below shows how course materials interweave the component skills. In this example, students develop an infographic for a specific audience (assignment question 5, component skill 1); evaluate the technical, aesthetic, and rhetorical elements of the infographic (assignment questions 1-3, component skill 2); and analyze how infographics can support an argument (assignment question 4-5, component skill 3).

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

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

Graphic communication is increasingly common due to the availability of display screens in various technologies, and of graphic-design software used in media contexts. Visual information can be as fully manipulated as verbal information; cartography, a core field in the discipline of geography, is about the production and analysis of visual and paired verbal information. For component skill 1, students delineate relevant contexts for infographics, and state problems/questions within these contexts as bases for the analysis and production of infographics. Assessment is via written exercises to identify and describe the social and discursive settings of infographics, and develop problem statements and research questions appropriate to these settings. For component skill 2, students describe data needed to address research questions, locate appropriate data, and present these data to answer a research question. To build this skill, students conduct small, guided research projects that culminate in arguments that are presented in infographics (which include visual and verbal elements). For component skill 3, students evaluate the credibility and relevance of published infographics in specific contexts, and analyze truth claims made with infographics. Assessment is via exercises in which students can exhibit abilities in identifying and evaluating misinformation and information reliability. For component skill 4, students evaluate graphically presented arguments and design original infographics in order to challenge or support reasoning within, and broad implications of, research projects. Assessment exercises ask students to draw conclusions from published infographics within relevant contexts, and/or design infographics to support their conclusions from original research inquiries. The assignment provided below is relevant to some of these component skills (such as assignment question 4 and essential skill 3), although the assignment focuses on the essential skill of communication. Instruction toward critical thinking will center on analysis of published scientific research results, and the presentation of original research.

## **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.*

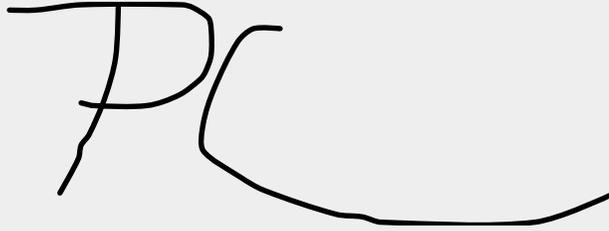
Information about social, cultural, and environmental events is increasingly made available through graphic communication. For instance, prominent information sources about the COVID-19 pandemic are data visualization websites operated by research institutions, government agencies, and news companies, many of which employ information designers. The ability to understand infographics is critical to citizenship in a data-driven world dominated by digital media. For component skill 1, students identify and evaluate the credibility of information sources, assess how infographics express social status and authority, and develop ethical values for graphic communication. Assessment is via exercises in which students analyze examples of graphical misinformation and propaganda, and identify ethical values evident in graphic communication. For component skill 2, students design and create infographics in software including Excel, PowerPoint, and Illustrator, and locate and evaluate sources of digital data and infographics. Assessment exercises require technical skills in infographic production, and interpretive skills in reading published works. For component skill 3, students locate and manipulate data needed to address specific problems/questions, and evaluate data presented or implied in published infographics. Assessment is via small, guided-research projects that require students to collect and analyze data, or to re-analyze data presented in published infographics to illustrate how data manipulation can affect apparent research results. Component skill 4 is not a core aspect of instruction, because students do not pursue iterative processes of inquiry; research assignments address a single problem/question and the results of investigation do not initiate a second stage of research. Nonetheless, research assignments require students to generate reasonable solutions/answers through research. Assessment exercises ask students to state or identify a research problem/question, and develop an evidence-based, graphical argument that solves/answers the problem/question. The assignment provided below is weakly relevant to these component skills (assignment question 5, component skill 3). More relevant assignments center on the production of original infographics.

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

Link to Institution's General Education Assessment Plan

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

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



**Date**

Feb 1 2021

## Upload Assessment

**Completed** - Feb 1 2021

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

**[UNM GenEd Certification Form GEOG 2115 r1](#)**

**Filename:** UNM\_GenEd\_Certification\_Form\_GEOG\_2115\_r1.pdf **Size:** 252.5 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: 0000001412**

Jared Farley - farley@nmmi.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001412

**Status:** Under Review

**Last submitted:** Mar 1 2021 09:33 AM (MST)

## Application Form

**Completed** - Mar 1 2021

## 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	Jared Aaron Farley
Title	Associate Professor of Political Science
Phone	5756248178
Email	<a href="mailto:jaredaaronfarley@gmail.com">jaredaaronfarley@gmail.com</a>

## Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social & Behavioral Sciences

## Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:DMurray@nmmi.edu">DMurray@nmmi.edu</a>

## Registrar

Name	MAJ Chris Wright
Email	<a href="mailto:Wright@nmmi.edu">Wright@nmmi.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

**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.

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.*

Students in POLS 2120 identify and communicate in various genres and mediums, including completing written assignments, participating in classroom discussions, conducting oral presentations, and engaging in online digital exercises that accompany the textbook. Students demonstrate strategies for understanding and evaluating messages by reading various course material, such as the textbook, articles, and videos, and identifying main points, arguments, and counterarguments. The material they are presented with requires them to understand and analyze connections and contradictions between various theories of international relations. Students evaluate arguments and evidence through presentations, classroom discussions, and written work. I use a textbook that highlights contemporary debates in international relations. Included in each chapter are two or three opinion pieces from outside sources that are intended to help students differentiate between supported claims, unsupported claims, opinions, inferences, and other rhetorical strategies frequently employed by political actors. For example, the chapter on political violence contains pieces arguing for and against that chemical and biological weapons are the most serious threat to humanity outside of a nuclear holocaust. Each semester I split students into two groups and I make them give a presentation highlighting the arguments that their assigned author makes. The other group then presents the opposing viewpoint by the other author. I then show a short video on the topic and assign a small written assignment, asking students to research the controversy and argue which of the two original authors' thesis is more defensible. Students are required to properly cite four outside authoritative sources in making their analysis and critiquing the claims made by the authors of the two articles. The formatting and citation method required for the essay is APA, and students are evaluated based upon their adherence to the APA format.

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

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

Throughout this course students develop the skills necessary to allow them to identify, evaluate, and develop well-founded conclusions about global politics. All of this is done through a mixture of lectures, readings, in-class assignments, and on-line exercises. Early in the semester, students are introduced to the major paradigms of international relations theories. They are taught through video presentations, lectures, and assigned readings what the assumptions each of these paradigms holds, the lens through which those who subscribe to these paradigms hold, and the problems, i.e., the blind-spots, of each of these perspectives.

The assessment provided with this application provides a good example of how critical thinking and all of its components are addressed in the course. After learning about the paradigms, students are provided three essays by three leading theorists from three out of the five different paradigms. They are to write a three page essay matching each of the authors with one of the paradigms and explaining why they arrived at those conclusions, specifically citing something the author said which makes them a proponent of a particular paradigm or clearly an opponent of others. Students are then asked to evaluate each of the three authors' conclusions, identifying strengths and weaknesses in their view of international relations (largely based upon the key assumptions and blind-spots identified in class).

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

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

Throughout this course, students are reminded of the relationship between the individual, the state, the international system, and the larger human community. Through assigned readings, lectures, videos, projects, and classroom debates/discussions, students wrestle with questions of justice and personal and social responsibility. Students consider the importance of issues of human rights, world peace, environmentalism, poverty, and economic development. Their responsibilities to be informed and active citizens is heavily emphasized.

In one unit we study the psychology of decision making and how humans often employ methods in their decision making that provides psychological comfort but might produce disastrous results. We read about and discuss groupthink, bolstering, cognitive dissidence, and attribution theory, among others. Students then read a case study on the decisions made during the Cuban Missile Crisis. They are then assigned a short essay asking them to analyze the decisions that were made by both the Kennedy Administration and the Soviets. I especially like this essay because it presents the Soviet perspective and helps students understand that the Soviets were just as afraid of the situation getting out of control as the Americans were. At what points in the unfolding situation were the dangers of poor decisions most at risk and why? What did both sides do, or fail to do, to prevent those decisions from being made poorly? In other words, what strategies of good decision making did they employ? Finally, I ask students to imagine they were a political leader sometime in the future. What strategies would they employ to help them ensure that they and their staff would employ good decision making strategies to help ensure global goodwill and cooperation.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to be 'J. B. H. S. O. G.'.

**Date**

Feb 28 2021

## Upload Assessment

**Completed** - Feb 28 2021

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

### [Assessment for POLS 2120](#)

**Filename:** Assessment\_for\_POLS\_2120\_JBnh5og.pdf **Size:** 51.2 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: 0000001414

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

## Summary

**ID:** 0000001414

**Status:** Under Review

**Last submitted:** Mar 5 2021 08:54 AM (MST)

## Application Form

**Completed** - Mar 4 2021

## Application Form

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

## Essential Skills

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Jeff Frawley
Title	Dept. Chair
Phone	5753151140
Email	<a href="mailto:jeff.frawley@enmu.edu">jeff.frawley@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	SPAN
Number	1120
Title	SPANISH II
Number of credits	4

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

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	SPAN
Number	1120
Name	SPANISH 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>)

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

---

**Institution-specific Student Learning Outcomes**

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

N/A

## C. Narrative

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

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

---

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

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

As in Spanish I, students in Spanish II complete the following assessments via a language-learning software, Panorama. Throughout the semester, they complete a number of quizzes and practice assignments, plus unit exams, that assess students' reading comprehension in Spanish. For instance, they must read a passage in Spanish and then answer fill-in-the-blank questions in Spanish that require them to use evidence from the passage to answer questions or complete statements. Similarly, they answer true/false questions that require students to find and use evidence in Spanish from a text to accurately respond. They must also complete questions that require reasoning to match descriptions in Spanish with visual depictions of scenarios. Another type of assessment question asks students to select answers that best match a situation described in a passage in Spanish; students must evaluate evidence from the text to reach a conclusion. A common type of question is to provide descriptions and evidence in Spanish, and then to ask students to use the evidence to determine a person or a personal relationship being described. In all exams and assessments, students are asked to practice verb conjugations, which are set up as problems: students are given the verb and a sentence, and must use evidence in the sentence to determine the correct verb, verb tense, and conjugation. During in-class activities, students work in collaborative groups to script and act out scenes, which are set up as a type of "problem" for groups to understand and work through (e.g. how best to portray the scenario and how best to construct dialogue). Frequent in-class activities ask students to read sample texts in Spanish, view video excerpts, or listen to songs in Spanish, and then answer questions about these texts, to test students' abilities to acquire evidence from a Spanish text. In class, students are given a list of vocabulary words and are tasked with the problem of constructing logical, grammatically accurate sentences using the words. The exams in Spanish II, compared to Spanish I, feature more short answer questions, for which students must address a prompt or a problem with sentences in Spanish, providing evidence or detail. For instance, in the attached assessment example, students must describe in a paragraph in Spanish their daily routine.

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

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

Throughout the semester, students practice intercultural competence via assessments on their proficiency with the Spanish language. They practice intercultural reasoning when answering a variety of question types as a part these assessments. For instance, questions that use hypothetical scenarios require students to use Spanish dialogue and colloquial phrases to understand cultural context. Students also study via assignments, assessments, and in-class activities the differences in formal vs. informal language that is unique to the Spanish language and to Spanish-speaking cultural contexts. Spanish II includes in-class activities that require students to learn about Spanish-speaking countries' history and cultures, including viewing films on this history, reading articles on this history, answering quiz questions on this history, etc. Occasional in-class activities implement excerpts of film, music, and dance performances from Spanish-speaking cultures. Many of the learning software questions likewise implement scenarios or passages that teach students about the history or the cultural practices of Spanish-speaking countries. Students engage in collaboration skills and teamwork during a variety of in-class activities. For instance, they form in-class pairs and small groups to practice vocabulary and to practice conversing in Spanish. More formally, they must prepare small-group presentations in Spanish on assigned topics and must also perform small-group scenes in Spanish. In-class meetings also frequently feature small-group or full-class collaborative activities like "game-show style" quizzes and interactive polls.

**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.*

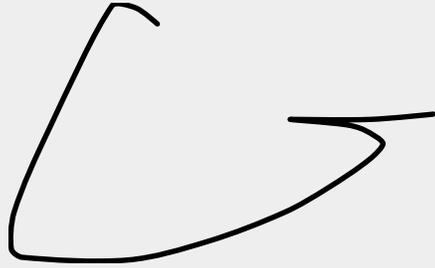
Students practice digital literacy in this course by completing most assessments and assignments through an online learning platform, Panorama. They must become proficient with understanding and answering a variety of question types in this digital environment, as well as with communicating, writing, and recording audio of themselves speaking in a digital environment. Students, in all the assessments described above, must recognize the authority and value of information through answering exam questions that require them to select and use correct Spanish language. Students, in learning this language, are constantly assessed on their knowledge, their selection of correct information, and their creation of accurate, correct Spanish sentences and conjugations. Students, in the reading-based assessment questions mentioned above, are required to practice inquiry and evaluate evidence to accurately understand textual passages and to answer questions about these passages. During in-class small-group presentations, students are required to research a cultural aspect of the Spanish language, or of a Spanish-speaking country, evidence they then share with the class. In small-group acted scenes, students must address a question presented in the instructions, and then must use the process of inquiry to determine how to best construct and present the scene during a performance.

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

Link to Institution's General Education Assessment Plan

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

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



## Date

Mar 4 2021

## Upload Assessment

**Completed** - Mar 4 2021

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

### [Sp2--1120--T--Lec](#)

**Filename:** Sp2--1120--T--Lec.7.pdf **Size:** 768.9 kB

## Upload Rubric

**Incomplete**

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

## Application: 0000001390

Patricia Matchin - matchin@nmml.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001390

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:31 PM (MST)

## Application Form

# Application Form

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

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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.\*\***

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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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

## Institutional Course Information

Prefix	MUSC
Number	2131
Title	Vocal Ensemble II
Number of credits	1

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	MUSC
Number	1170
Name	Vocal Ensemble

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. To perform a variety of choral literature suitable to a small group of singers. 2. To learn to sing with a smaller group of people by executing: A) Better Blend B) Better Balance C) Tonality D) Musicality E) Interpretation. 3. Perform with stage presence and movement without a director. 4. Work with a large and small PA system correctly. 5. Develop the ability to support and cooperate well with other members of the group and develop the empathetic feeling that makes for successful performing. 6. Develop in depth vocal technique and stylistic interpretation.

## Institution-specific Student Learning Outcomes

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

1. To perform a variety of choral literature suitable to a small group of singers. 2. To learn to sing with a smaller group of people by executing: A) Better Blend B) Better Balance C) Tonality D) Musicality E) Interpretation. 3. Perform with stage presence and movement without a director. 4. Work with a large and small PA system correctly. 5. Develop the ability to support and cooperate well with other members of the group and develop the empathetic feeling that makes for successful performing. 6. Develop in depth vocal technique and stylistic interpretation.

### C. Narrative

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

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

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

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

Students learn the foundations of vocal signing technique and how to apply these techniques to musical performance. Students become familiar with vocal music from a wide variety of musical styles. Students learn to evaluate and interpret the messages that are presented in music from a wide of styles. Students understand how to communicate musical meaning through performance.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop vocal techniques and musical skills in individual and group settings. Students explore how to apply vocal technique and musical skill to a diverse genre of music. Students learn to evaluate personal and group performance with a diverse genre of music.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 collaborate with peers through rehearsal and performance of vocal musical literature in order to engage local and global communities. Students learn to use musical performance for the betterment of self and society. Students present musical selections that display teamwork and musical skill. Students learn the value of musical performance in society.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

**Date**

Feb 18 2021

## Upload Assessment

**Completed** - Feb 24 2021

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

### [New Mexico Military Institute Choral Performance Rubric](#)

**Filename:** New\_Mexico\_Military\_Institute\_Choral\_P\_3Fo3ZfN.pdf **Size:** 55.2 kB

## Upload Rubric

**Completed** - Feb 18 2021

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

### [vocal-concert-rubric](#)

**Filename:** vocal-concert-rubric\_gbj4qpt.pdf **Size:** 93.8 kB

## Application: 0000001395

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

### Summary

**ID:** 0000001395

**Status:** Under Review

**Last submitted:** Feb 19 2021 11:45 AM (MST)

## Application Form

**Completed** - Feb 19 2021

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

## Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

## Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

## Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

## Institutional Course Information

Prefix	ENG
Number	211
Title	Introduction to Literature
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ENGL
Number	1410
Name	Introduction to Literature

**A. Content Area and Essential Skills**

**To 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

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

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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

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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 course, students will read, analyze and respond to selected texts in three principal genres (fiction, drama and poetry). Students will learn to identify literary techniques, common motifs, and significant themes, and to consider these things within their historical and literary contexts. Throughout the semester, students will complete short weekly responses, whether summaries, interpretive narratives, or 'conversations with a text'. Students will compose several extended essays focused on one or more selected texts. Students will define problems, evaluate issues, and formulate research questions to guide these inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data to discover credible evidence to support their interpretations of texts. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations which cite their sources in a systematic and respectful manner.

Critical thinking will be assessed throughout the semester in discussions and weekly written responses. Longer essays will be used to evaluate students' formation and articulation of critical interpretations and their ability to defend their points in written responses and oral presentations. Students will demonstrate their ability to identify and discuss various features, such as rhetorical context, intended audience, credibility and bias, and genre characteristics, as well as compare and evaluate different interpretations for accuracy and effectiveness.

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

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

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate,

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

### Ethical Reasoning

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

### Collaboration skills, teamwork and value systems

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

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

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

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

Students will acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications. Students will use digital and library resources to find secondary sources and articles which support or contradict their interpretations of selected texts; they will use properly formatted quotations, summary, and citations to integrate these outside sources into their essays. Students will use digital resources to produce and deliver at least one presentation on an author or issue in the class session pertaining to that subject.

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

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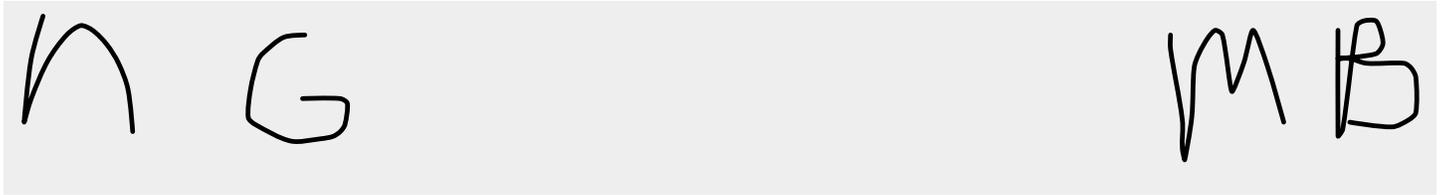
### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



#### Date

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

### [ENG 211 Sample assignment\\_](#)

**Filename:** ENG\_211\_Sample\_assignment\_.pdf **Size:** 99.1 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: 0000001404

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

### Summary

**ID:** 0000001404

**Status:** Under Review

**Last submitted:** Feb 20 2021 05:05 PM (MST)

## Application Form

**Completed** - Feb 20 2021

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	575-464-4413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

## Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

## Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

## Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

## Institutional Course Information

Prefix	STAT
Number	213
Title	Statistical Methods
Number of credits	4

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MATH
Number	1350
Name	Introduction to Statistics

**A. Content Area and Essential Skills**

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

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

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

1. Explain the general concepts of statistics.
  - a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
  - b. Use statistical vocabulary appropriately.
  - c. Distinguish between descriptive and inferential statistics.
  - d. Distinguish between qualitative and quantitative data.
  - e. Distinguish between populations and samples, and parameters and statistics. f. Give examples of independent and dependent variables.
2. Presentation and description of data.
  - a. Present data graphically using histograms, frequency curves and other statistical graphs. b. Interpret graphs of data, including histograms and shapes of distributions.
3. Summarize data using measures of central tendency and variation.
  - a. Calculate and interpret the mean, median, and mode to describe data.
  - b. Calculate and interpret range, variance, and standard deviation to describe data.
4. Present the concepts of probability.
  - a. Interpret basic probabilities.
  - b. Calculate probabilities using compound probability rules and the binomial distribution. c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
  - d. Determine if the binomial distribution can be approximated with the normal distribution. e. Describe the relationship between the sampling distribution and the population distribution. f. Use the central limit theorem to approximate the probability distribution and calculate probabilities.
5. Compute point and interval estimates.
  - a. Determine the confidence interval for a parameter.
  - b. Interpret the confidence level and margin of error.
  - c. Determine whether a statistical technique is appropriate under stated conditions.
6. Perform hypothesis tests.
  - a. Determine whether a statistical test is appropriate under stated conditions. b. Identify null and alternative hypothesis.
  - c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one sample, two-

- sample) and determine whether data is statistically significant.
- d. State the conclusion of a hypothesis test.
  - e. Interpret a p-value as compared to a significance level.
  - f. Explain why a test can lead us to reject a null hypothesis, not accept one.
  - g. Distinguish between Type I and Type II errors.
7. Analyze data using regression and correlation.
- a. Explain the difference between correlation and causation.
  - b. Construct and interpret scatter plots.
  - c. Calculate and interpret the linear correlation coefficient.
  - d. Determine and use the equation of a least-squares regression line between two variables to make predictions.
  - e. Interpret the meaning of the coefficient of determination.

### **Institution-specific Student Learning Outcomes**

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

N/A

### **C. Narrative**

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

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

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

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

Students practice communicating quantitative statistical information through a variety of media (oral, written, graphical) throughout the course and for various rhetorical purposes ranging from information to persuasion. They are assessed on their ability to communicate statistical information in layman's terms, when appropriate, without resort to statistical jargon while retaining professional accuracy. Students are presented with claims about the significance of statistics in a variety of scenarios and for a range of purposes - information, advertisement, political persuasion, academic or scholarly support, and/or scientific reasoning. They will practice communicating not only the accuracy of the statistics and the legitimacy of the interpretation, but also the intentionality and technique of statistical misdirection and misrepresentation. They will also practice the use of these techniques themselves in writing, oral presentation, and the creation of visual aids, in order to become personally familiar with common use and misuses of statistics.

Students are given data sets and statistical findings and required to interpret them in specific contexts and for specific purposes. Communication skills include identification of appropriate statistical terms and interpretations. Explicit written communication involves using units and labels on graphs and charts, interpreting shapes and patterns in graphs and charts, interpreting specific R-squared values, interpreting slopes of bivariate least square regression lines in terms of explanatory and response variables, stating conclusions of various hypothesis testing procedures in terms of the problem, and interpreting results of various constructed confidence intervals, and the appropriate use of particular statistical procedures.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 in statistics are a fundamental objective of this course. Critical thinking in statistics includes problem delineation, formula identification, evidence acquisition, checking conditions for inference, evaluation of formulations, and drawing and evaluating conclusions. Student skills in critical thinking are developed by exposure, explanation, repetition, and instructor modeling of these skills, as well as through class discussions, in class individual and group work, interactive tutorials, homework, and projects. Critical thinking skills in both descriptive and inferential statistics are developed in real or realistic problems applied to observed individuals, or observed sample means and proportions. Critical thinking skills, while applied throughout the course, are of particular importance in applied standard normal calculation problems for individual observations as well as for averages and proportions, and for conducting various tests of significance and constructing and interpreting confidence interval procedures for doing inferential statistics. Students also develop critical thinking skills in applications of basic sampling and experimental design techniques, as well as reasoning about correlation and causation. Students demonstrate critical thinking skills formally through a number of quizzes/tests and projects, see the attachment for examples.

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

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

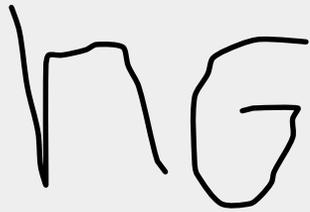
Quantitative reasoning skills are particularly important in this course for students to be able to formulate conclusions derived from observed data. There is an extensive number of formulas used in this course. The quantitative reasoning skills students develop include knowledge of the various formulas and identification of which formulas to use for particular scenarios. They also need to learn the various statistical symbols used in the formulas and identification of specific values that correspond to the symbols in various applied settings. In particular, formulas are used in measures of center (means, medians) and variation (standard deviation, range, inter-quartile range), standard normal calculations for individuals as well as standard normal calculations for means and for approximation procedures for proportions. Quantitative reasoning is also applied in analyzing information in charts and graphs, and using summary statistics to create least squares regression lines and use for making predictions, and in inferential tests of significance and confidence interval calculations. Development of these skills are facilitated through instructor modeling, in-class discussions and informal low-stakes assignments including: interactive tutorials, written and interactive homework assignments, and quizzes. Students also develop reasoning skills orally in class as individuals and through group presentations of problems as well as through answers to instructor prompts. Students demonstrate communication of statistical knowledge, findings, and interpretations in a variety of course quizzes/tests, exams and projects, see the attachment of course projects for examples.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



## Date

Feb 20 2021

## Upload Assessment

**Completed** - Feb 20 2021

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

### [Stats Projects](#)

**Filename:** Stats\_Projects.pdf **Size:** 625.9 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: 0000001374

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

### Summary

**ID:** 0000001374

**Status:** Under Review

**Last submitted:** Feb 22 2021 03:49 PM (MST)

## Application Form

**Completed** - Feb 22 2021

# 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	Francisco Apodaca
Title	Director
Phone	505-454-2510
Email	<a href="mailto:fapodaca@luna.edu">fapodaca@luna.edu</a>

### Submitting Institution

Name of HEI	Luna Community College
Submitting Department	STEM

### Chief Academic Officer

Name	Maxine Hughes
Email	<a href="mailto:mhughes@luna.edu">mhughes@luna.edu</a>

### Registrar

Name	Geraldine Saavedra
Email	<a href="mailto:gsaavedra@luna.edu">gsaavedra@luna.edu</a>

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

No

### Institutional Course Information

Prefix	CHEM
Number	1215
Title	General Chemistry 1 and Lab
Number of credits	4

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

Yes

**Co-requisite Course**

Prefix	CHEM
Number	1120
Title (if applicable)	Introduction to Chemistry

**New Mexico Common Course Information**

Prefix	CHEM
Number	1215
Name	General Chemistry 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.

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>)

- Use dimensional analysis, the SI system of units, and appropriate significant figures to solve quantitative calculations in science. (Critical and reflective thinking skills and mastery of content knowledge and skills)
- Explain the structure of atoms, isotopes, and ions in terms of subatomic particles. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Understand the differences between physical and chemical changes to matter and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reaction in solution, gases, and thermochemistry. (Critical and reflective thinking skills and mastery of content knowledge and skills).
- Apply the gas law and kinetic molecular theory to relate atomic-level behavior to macroscopic properties. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Describe the energy change in reaction and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate energy changes in reaction. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Use different bonding models to describe the formation of compounds (ionic and covalent) and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).

•Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configuration of atoms. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).

## **Institution-specific Student Learning Outcomes**

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

- Use dimensional analysis, the SI system of units, and appropriate significant figures to solve quantitative calculations in science. (Critical and reflective thinking skills and mastery of content knowledge and skills)
- Explain the structure of atoms, isotopes, and ions in terms of subatomic particles. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Understand the differences between physical and chemical changes to matter and utilize the IUPAC system of nomenclature and knowledge of reaction types to describe chemical changes, predict products and represent the process as a balanced equation. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reaction in solution, gases and thermochemistry. (Critical and reflective thinking skills and mastery of content knowledge and skills).
- Apply the gas law and kinetic molecular theory to relate atomic-level behavior to macroscopic properties. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).
- Describe the energy change in reaction and state changes, relating heat of reaction to thermodynamic properties such as enthalpy and internal energy, and apply these principles to measure and calculate

energy

changes in reaction. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).

- Use different bonding models to describe the formation of compounds (ionic and covalent) and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity. (Critical and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).

- Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configuration of atoms.

(Critical

and reflective thinking skills, Effective communication skills, and Mastery of content knowledge and skills).

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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.*

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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 order for students to develop critical thinking skills in the general chemistry (Chem 1215) class, they, the students, are measured using the following course learning outcomes and corresponding activities: “Use dimensional analysis, the SI system of units and appropriate significant figures to solve quantitative calculations in science”, to “Apply the mole concept to amounts on a macroscopic and a microscopic level and use this to perform stoichiometric calculations including for reaction in solution, gases and thermochemistry”, “Use different bonding models to describe the formation of compounds (ionic and covalent) and apply knowledge of electronic structure to determine molecular spatial arrangement and polarity”, and “Analyze how periodic properties (e.g. electronegativity, atomic and ionic radii, ionization energy, electron affinity, metallic character) and reactivity of elements results from electron configuration of atoms.” The

students are required to work in groups to answer question sets. This is to ensure that students can share their knowledge with one another, this makes it possible for students to hear the information in another way, it also helps students retain the knowledge by allowing the student activities to teach the calculations and balancing equations, with guidance.

In the case of naming compounds, students have to be able to recall the information learned in class and use it to generate names for compounds that they have never seen before via pattern recognition, for example, students are required to understand the difference between sulfite,  $\text{SO}_3$  and sulfate  $\text{SO}_4$  based off of the naming rules that are provided in the lecture.

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

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

In order for students to develop quantitative reasoning in the General Chemistry (Chem 1215) class, they, the students, are measured using the following course learning outcomes and corresponding their activities: “to balance chemical reactions and nuclear reactions and solve simple stoichiometry problems”, to “recognizes simple compounds”, and “Analyze the quality of the argument provided in support of a position.”. The students are required to work in groups to answer question sets. This is to ensure that students can share their knowledge with one another, this makes it possible for students to hear the information in another way, it also helps students retain the knowledge by allowing the student actively to teach the calculations and balancing equations, with guidance. Students are expected to work together to answer problem sets for dimensional analysis, also known as unit conversions or train tracks, as the foundation of a majority of other stoichiometric problem sets. These problem sets not only ask students to convert units such as feet to inches but also grams to moles and vice versa. Following dimensional analysis, students in Chem 1215 are expected to learn how to balance out each elemental type in a chemical equation to ensure that each species of the element is there in the same amount. Once this skill is mastered, students move on to stoichiometry, using both the chemical balancing and dimensional analysis to understand the concept of using 1 amount of substance, substance A, to find the amount of substance B.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 responsibility is taught in several ways. First, the students are required to follow strict guidelines as to how and when to turn in homework assignments, quizzes, and labs. Students are not allowed to turn in assignments after due dates, to show them a sense of personal responsibility along with timeliness, and a sense of respect for other people's time. In the labs, students are taught a sense of personal responsibility and ethics in their use of glassware, students all have their own glassware that they will have throughout

course of the lab. If glassware gets broken or misplaced students have to document what happened that caused that piece of glassware to break or to be misplaced. Students in the lab are also expected to have journals of their experiment where they are recording data in a timely manner. This teaches a sense of personal responsibility because they are expected to fill out a majority of the information on their own time. Their journals are randomly selected and graded to ensure that students are completing them as required.

Given this is a science class we also discuss ethics. Ethics in chemistry includes the discussion of chemical companies using copyright infringement laws to get around the disclosure of chemical compounds that they dump into water supplies. We also cover topics such as pollution in natural resources/shared resources and the development of processes that would lead to greener outcomes for products that are developed such as cradle to cradle technologies, where chemists and engineers ensure that the material that is being made can be transitioned from one item to another item with little to no waste.

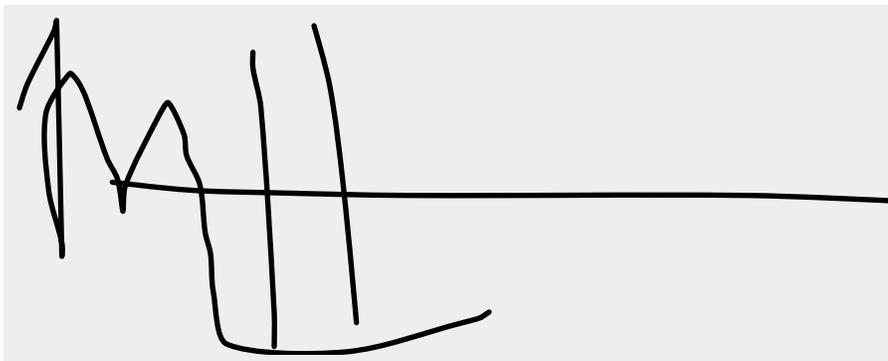
---

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

Link to Institution's General Education Assessment Plan

N/A

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



**Date**

Feb 22 2021

## Upload Assessment

**Completed** - Feb 22 2021

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

### [Chem 1215 Chem 1 Assignment 4](#)

**Filename:** Chem\_1215\_Chem\_1\_Assignment\_4\_.pdf **Size:** 87.8 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: 0000001398

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

## Summary

**ID:** 0000001398

**Status:** Under Review

**Last submitted:** Feb 19 2021 02:33 PM (MST)

# Application Form

Completed - Feb 19 2021

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

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

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

## Institutional Course Information

Prefix	ENG
Number	270
Title	Southwest Literature
Number of credits	3

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

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	ENGL
Number	2550
Name	Introduction to Southwest Literature

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Analyze representative texts from the American Southwest literary canon.
2. Identify literary elements and common themes.
3. Examine the historical and cultural forces that have influenced the writings of Southwest authors.

### Institution-specific Student Learning Outcomes

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

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 learn how to read and write about literature in a cultural and historical context, and to apply academic methodologies of research and analysis to connect their reading and writing to the broader cultural discourse. Students will analyze various texts from the Southwestern Literature canon to develop a deeper critical understanding while learning to recognize general and genre-specific literary elements, common motifs of the genre, and universal themes where they occur. Students will analyze the ways that cultural and historical forces influence the production of literary texts - including considerations of audience, reliability, and authorial intent. Through discussion and written responses, they will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner.

Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations. They will support their interpretations with evidence from primary texts and secondary sources. Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

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

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

Intercultural reasoning and intercultural competence

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

### Ethical Reasoning

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

### Collaboration skills, teamwork and value systems

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

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

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

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

Students will acquire, assess, and communicate information across different mediums using digital tools. They will access biographical and historical information to formulate an understanding of literary and historical factors, and how the interaction of three distinct cultural traditions define 'the Southwest' as both a region and an ideal.

Students will learn to access, screen, integrate and properly cite a variety of digital resources including peer-reviewed journals and subscription databases. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications. They will learn to recognize the hazards and advantages of communicating in an integrated digital environment.

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

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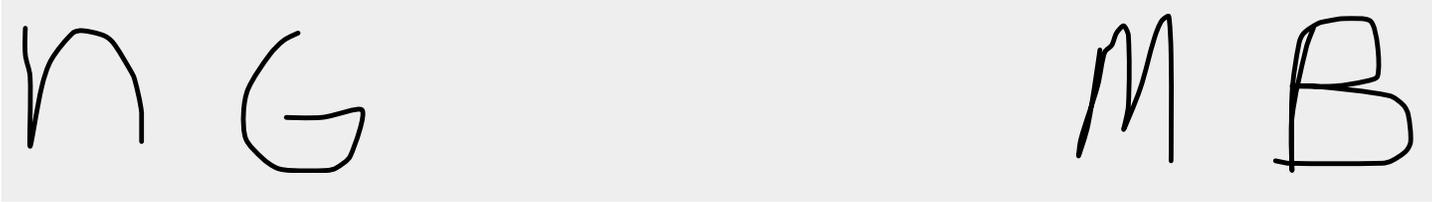
### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



**Date**

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

[ENG 270 Sample Assignment SW](#)

**Filename:** ENG\_270\_Sample\_Assignment\_SW.pdf **Size:** 28.8 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: 0000001410

Patricia Matchin - matchin@nmmi.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001410

**Status:** Under Review

**Last submitted:** Feb 26 2021 11:39 AM (MST)

## Application Form

**Completed** - Feb 26 2021

# 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

### Institutional Course Information

Prefix	MUSC
Number	1011
Title	Band
Number of credits	.5

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MUSC
Number	2730
Name	Marching Band

**A. Content Area and Essential Skills**

**To 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

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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. To stimulate thought concerning life and instrumental music teaching/performance as evidenced through verbalization and behavior demonstrating the abilities to logically analyze, criticize, and choose alternatives that exist within some value orientation. 2. To provide the musician with the experiences that will enable them to communicate musical thoughts/ideas in a unique and personal manner through his/her instrument. 3. To enhance the fundamental musical knowledge of the student through the performance of original and transcribed works for band. 4. To instill in students a commitment to life-long learning. 5. To promote personal growth through the rehearsal and performance of music of high quality. 6. To encourage students to continue to perform and consume music following graduation.

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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.

Learn to perform with a smaller group of people by: A. Stronger tone, B. Better intonation, C. Better balance, D. Musicality, E. Interpretation, F. Teamwork.

## C. Narrative

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

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

---

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

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

Students develop the foundation of strong instrumental technique including how to apply the techniques to a musical performance. Students enjoy familiarization with band music from a variety of musical styles. Students learn to understand and interpret the terminology used in music from a wide variety of styles. Students learn to communicate and perform for others through music. Identify and perform in various musical genres. Attend to various performance aspects including audience, purpose of performance and context. Evaluate the authority of musical sources. Establish ability and understanding to enable class participants to effectively argue personal claims to musical effectiveness in personal experience, school use, local culture and national significance.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop band techniques and instrumental skills individually and in group settings. Students learn how to apply instrumental techniques and skills to a diverse range of music. Students learn to assess personal and group performance using a diverse range of musical styles. Quantify musical information symbolically, graphically and through written and oral expressions. Delineate challenges or questions. Educate students to ensure the ability to express problem, challenge, or question in an appropriate context. Identify, gather and express information necessary to address a specific challenge or question. Respond with conclusions, solutions and outcomes reflecting a well-reasoned and informed evaluation of the challenge.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 collaborate with peers through rehearsals and performances of band music literature in order to engage local, regional and global communities. Students learn the value of musical performance for self-improvement and societal engagement. Students engage audiences through musical selections using teamwork and musical skill. Students learn the value of musical engagement with society. Students will be able to express the range of personal, social, cultural, or social issues relating to personal and other' perspectives. Describe the relationships to environmental, cultural, political, and economic systems interacting with the stability of natural and human worlds. Describe responsibilities in ethical and moral norms with group members. Discuss ethical issues and propose potential solutions using ethical and theoretical perspectives. Demonstrate ethical collaboration effectively in support of identified group goals. Demonstrate the ability to effectively explain and support one's personal [position on identified local and global issues while recognizing to possibility of other possible perspectives or outlooks.

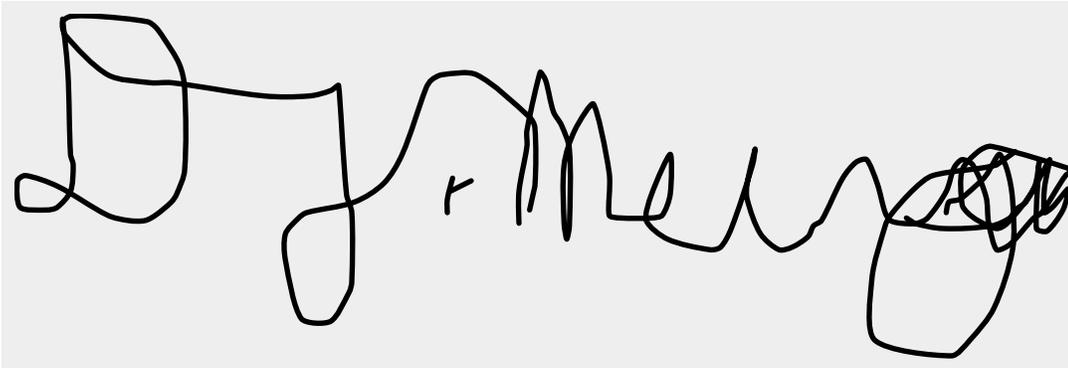
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "James Scott".

### Date

Feb 22 2021

## Upload Assessment

**Completed** - Feb 23 2021

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

### [CONCERT BAND ASSESSMENT](#)

**Filename:** CONCERT\_BAND\_ASSESSMENT.pdf **Size:** 98.2 kB

## Upload Rubric

**Completed** - Feb 23 2021

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

### [CONCERT RUBRIC](#)

**Filename:** CONCERT\_RUBRIC\_M5cbjSC.pdf **Size:** 91.7 kB

**Application: 0000001405**

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001405

**Status:** Under Review

**Last submitted:** Feb 22 2021 10:30 AM (MST)

## Application Form

**Completed** - Feb 22 2021

## Application Form

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
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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	<a href="mailto:Yulia.Mikhailova@nmt.edu">Yulia.Mikhailova@nmt.edu</a>
Title	Assistant Professor Of History
Phone	575 - 835 - 6141
Email	<a href="mailto:Yulia.Mikhailova@nmt.edu">Yulia.Mikhailova@nmt.edu</a>

### Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Department of Communication, Liberal arts and Social Sciences

### Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

### Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.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

**Co-requisite Course**

Prefix	(No response)
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

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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 western world from the early modern era to the present.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2.Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3.Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4.Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5.Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6.Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

## Institution-specific Student Learning Outcomes

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

NONE

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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.*

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

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

This course employs various strategies for developing critical thinking. One starts with assigning a reading that familiarize students with specific historical events, developments, and personalities in the global West as a whole, or in one region of the Western world. Students then are asked questions, such as, what they see as the most urgent problems faced by the society they read about and what possible solutions for these problems they can propose; how the developments they read about could impact the future and whether they can detect roots of the future problems; what connections, if any, they see with modern-day society. Students then work through these problems by means of a lecture combined with a discussion. For example, they read at home about the post-Reformation religious wars (evidence acquisition) and are asked to come up with a proposal what could the early modern Europeans do to stop the violence that brought their society to the verge of destruction (problem setting). In class, they share their proposed solutions to the religious violence, listen to the lecture that highlights the key moments of the religious wars and attempts to end them, evaluate these attempts (evidence evaluation) and collectively arrive at the understanding of the concept of religious tolerance and separation of church and state (reasoning/conclusion). Other strategies include in-depth discussions of primary sources and essay assignments based on a synthesis of primary and secondary sources

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

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

The course concentrates mostly on the European history, but, contrary to what may be expected, this makes it particularly suitable for developing intercultural competence, not only because Europe is examined in a global context, in its interactions with non-European cultures, but also because a close attention to one relatively limited region shows the fluidity of ethnic, national, racial, religious, and class identities. A large part of the course is devoted to the formation of modern nation-states and national identities, to the rise of nationalistic and racist thinking culminating in the Nazism, the decline of nationalist and racist ideologies in the second half of the twentieth century in the wake of the WWII, and their revival in the early twenty-first century.

Sustainability and the natural and human worlds are investigated in depth in connection with the Industrial Revolution, and then again while discussing the problems of the modern-day Western Civilization.

At the end of the semester, several class sessions are devoted to the guided discussion of the contemporary problems and challenges. Students propose solutions informed by the historical knowledge that they acquired in the course of the semester, citing historical precedents.

Development of ethical reasoning, civic discourse, civic knowledge and engagement is inherent in the activities described above. Discussions are often conducted in the form of role play, when students take on historical personas. For example, a unit on the ideological responses to the Industrial Revolution is concluded with students broken into groups, and each group assigned a specific ideology. Students pretending to be nineteenth-century socialists, liberals, and nationalists present arguments, seeking to show that their ideology offers the best solution to the problems created by the Industrial Revolution. Such debates, as well as group presentations, develop collaboration skills, teamwork, and value systems.

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

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

The emergence of new informational technologies and their positive and negative impacts on society are examined in detail, with each technology assessed for its ability to spread both information and disinformation and to contribute to both positive social change and social upheaval and violence. In the course of the semester, students learn about the connections between the printing press, the Reformation, and the religious wars; linotype, telegraph, and mass politics; radio, cinematograph, and totalitarianism; television and its impact on electoral politics and campaign financing. At the end of the semester, students use this knowledge to evaluate the social and political impacts of the Internet. The main activity, through which students learn to evaluate authority and value of information, and to understand information structure, is close reading and critical analysis of primary sources that begins with identifying the authorial position, perspective, and biases, as well as establishing connections between the content and form of document and the historical context, in which this document was produced. Needless to say, this activity also teaches students to distinguish between primary and secondary sources and between factual information and opinion. Students are engaged with research as inquiry while interrogating and synthesizing primary and secondary sources. Digital literacy is developed through a critical analysis of media articles discussing contemporary issues. The media article analysis assignment includes a short paper and an oral presentation based on the paper, in which students explain the main thesis of the article, summarize the article's arguments and, crucially, evaluate evidence offered in the article to support the arguments.

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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.nmt.edu/academicaffairs/assessment/gened.php>

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 overlapping loops and long, sweeping strokes, characteristic of a cursive or calligraphic style.

**Date**

Feb 22 2021

## Upload Assessment

**Completed** - Feb 22 2021

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

### [Hist 1160 - Assesment](#)

**Filename:** Hist\_1160\_-\_Assesment.pdf **Size:** 137.1 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: 0000001385**

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

**Summary**

**ID:** 0000001385

**Status:** Under Review

**Last submitted:** Feb 16 2021 04:32 PM (MST)

## Application Form

**Completed** - Feb 16 2021

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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

### Tips for Completing the General Education Course Application

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

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

**Institutional Course Information**

Prefix	ART
Number	172
Title	Ceramics: Introduction to Hand Building
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ARTS
Number	1320
Name	Ceramics I

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

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

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

In their exposure to the origin, nature of composition, application, and adaptive nature of clay, students will gain insight into the infinite possibilities this material provides. They will attain the skill to manipulate the material, understand how clay functions in the different stages, apply their knowledge in the production of a project worthy of their efforts and be able to constructively evaluate the results. Knowledge of clay and its abilities and limitations will be further explored in the form of sculptural production from wheel and hand-built construction. Technical insight into the glazing, staining, and finishing of pieces will be covered. Students will gain perspectives in various historical trends and cultures as well as careers related to ceramics.

Students create ceramics that visually communicate ideas drawn from their personal lives or perspectives on the world. Students will demonstrate skills such as utilizing color, shape, textures, and lines to create direct narrative elements or infer emotions. Students are then required to verbally present their work and elaborate on what worked well and identify areas for improvement. They must also be receptive to and respond to criticism of other students. They are required to evaluate the other students' work and provide detailed feedback. During group and individual teacher/student discussions, students share their learning process as they present the influences and origins of their ideas. Students will also note their discoveries and acquisition of knowledge in their art journals.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 think creatively to apply ideas in original ways to their work. They must consider how they will communicate ideas visually and how the work will be received and understood by others. After receiving feedback from students and the instructor, they must consider what changes they might make to improve the work whether through improvement of the narrative/idea being communicated or improvements in the quality/application of the techniques. Students make choices about whether to create symmetrical or asymmetrical works, deciding whether the work is balanced with an equal or unequal number of elements on either side. Students will understand that symmetry can change the feeling that is emoted through the work. In upper divisions, students learn to mix glazes which uses mathematics and chemistry to create precise reactions in the glazes when the work is heated in the kiln. In lower levels, glaze mixing is introduced to the degree that students understand that different effects are produced based on the properties of glaze ingredients and the need for the precise application of formulas and ratios in the production of glazes. Students will use their acquired analytical knowledge to prepare a coiled pot that will be used as a final evaluation of acquired skills.

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

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

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

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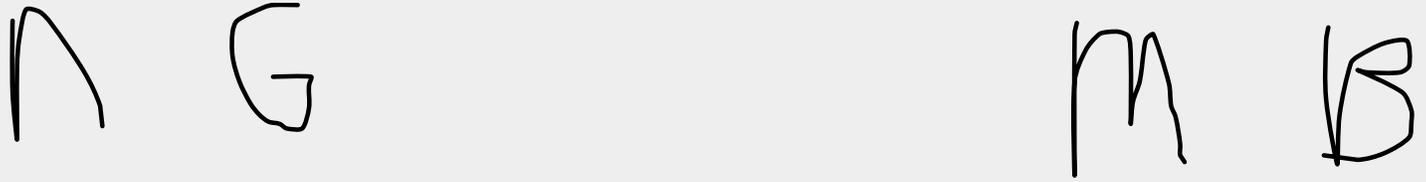
**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



**Date**

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

[ARTH1320gened Sample Assessment](#)

**Filename:** ARTH1320gened\_Sample\_Assessment.pdf **Size:** 95.7 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

[ARTS 1320 GenEd Sample Rubric](#)

**Filename:** ARTS\_1320\_GenEd\_Sample\_Rubric.pdf **Size:** 78.1 kB

# Application: 0000001387

Patricia Matchin - matchin@nmml.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001387

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:32 PM (MST)

# Application Form

Completed - Feb 23 2021

## 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

## Institutional Course Information

Prefix	MUSC
Number	1061
Title	Concert Choir I
Number of credits	1

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

No

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	MUSC
Number	2430
Name	Mixed Chorus

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. To develop and demonstrate healthy vocal techniques: posture, breathing, tone placement, diction, and expression 2. To develop and use a knowledge of music reading: pitch, rhythm, symbols, and vocabulary 3. To develop the skill of singing independently and cooperatively in a group 4. To develop an understanding of varied historical performance practices and to convey these styles in performance with appropriate historical vocalism and ornamentation 5. To develop competency in both presenting concerts and being constructively critical and self-evaluative about your own performing 6. To develop and broaden levels of musical thinking in order to promote life-long learning and long-term participation in the choral arts.

## Institution-specific Student Learning Outcomes

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

1. To develop and demonstrate healthy vocal techniques: posture, breathing, tone placement, diction, and expression 2. To develop and use a knowledge of music reading: pitch, rhythm, symbols, and vocabulary 3. To develop the skill of singing independently and cooperatively in a group 4. To develop an understanding of varied historical performance practices and to convey these styles in performance with appropriate historical vocalism and ornamentation 5. To develop competency in both presenting concerts and being constructively critical and self-evaluative about your own performing 6. To develop and broaden levels of musical thinking in order to promote life-long learning and long-term participation in the choral arts.

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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.*

Students learn the foundations of vocal signing technique and how to apply these techniques to musical performance. Students become familiar with vocal music from a wide variety of musical styles. Students learn to evaluate and interpret the messages that are presented in music from a wide of styles. Students understand how to communicate musical meaning through performance.

---

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop vocal techniques and musical skills in individual and group settings. Students explore how to apply vocal technique and musical skill to a diverse genre of music. Students learn to evaluate personal and group performance with a diverse genre of music.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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.*

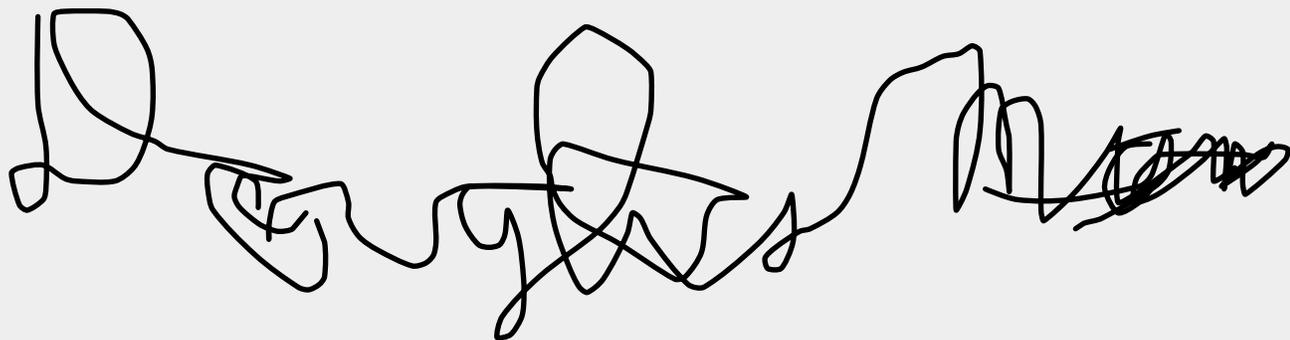
Students collaborate with peers through rehearsal and performance of vocal musical literature in order to engage local and global communities. Students learn to use musical performance for the betterment of self and society. Students present musical selections that display teamwork and musical skill. Students learn the value of musical performance in society.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A handwritten signature in black ink, appearing to read "John G. Jones", is written on a light gray background.

**Date**

Feb 18 2021

## Upload Assessment

**Completed** - Feb 24 2021

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

### [New Mexico Military Institute Choral Performance Rubric](#)

**Filename:** New\_Mexico\_Military\_Institute\_Choral\_P\_bTYGf0w.pdf **Size:** 55.2 kB

## Upload Rubric

**Completed** - Feb 18 2021

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

### [vocal-concert-rubric](#)

**Filename:** vocal-concert-rubric.pdf **Size:** 93.8 kB

# Application: 0000001377

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001377

**Status:** Under Review

**Last submitted:** Feb 20 2021 12:27 PM (MST)

## Application Form

**Completed** - Feb 18 2021

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

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## Deadline for Next Curriculum Committee Meeting

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Dr. Steve Simpson
Title	Dean of Arts and Sciences
Phone	575 - 835 - 5149
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Department of Communication, Liberal Arts and Social Sciences

## Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.edu</a>

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

No

## Institutional Course Information

Prefix	SPAN
Number	1120
Title	Spanish II
Number of credits	3

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

Yes

### Co-requisite Course

Prefix	(No response)
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>)

SPAN 1120. Spanish II. Common Course Student Learning Outcomes (find Common Course SLOs at: [https://hed.state.nm.us/uploads/documents/Course\\_Catalog\\_V18.pdf](https://hed.state.nm.us/uploads/documents/Course_Catalog_V18.pdf)) (1) Students can participate in conversations on a number of familiar topics using simple sentences. (2) Students can handle short social interactions in everyday situations by asking and answering simple questions. (3) Students can present basic information on familiar topics using language they have practiced using phrases and simple sentences. (4) Students can write briefly about most familiar topics and present information using a series of simple sentences. (5) Students can understand the main idea in short, simple messages and presentations on familiar topics. (6) Students can understand the main idea of simple conversations that they overhear. (7) Students can understand the main idea of short and simple texts when the topic is familiar.

## Institution-specific Student Learning Outcomes

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

Elementary Spanish Learning Outcomes (SPAN 1110 and SPAN 1120): In line with the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL), students in the elementary Spanish sequence at NMT will develop solid competencies in five intertwined goal areas for foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities.

- **Communication:** You will learn to interact with one another and negotiate meaning using Spanish, sharing information, feelings, reactions, and opinions. You will learn to analyze and interpret spoken and written Spanish about a variety of basic topics; and you will develop skills in presenting information on topics related to your own lives and life in the Hispanic world.
- **Cultures:** You will learn to relate your own cultural backgrounds to the diverse cultures of the Hispanic world. You will learn to interact in Spanish with cultural competence and understanding, and reflect on the complex relationship between language and culture.
- **Connections:** You will begin connecting your study of the Spanish language to your broader personal, academic, and professional goals and life situations.
- **Comparisons:** You will relate your study of the Spanish language to the other languages you speak and use in your academic and everyday lives. You will gain insight into the nature of language and culture, and you will develop a series of metacognitive skills related to learning languages.
- **Communities:** You will build your capacity to use Spanish in the multilingual communities of New Mexico, the United States, and the Hispanic world. You will also develop the skills and motivation needed to become lifelong learners of the Spanish language.

## C. Narrative

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

*Be sure to 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.*

SPAN 1120 is taught using communicative and task-based approaches to language learning, in line with the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL). As students develop their communicative capacities, they exercise critical thinking in a variety of manners. When learning new vocabulary, students study textbook pages that combine Spanish words and visual images, and they must infer the meanings of the words. Grammar lessons also ask students to use inference to derive general rules from specific examples, such as rules for conjugating past-tense verbs. Students are assessed informally in class through comprehension checks and short activities (fill-in-the-blank, multiple choice, short answer), and are assessed formally in weekly homework assignments and two major exams. In class, students are also asked to compare and contrast the structures of English and Spanish, helping them to think critically about language and communication.

Students study a series of videos and newspaper articles in class and in homework assignments. Preliminary activities ask students to anticipate what they will be reading about, based on article titles or general topics. This allows them to identify questions and problems the materials may help them resolve, and orients them in acquiring evidence from materials that will push the limits of their listening and reading skills. Over the course of the semester, they also learn a series of reading and listening strategies via class activities and short homework assignments. After completing readings/viewings, students' capacity to evaluate evidence is evaluated through informal comprehension checks and short exercises, generally multiple-choice or short answer. Class discussions ask them to apply reasoning and

draw conclusions regarding the material. For example, after reading an article in Spanish about the experiences of Latin American college students during the COVID pandemic, students relate these experiences to their own.

Finally, the summative project of SPAN 1120 is a video assignment where students interview a friend, family member, or peer who speaks Spanish. They design the interview by submitting preliminary questions in a homework assignment, and they are also asked to appraise potential challenges. In the interview, they utilize their pre-formulated questions to acquire information about the life of their interview subject. Then, in a written self-evaluation that accompanies the interview, they reflect in Spanish on what they have learned, assessing their experience and drawing conclusions regarding the communicative process.

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

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

Students in SPAN 1120 learn that language and culture are deeply intertwined: to learn to communicate in Spanish, one must learn an array of cultural competencies. In SPAN 1120, this includes learning practices for politely ordering food and wishing others a good meal; standards for formality and informality in clothing choices (for example, students in Latin America generally dress more formally to attend class, and would be hesitant to wear sweatpants or athletic gear); and norms for interacting with medical professionals. In class, students are asked to reflect on differences between North American and Hispanic cultural practices. Their intercultural reasoning skills are assessed via informal comprehension checks in class, their successful use of cultural practices in a series of role-playing tasks, and short written paragraphs in weekly homework assignments. In SPAN 1120, one chapter focuses on environmental issues and current events. Students watch videos in class designed to inform them about issues of sustainability in the Hispanic world, and also the modes of civic discourse used in the Hispanic world to address environmental problems. In class discussions, students are asked to elaborate ethical positions regarding civic issues related to the environment in local (New Mexican) and global (Latin American) cultures.

SPAN 1120 utilizes a student-centered approach, with frequent pair and small group work. In virtual classes, this includes extensive use of breakout rooms to allow for collaboration and communication between students. In in-person classes, small group work and pair activities are also employed. Students build teamwork and collaborative skills by creating skits to perform for fellow classmates and completing short writing assignments during group activities. In group activities, students are often asked to clearly define each member's role, and to produce a completed product (a skit, or a shared Google Doc) within a specified timeframe. They learn accountability and ethical responsibility, in that their completion of tasks is necessary to support their peers.

Finally, the summative project of SPAN 1120, the video interview, asks students to synthesize many of the skills discussed above. In the pre-interview assignment, students demonstrate their capacity to anticipate intercultural differences and formulate ethically and culturally appropriate questions. In the interview, they apply cultural practices regarding formality in spoken discourse, especially if interviewing older, more distinguished interview subjects. Their intercultural capacities are assessed via the interview itself and the accompanying written reflection.

**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.*

As students build their communicative capacities in Spanish, they utilize a broad variety of online sources. They are asked to use dual-language dictionaries such as [www.wordreference.com](http://www.wordreference.com) and [www.spanishdict.com](http://www.spanishdict.com), and throughout the semester they learn to use a variety of features of these dictionaries, such as verb charts, example sentences, and audio recordings of word pronunciation by native speakers. They are also trained to toggle between Spanish and English pages on Wikipedia to study vocabulary relating to their interests. For example, one student may be interested in learning how to talk about math with greater fluency, and they learn how to search math terms (such as "square root" and "logarithm") in Wikipedia, toggling to the Spanish page to see how these terms are used in Spanish. They also learn to use Google and Google Images to search for and find information on grammar topics. Through use, they learn to judge the value of different sources information. They are assessed in a series of short meta-cognitive assignments in which their responses demonstrate their digital literacy as

students of the Spanish language.

In SPAN 1120, students also complete a short oral presentation in Spanish on one of the Latin American countries profiled in the course textbook. They are asked to construct a PowerPoint/Google Slides presentation with properly cited visuals (URLs or hyperlinks), and they are given a brief lesson in class concerning basic research practices, with particular emphasis on the use of sites like Wikipedia and YouTube to encounter textual and visual information. Students are given a set of broad questions to guide their research, and must structure their presentation in a way that fulfills the assignment's dual objective of informing and entertaining the other students in class. Students are assessed on their use of Spanish and on their capacity to utilize presentation apps and visual materials to communicate information.

Throughout the semester, students in SPAN 1120 also complete a series of video assignments. They record themselves communicating information about different course topics at the end of textbook chapters using the video app FlipGrid, and they complete their video interview project at the end of the semester using Zoom. The interview project in particular aids them in developing digital literacy, because they often must teach their interview subjects, such as elderly family members, how to use Zoom.

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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.nmt.edu/academicaffairs/assessment/gened.php>

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 cursive and appears to be the initials 'S. J.' followed by a long horizontal line.

#### Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [Matt Johnson--Gen Ed Certification Supporting Document \(SPAN 1120\) - 1](#)

**Filename:** Matt\_Johnson--Gen\_Ed\_Certification\_Sup\_zOIXJrk.pdf **Size:** 33.4 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

### [Matt Johnson--Gen Ed Certification Supporting Document \(SPAN 1120\) 2](#)

**Filename:** Matt\_Johnson--Gen\_Ed\_Certification\_Sup\_UXIqf0w.pdf **Size:** 36.0 kB

## Application: 0000001389

Patricia Matchin - matchin@nmmi.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001389

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:32 PM (MST)

## Application Form

**Completed** - Feb 23 2021

## 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

## Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

## Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

## Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

**Institutional Course Information**

Prefix	MUSC
Number	1131
Title	Vocal Ensemble I
Number of credits	(No response)

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MUSC
Number	1170
Name	Vocal Ensemble

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. To perform a variety of choral literature suitable to a small group of singers. 2. To learn to sing with a smaller group of people by executing: A) Better Blend B) Better Balance C) Tonality D) Musicality E) Interpretation. 3. Perform with stage presence and movement without a director. 4. Work with a large and small PA system correctly. 5. Develop the ability to support and cooperate well with other members of the group and develop the empathetic feeling that makes for successful performing. 6. Develop in depth vocal technique and stylistic interpretation.

## Institution-specific Student Learning Outcomes

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

1. To perform a variety of choral literature suitable to a small group of singers. 2. To learn to sing with a smaller group of people by executing: A) Better Blend B) Better Balance C) Tonality D) Musicality E) Interpretation. 3. Perform with stage presence and movement without a director. 4. Work with a large and small PA system correctly. 5. Develop the ability to support and cooperate well with other members of the group and develop the empathetic feeling that makes for successful performing. 6. Develop in depth vocal technique and stylistic interpretation.

### C. Narrative

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

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

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

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

Students learn the foundations of vocal signing technique and how to apply these techniques to musical performance. Students become familiar with vocal music from a wide variety of musical styles. Students learn to evaluate and interpret the messages that are presented in music from a wide of styles. Students understand how to communicate musical meaning through performance.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop vocal techniques and musical skills in individual and group settings. Students explore how to apply vocal technique and musical skill to a diverse genre of music. Students learn to evaluate personal and group performance with a diverse genre of music.

**Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability 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.*

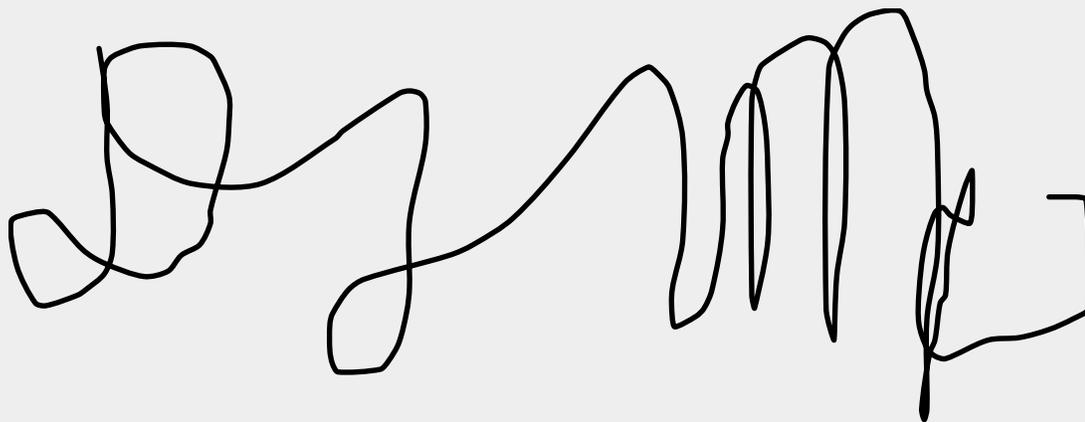
Students collaborate with peers through rehearsal and performance of vocal musical literature in order to engage local and global communities. Students learn to use musical performance for the betterment of self and society. Students present musical selections that display teamwork and musical skill. Students learn the value of musical performance in society.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop on the left and ending with a vertical line on the right.

## Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 24 2021

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

### [New Mexico Military Institute Choral Performance Rubric](#)

**Filename:** New\_Mexico\_Military\_Institute\_Choral\_P\_EwIdeMi.pdf **Size:** 55.2 kB

## Upload Rubric

**Completed** - Feb 24 2021

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

### [vocal-concert-rubric](#)

**Filename:** vocal-concert-rubric\_XZ2cp9B.pdf **Size:** 93.8 kB

## Application: 0000001393

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

### Summary

**ID:** 0000001393

**Status:** Under Review

**Last submitted:** Feb 18 2021 04:51 PM (MST)

## Application Form

**Completed** - Feb 18 2021

## Application Form

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

New Mexico's public higher education institutions by **August 1, 2019**.

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

## Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

## Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

## Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

## Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

## Institutional Course Information

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

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MATH
Number	1130
Name	Survey of Mathematics

**A. Content Area and Essential Skills**

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

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

## Institution-specific Student Learning Outcomes

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

N/A

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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.*

Students learn how to communicate mathematical ideas through the use of diagrams, charts and tables, graphs and through oral and written language that utilizes appropriate mathematical terms and symbols. Students develop strategies to understand and evaluate the nature of the problem and translate between different representations. Students will need to choose the style of communication that is most concise and/or effective in each context. For applied problems, students must interpret the problem in context and convert it to a mathematical representation that they can solve. They then evaluate their arguments when translating their solutions back in terms of the context of the problem.

Students learn how to organize information and how to communicate mathematical conclusions in a clear manner. Students have opportunities to develop and practice these skills through lecture examples, homework and frequent group work. Students demonstrate written expression on tests, quizzes, group and pair work and projects. Students demonstrate oral communication of mathematical ideas by explaining mathematical processes and applications by asking and answering questions in class which may be done individually or in pair or group work. The latter in particular allows students to communicate their strategies, evaluate the input of their peers and to produce arguments that support their solutions.

These skills are assessed throughout the course as students expand their mathematical vocabulary using quizzes, projects and exams.

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

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

Math 1130 teaches critical thinking by requiring students organize information in a variety of methods and problem-solving strategies. Students need to identify the problem and determine optimal methods for solving it. Students must often sort through the given information, deciding what parts are needed to solve the problem, organizing the information in a useful manner, and possibly identifying and discarding superfluous information. They often need to turn descriptive verbal phrasing into mathematical equations and relations using proper notation. After finding a solution, students need to use appropriate labels to guide the reader and explain their solution in the context of the problem. They need to give special attention to organizing and communication their solution process and of their solution, and also to any assumptions that they make and the reasonableness of their assumptions. In the context of applications, students are given a problem description and be asked to use the given information to develop a corresponding mathematical representation of it in order to model and interpret the results. Students may be asked to interpret the original model in terms of the original application or be asked to modify them and reinterpret their solutions in light of their original results. In the attached quiz, students are asked to perform geometric and proportional reasoning problems to extend the results of their calculations to find solutions of the original problem. In the attached House Loan project, students are asked to think critically about the many financial decisions involved in home ownership. Students use percentage calculations as well as annuity and mortgage payment formulas to determine the costs associated with home ownership.

**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 demonstrate and improve their quantitative reasoning skills creating the interpreting various graphical models to represent data and empirical relationships such as Venn diagrams, bar and pie charts, histograms, financial spreadsheets and amortization schedules. Students may be given information in the context of a word problem and may be asked to use this information to develop an appropriate model to understand the problem. They may then be asked to use various aspects of their model to interpret various aspects of the original problem or other follow-up questions related to it. In these questions, students must interpret the problem mathematically, set up an appropriate equation or formula, solve it and interpret the results. The feasibility of the students' answers are assessed in how they formulate their solution and interpret the results. These skills are developed throughout the course using in class work, homework, quizzes, exams and written projects. In class or online, students are asked to collaborate together to formulate their responses and defend their quantitative arguments as well as analyze others in the class.

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



## Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 18 2021

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

### [Math 1130 Home Loan Project](#)

**Filename:** Math\_1130\_Home\_Loan\_Project.pdf **Size:** 96.5 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: 0000001386

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

### Summary

**ID:** 0000001386

**Status:** Under Review

**Last submitted:** Feb 23 2021 04:21 PM (MST)

## Application Form

**Completed** - Feb 18 2021

## Application Form

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

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

## Deadline for Next Curriculum Committee Meeting

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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	Ian Williamson
Title	AVPAA
Phone	5054543342
Email	<a href="mailto:iwilliamson@nmhu.edu">iwilliamson@nmhu.edu</a>

## Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	Computer and Mathematical Sciences

## Chief Academic Officer

Name	Roxanne Gonzales
Email	<a href="mailto:rmgonzales@nmhu.edu">rmgonzales@nmhu.edu</a>

## Registrar

Name	Henrietta Romero
Email	<a href="mailto:hromero@nmhu.edu">hromero@nmhu.edu</a>

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

No

## Institutional Course Information

Prefix	Math
Number	1130
Title	Survey of Mathematics
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	Math
Number	1130
Name	Survey of Mathematics

**A. Content Area and Essential Skills**

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

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

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

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

In this course, students learn how to communicate mathematical ideas visually through the use of graphs, diagrams, charts and tables, and through oral and written language that utilizes appropriate mathematical terms and symbols. Emphasis is given to organizing information and communicating mathematical ideas, reasoning, and conclusions in a clear and well-notated manner. Written expression is demonstrated on homework assignments, quizzes, and in a term project which applies the concepts learned in financial mathematics to analyze an important consumer mathematics problem. Each student will present, to their peers, the results of their term project both orally and with the use of visual aids. They will answer any questions posed by their peers and the instructor.

As an example (included in the sample assessments), students will research and write a paper on a method of classical cryptography. In constructing this paper, students will develop their communication skills by first evaluating (researching) a method of cryptography, and then they will need to decide how to best present a complex topic in written form, including arguing about the strengths and weakness of that cryptographic technique.

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

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

In this course, students will practice the core steps of critical thinking by working through a number of real-world problems related to consumer mathematics and classical cryptography. After the instructor first models the steps of critical thinking in the classroom, students will then be tasked with setting and solving problems of their own. For instance, students will determine the appropriate quantitative model and methods that need to be applied to analyze an important problem in consumer mathematics. They will identify all of the relevant variables and then collect the associated real-world data. This data will be organized, entered into a spreadsheet, and analyzed using the appropriate mathematical formulas. The results will inform and guide the associated consumer decision(s) that must be made (for example, rent or buy). In addition, the students will conduct an analysis of the assumptions used in the model and how they impact the results. As another examples, students will be given a ciphertext and then determine what type of encryption method was used to produce the ciphertext. After computing and creating the appropriate tables to represent the ciphertext letter and bigram frequencies, they will use the methods of frequency analysis to uncover the ciphertext alphabet and determine the original plaintext message. This iterative process of acquiring evidence, evaluating whether or not the evidence moves them towards decrypting the message, and eventually decrypting the message, will give students numerous opportunities to perfect their critical thinking as applied to real-world mathematical problems.

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

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

In this course, students represent quantitative information using equations and formulas (example: compound interest, amortization of loans, taxation, percentages, percent change), graphs, lists, tables, pie charts, histograms, spreadsheets, and written language (examples: categorizing histograms by peaks and direction of skew, describing center and variation).

As an example of applying quantitative reasoning and models, students will analyze the effects of change (amounts borrowed, saved, or invested; interest rates, frequency of compounding; length of time; tax rate, etc.) made to investments, savings plans and mortgages. They use formulas, spreadsheets, and graphs to analyze various scenarios, make estimations and predictions, interpret results, and state conclusions. To further learn how to apply quantitative reasoning, students will complete federal and state tax forms in the case of only claiming standard deductions (given sample fiscal information).

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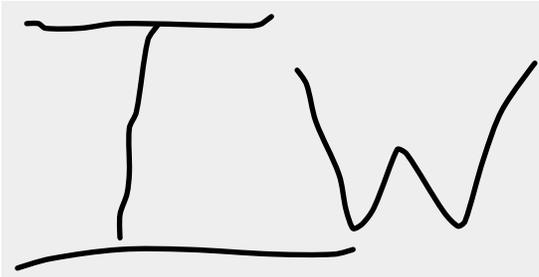
**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

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

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



## Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 18 2021

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

### [Survey of Mathematics Sample Assessments \(1\)](#)

**Filename:** Survey\_of\_Mathematics\_Sample\_Assessments\_1.pdf **Size:** 964.0 kB

## Upload Rubric

**Completed** - Feb 18 2021

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

### [Survey of Mathematics Syllabus w Traits](#)

**Filename:** Survey\_of\_Mathematics\_Syllabus\_w\_Traits.pdf **Size:** 153.2 kB

## Application: 0000001396

Patricia Matchin - matchin@nmmt.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001396

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:34 PM (MST)

# Application Form

Completed - Feb 23 2021

## 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Music

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

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

Yes

**Institutional Course Information**

Prefix	MUSC
Number	1031
Title	Jazz Band
Number of credits	.5

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MUSC
Number	2130
Name	Jazz Ensemble

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Improve performance skills
2. Develop and improve performance skills in a group setting
3. Develop understanding and interpretation within the context of music history
4. Refine and improve technical ability
5. Demonstrate proper technique and usage
6. Develop and improve improvisation skills

### Institution-specific Student Learning Outcomes

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

1. Perform a variety of jazz band literature suitable to a small group of singers.
2. Learn to perform with Stronger tone, Better intonation, Better balance, Musicality, Interpretation, and Teamwork.
3. Strengthen instrumental technique and ability.

## C. Narrative

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

*Be sure to 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.*

Students develop the foundation of strong instrumental technique including how to apply the techniques to a musical performance. Students enjoy familiarization with jazz band music from a variety of musical styles. Students learn to understand and interpret the terminology used in music from a wide variety of styles. Students learn to communicate and perform for others through music. Identify and perform in various musical genres. Attend to various performance aspects including audience, purpose of performance and context. Evaluate the authority of musical sources. Establish ability and understanding to enable class participants to effectively argue personal claims to musical effectiveness in personal experience, school use, local culture and national significance.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 develop jazz band techniques and instrumental skills individually and in group settings. Students learn how to apply instrumental techniques and skills to a diverse range of music. Students learn to assess personal and group performance using a diverse range of musical styles. Quantify musical information symbolically, graphically and through written and oral expressions. Delineate challenges or questions. Educate students to ensure the ability to express problem, challenge, or question in an appropriate context. Identify, gather and express information necessary to address a specific challenge or question. Respond with conclusions, solutions and outcomes reflecting a well-reasoned and informed evaluation of the challenge.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 collaborate with peers through rehearsals and performances of jazz band music literature in order to engage local, regional and global communities. Students learn the value of musical performance for self-improvement and societal engagement. Students engage audiences through musical selections using teamwork and musical skill. Students learn the value of musical engagement with society. Students will be able to express the range of personal, social, cultural, or social issues relating to personal and other' perspectives. Describe the relationships to environmental, cultural, political, and economic systems interacting with the stability of natural and human worlds. Describe responsibilities in ethical and moral norms with group members. Discuss ethical issues and propose potential solutions using ethical and theoretical perspectives. Demonstrate ethical collaboration effectively in support of identified group goals. Demonstrate the ability to effectively explain and support one's personal [position on identified local and global issues while recognizing to possibility of other possible perspectives or outlooks.

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

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

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



#### Date

Feb 22 2021

## Upload Assessment

**Completed** - Feb 23 2021

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

### [JAZZ BAND assessment](#)

**Filename:** JAZZ\_BAND\_assessment.pdf **Size:** 96.9 kB

## Upload Rubric

**Completed** - Feb 22 2021

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

### [CONCERT RUBRIC](#)

**Filename:** CONCERT\_RUBRIC.pdf **Size:** 91.7 kB

## Application: 0000001406

Dinah Hamilton - dinah.hamilton@enmu.edu  
NM General Education Curriculum

#### Summary

**ID:** 0000001406

**Status:** Under Review

## Application Form

Completed - Feb 22 2021

## 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	Dinah Hamilton
Title	Department Chair
Phone	575-315-1160
Email	<a href="mailto:Dinah.Hamilton@enmu.edu">Dinah.Hamilton@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	PSYC
Number	2140
Title	Child Psychology
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	PSYC
Number	2140
Name	Child Psychology

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Interpret infant and child behavior in terms of developmental norms.
2. Describe physical and psychological milestones and issues pertaining to infants and children.
3. Explain major theories of infant and child development.
4. Analyze sociocultural factors contributing to the development of infants and children.
5. Explain the impact of family structure, teachers, and peers on development of infants and children
6. Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

## Institution-specific Student Learning Outcomes

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

N/A

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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.*

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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: Discussions (both online or in-class) require students to respond to videos, textbook content or course prompts. Weekly written assignments require students to summarize, analyze and or reflect on assigned readings from textbooks, journal articles or relevant videos. Regularly, students are given a prompt/question/real-world scenario and are asked to explain and illustrate by creating a brief presentation to share with their classmates. Students also take chapter quizzes to communicate what they have learned about the course content.

Application and Versatility: Students communicate what they have learned in a variety of ways including discussion (online or in class), application papers in which students are expected to apply what they have learned about course concepts to real-world examples; summary and response papers where students read a journal article or watch a relevant video and summarize the main points and reflect on the application of the content to the real world. ie: Think of what it would be like to have an easy/difficult/slow-to-warm up baby. What kinds of challenges might come with each? How might you respond differently to each? Use this to discuss with your classmates how goodness of fit between temperament and parental response to their children is important for developing a secure attachment. Students respond weekly to targeted questions to develop the skill of evaluating and producing effective arguments, summarizing their learning, and applying concepts to their everyday lives. Examples include summarizing and reflecting on TED Talks, learning to read and summarize academic journal articles and evaluating how psychological research is presented in the main stream media.

Sample assignments include: designing a psychological study in child psychology, applying Piaget' stages of development to case studies; analyzing children's television programs and assessing children's toys and creating children's educational games (see attached)

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 work individually or in small groups to understand a question, study their sources (text book, research article and each other) gather evidence, differentiate fact from opinion and then share their learning with other students. For example: Think of the types of toys you and your siblings played with when you were younger. What did you like about playing with your favorite toys? Do you think those toys supported cognitive development? Explain your answers and give specific examples.

Students bring examples of child psychology principles/concepts they find in the main stream media and present their analysis of the how the media presented the findings; ie: What is the problem or issue the media claims to address? What evidence is provided for their claim? Is the Students work individually or in small groups to understand a question, study their sources (text evidence presented accurately? Students are assigned readings, or videos of critical theories and studies in child psychology and then required to write short response papers to evaluate the study and the evidence.

Reasoning/Conclusion: Students are also asked to participate in class discussions where they develop an argument in favor or opposed to a theoretical position relevant to child psychology.

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

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

In this class, students regularly collaborate work together in small groups to discuss and share their understanding of the readings, videos and to create group presentations on targeted problems/questions.

Students learn about ethical research methods in child psychology and limitations of research in developmental psychology ie:

Summarize the basic ethical guidelines that all researchers must follow before conducting research with human or animal subjects.

Students demonstrate their understanding of ethics in research through short response papers or discussions about how they would create a method to study the effects of children's television shows on toddler aggressive behavior for instance.

Civic Discourse: Students complete a variety of assignments such as short response papers, class discussions where students articulate their informed opinions on different controversial topics in developmental psychology such as: is medication the appropriate treatment for ADHD in children? Explain in detail your reasoning and provide evidence for your claim.

Groups are given prompts/questions designed to encourage members to assess and share their individual perceptions and understanding of an issue. They are encouraged to assess their own perspectives and prejudices/biases and to engage in civil discourse with their classmates.

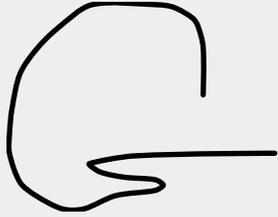
Collaboration and teamwork are essential learning methods in this class with regular assignments designed to enhance students' active listening skills, engagement in collaborative learning and evaluation of different viewpoints.

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

Link to Institution's General Education Assessment Plan

ENMU-Ruidoso assessment plan is under construction and will be available on the college website

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



**Date**

Feb 22 2021

## Upload Assessment

**Completed** - Feb 22 2021

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

### [Creating Educational Games](#)

**Filename:** Creating\_Educational\_Games.pdf **Size:** 362.5 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: 0000001417

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

## Summary

**ID:** 0000001417

**Status:** Under Review

**Last submitted:** Mar 10 2021 02:28 PM (MST)

## Application Form

**Completed** - Mar 10 2021

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course

# Application

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

## Contact Information

Name	Don Scroggins/Brandon Finney
Title	Division Chair/Instructor
Phone	575-769-4909/575-769-4933
Email	<a href="mailto:scrogginsd@clovis.edu">scrogginsd@clovis.edu</a> / <a href="mailto:finneyb@clovis.edu">finneyb@clovis.edu</a>

## Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Math

## Chief Academic Officer

Name	Dr. Robin Jones
Email	<a href="mailto:jonesr@clovis.edu">jonesr@clovis.edu</a>

## Registrar

Name	Kari Smith
Email	<a href="mailto:smithk@clovis.edu">smithk@clovis.edu</a>

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

Yes

**Institutional Course Information**

Prefix	MATH
Number	2531
Title	Calculus III
Number of credits	4

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	MATH
Number	2531
Name	Calculus III

**A. Content Area and Essential Skills**

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

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

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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. (Vector Operations) Perform basic operations on vectors in 3D: addition, subtraction, scalar multiplication, dot product. Visualize addition, subtraction and scalar multiplication geometrically, state geometric meaning of dot product and cross product, recognize and write down the equations defining lines and planes, and draw geometric information from the equations (such as a point on lines/planes, tangent and normal vectors, intersections).
2. (Vector-Valued Functions of One Variable) Visualize given functions as curves in space, find functional parametrization of given curves, find their derivatives and interpret them as tangent vectors to curves; for functions describing the motion of a particle, interpret derivatives as velocity and acceleration; solve initial value problems.
3. (Scalar-Valued Functions of Several Variables) Visualize functions of two variables by graphs in space or level curves in the plane; visualize functions of three variables by level surfaces in space; recognize and graph equations for conic sections and for surfaces of revolution; state what it means for a limit of a function of several variables to exist; compute partial derivatives, gradients, directional derivatives and understand their meanings, e.g. with respect to direction of fastest growth and tangent planes; compute the gradient of a function and state its geometric significance; solve min/max problems with or without constraints (using substitution or Lagrange multipliers for the former) explain why the Lagrange multiplier method works.
4. (Double and Triple Integrals) Compute by reducing to an iterated integral, by changing the order of integration, by changing from Cartesian coordinates to cylindrical or spherical coordinates and vice-versa; use double and triple integrals to compute areas, volumes, centers of mass.
5. (Vector Fields) Visualize basic vector fields by flow lines and integral curves; state the definition of a gradient (or conservative) vector field and how to recognize one and compute a potential function; compute the divergence and curl of a vector field; rules for differentiation; recognize permissible and non-permissible operations.
6. (Line Integrals) Compute line integrals such as arc length, work, circulation using the parametrization of a curve; compute using the Fundamental Theorem of Line Integrals when applicable; state Green's theorem (2-D), apply it to examples.

## Institution-specific 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.*

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

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

Students will learn to communicate vectors as drawings in the Cartesian Coordinate Plane and in alphanumeric notation as Cartesian coordinates. Students will discuss the advantages and disadvantages of each notation in class, and will defend their decision in writing on exams. Students will use the application problem setting and procedural requirements to determine the proper medium for communicating the vectors. Students will learn to communicate integrals in rectangular, cylindrical, and spherical coordinates, depending on the geometric shape used for integrating. Students will again use application problem setting and procedural requirements to determine the proper medium for communicating the integrals, whether it be in function notation or as a scalar (constant). Students will use their understanding of the definitions of limits and continuity for multivariable functions to evaluate statements of a multivariable function's continuity. For example, students will be given a multivariable function and will be told that it is continuous. Students will have to explain what this means using limit definitions and will then determine if that statement is true or false. Students will determine the validity of a vector field sketch by understanding the definition of its equation to determine relative magnitudes in various locations. Students will be assessed on their ability to determine the continuity of a multivariable function and their ability to support their determination with the proper definitions and theorems. Students will also learn to determine which variable type would be most efficient to solving integrals between polar and rectangular coordinates and defend their choice with theorems taught in class. Students will defend their decisions orally in class and on the written exam.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 learn to delineate application problems to determine the intent of the assessment. In other words, students will determine the mathematical process needed to complete an application problem. For example, students will solve application problems in which they must find a tangent vector by realizing they must compute the derivative of the given vector function. As another example, students will learn to determine the amount of water per second that flows across a two-dimensional region by first determining the need for a double integral over that two-dimensional space. Students will be assessed on their ability to gather information about a function and region to convert an integral to an integral with different variables. For example, students will convert rectangular coordinates to cylindrical coordinates by determining the boundary points of the region and how they apply to the function. Students will be assessed on their ability to determine the maximum height of a thrown object by gathering evidence of the situation, including the initial velocity, angle of motion, and initial height. In these same application problems, students will learn to isolate extraneous information, like the physical description of the object in motion, which is not needed for the calculation. Furthermore, students will use the physical limitations of the application problem to determine which solutions are extraneous and which are valid. Students will also be assessed on their ability to use the acquired evidence to draw conclusions about functions of multiple variables. For example, students will use the partial derivative of a function and a given point to develop a linear approximation for the function. Furthermore, students will use the information of a function and a given geometric region to communicate the center of mass for the region and what that means in terms of the physical application.

**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 learn to communicate vector fields both graphically in a multidimensional coordinate plane and as Cartesian coordinates. Students will also be able to draw a tangent plane and linear approximation in a multidimensional coordinate plane as well as a mathematical function. Students will discuss each expression orally in class and will be asked to compare the expressions on a written exam. Furthermore, students will be able to express a single or multiple integral as a scalar using the methods of integration taught in class. Students will be able to analyze an argument of the conservativeness of a vector field using partial derivatives. Students will utilize the basic skills of Calculus – limits, derivatives, and integrals – to calculate integrals for function with multiple variables. Furthermore, students will apply these multivariable calculus skills to solve application problems in the fields of biology, engineering, physics, and meteorology. For example, students will be able to calculate the centers of mass for regions using double integrals. Furthermore, students will be able to determine the amount of work required to move an object in a vector force field along a path using line integrals.

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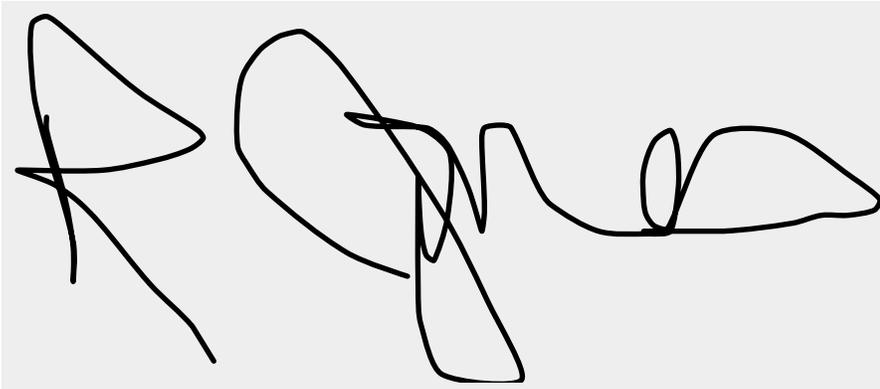
**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf>

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to read 'Gregory Rapp'.

### Date

Mar 5 2021

## Upload Assessment

**Completed** - Mar 5 2021

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

### [Calculus III Final Exam](#)

**Filename:** Calculus\_III\_Final\_Exam.pdf **Size:** 100.1 kB

## Upload Rubric

**Completed** - Mar 5 2021

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

### [Calculus III Syllabus](#)

**Filename:** Calculus\_III\_Syllabus.pdf **Size:** 71.8 kB

## Application: 0000001394

Gregory Rapp - rappg@clovis.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001394

**Status:** Under Review

**Last submitted:** Feb 24 2021 03:23 PM (MST)

## Application Form

**Completed** - Feb 24 2021

## 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	Gregory M. Rapp
Title	Division Chair for Languages, History, and Theatre
Phone	5757694930
Email	<a href="mailto:rappg@clovis.edu">rappg@clovis.edu</a>

### Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Languages, History, and Theatre

### Chief Academic Officer

Name	Dr. Robin Jones
Email	<a href="mailto:jonesr@clovis.edu">jonesr@clovis.edu</a>

### Registrar

Name	Kari Smith
Email	<a href="mailto:smithka@clovis.edu">smithka@clovis.edu</a>

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

Yes

**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?**

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	HIST
Number	1150
Name	Western Civilization I

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

- 1). Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries of history of the western world from ancient times to the early modern era.
- 2). Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and empathize with people in their historical context.
- 3). Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.
- 4). Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.
- 5). Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.
- 6). Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

## Institution-specific Student Learning Outcomes

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

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.*

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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 will analyze and critically interpret significant primary texts and/or works of art. Emphasis will be placed in these visual and written materials upon a thematic concentration concerning ideas, characteristics, and traits related to the common rise and expansion of emerging civilizations in the western world. These elements could include internal and external factors that influence the rise of western civilization, an awareness of many past heritages in western history, the nature and importance of belief systems in forming behavior and social mores, and how these systems are embedded in developing laws and social institutions – as related to the development of western society from antiquity through the year 1450. In assessment, all students will take a comprehensive midterm and final exam. Every multiple-choice and essay question on the exams will be linked to one or more of the course objectives that address the area of state competencies. Questions on the final exam will be based on ideas, topics, primary documents, and cultural traits presented in class lectures, discussions, and documentary films. All exam questions will come from weekly unit quizzes and the midterm exam taken during the semester. Particular emphasis will be placed in lectures, written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing civilizations, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies. Students will analyze how man progressed from the earliest communal and cooperative constructs in antiquity to the complex and varied civilizations in the western world by 1450.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives to identify the individual role of economy, society, government, religion, and culture in the history of the world's developing societies. Students will demonstrate proficiency in the recognition and articulation of the diversity of human experience across the range of developing western civilization to develop an understanding of how the present is informed by an awareness of the social, political, religious, cultural, and intellectual structures, particularly in regards to the progression from early western civilizations to the many complex civilizations and societies in existence by 1450. In detail, students will trace and discuss the influence, role, and effects of the transition from Paleolithic organization to early communal societies and the Agricultural Revolution, which drove the appearance of countless early civilizations. Students will discuss how rising language usage, belief systems, social hierarchy, cooperative societies, emerging governmental systems, and developing warfare contributed to rising early civilizations, particularly in Africa, Europe, and Western Asia, and how these early civilizations grew over time to true empires with increasingly complex structures and technologies. Particular emphasis will be placed in lectures, written assignments and visual materials will be placed upon key elements of social, economic, and cultural institutions that are common to the major developing western civilizations, in conjunction with lecture/reading outlines, documentary films, YouTube clips, and weekly review sessions to create an incremental sequence of student comprehension of the course objectives and competencies.

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

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

In this course, students will be exposed to and required to use a range of digital platforms and media sources, including PowerPoint slide presentations, historical maps, primary documents, historical documentaries, YouTube video clips, subject related websites, and a host of other digital venues to reinforce visually the contextual basis of ideas, events, and trends discussed during the course of this class. These tools will be implemented in this course through various means in the face-to-face classroom environment and through the Canvas Digital Learning platform and its many digital capabilities. Students will learn the basic computer skills, technological steps, and platform skills to access a course shell within Canvas in all classes to access the above-mentioned digital course materials, as well as listen to and observe specially-created recorded lectures by the instructor using Camtasia digital video technology. Also, within the Canvas course shell, students will also utilize exam and quiz study guides, practice quizzes, written assignments, and student-driven threaded discussion questions that allow interaction with fellow classmates and the instructor.

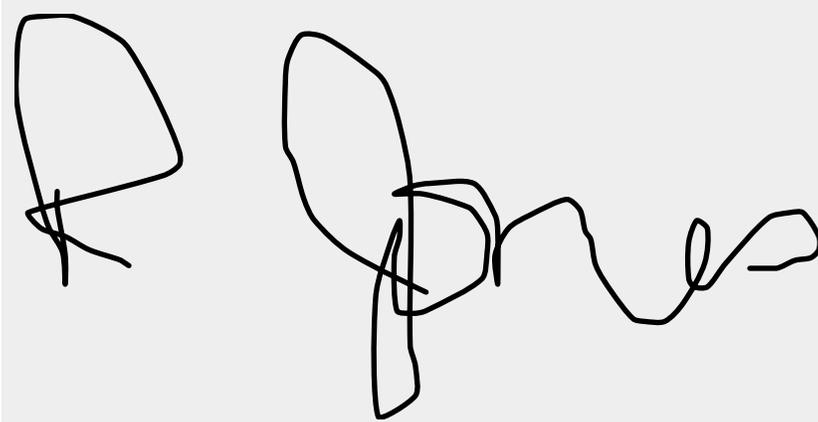
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be 'J. Scott'.

#### Date

Feb 19 2021

## Upload Assessment

**Completed** - Feb 21 2021

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

### [CCC - Western Civilization I HIST 1150 - Demonstration Midterm and Final Exam Assessment Questions](#)

**Filename:** CCC\_-\_Western\_Civilization\_I\_HIST\_1150\_ABwXIDd.pdf **Size:** 140.2 kB

## Upload Rubric

**Completed** - Feb 19 2021

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

### [CCC - Western Civilization I HIST 1150 - Demonstration Syllabus SP 2021](#)

**Filename:** CCC\_-\_Western\_Civilization\_I\_HIST\_1150\_ac20Z1X.pdf **Size:** 208.9 kB

## Application: 0000001403

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001403

**Status:** Under Review

**Last submitted:** Feb 21 2021 06:05 PM (MST)

## Application Form

**Completed** - Feb 20 2021

## 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. Steve Simpson
Title	Dean of Arts and Sciences
Phone	575 - 835 - 5149
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Mathematics

## Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.edu</a>

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

No

**Institutional Course Information**

Prefix	MATH
Number	1520
Title	CALCULUS II
Number of credits	4

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	(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.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

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

MATH 1520. Calculus II

Course Description

Continues course of study begun in Calculus I. Covers integration techniques, numerical integration, improper integrals, some differential equations, sequences, series and applications.

Student Learning Outcomes

#### 1. Integration

a. Determine the indefinite integrals and compute definite integrals of algebraic and transcendental functions using various techniques of integration including integration by parts, trigonometric substitution, and partial fraction decomposition.

b. Compute improper integrals using the appropriate limit definitions.

c. Solve problems involving separable differential equations.

#### 2. Sequences and Series

a. Compute the limit of sequences.

b. Compute the sum of a basic series using its  $n$ th partial sum.

c. Compute the sum of geometric and telescoping series.

d. Determine if a series converges using the appropriate test, such as the  $n$ th term, integral,  $p$ -series, comparison, limit comparison, ratio, root, and alternating series tests.

e. Determine if a series converges absolutely, converges conditionally or diverges.

3. Properties of power series
  - a. Compute the radius and interval of convergence of a power series.
  - b. Compute the Taylor polynomials of functions.
  - c. Compute basic Taylor series using the definition.
  - d. Compute Taylor series using function arithmetic, composition, differentiation, and integration.
  - e. Compute limits with Taylor series.
  - f. Approximate definite integrals with Taylor series and estimate the error of approximation.
  - g. Determine the sum of a convergent series using Taylor series.
4. Applications of integration
  - a. Compute volumes and areas of surfaces of solids of revolution.
  - b. Compute length of curves.
  - c. Apply integration using alternative coordinate forms and using a parameter

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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.

Under Applications of integration

- d. Compute work to empty a tank or to lift a bucket and chain.

---

### **C. Narrative**

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

*Be sure to 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:

Math is a language (a language of mathematical symbols) that students have been exposed to in previous courses and in Calculus they revisit the language from Trig, Precalculus, and Calculus I and learn new language pertaining to applications of integration, techniques for solving integrals, to converge and divergence of infinite series, finding Taylor Series, and applying Calculus to alternative coordinate systems (parametric coordinates and polar coordinates).

Strategies for Understanding and Evaluating Messages:

Solving word problems is an integral part of solving real world problems in Calculus. During lecture, students will be taught strategies for solving applications of integration. How to read the problem; create a visual model of the problem and writing a mathematical model with appropriate mathematical notation and arguments describing the relationship between the variables. Also important is understanding how existing mathematical models relate to concepts covered during lecture. For instance, given an integral to measure volume, describe the curve being revolved and what the axis of rotation is.

Evaluation and Production of Arguments:

Presenting solutions and describing the logic and reasoning used to obtain the solution. Interpreting an existing mathematical model, relating the written word to graph to a concept.

Assessment will be done during homework and on exams. Students will be asked to develop a mathematical model from a word problem using appropriate notation and arguments. Interpreting existing mathematical models to express understanding of key concepts of Calculus II. Students will be asked to present solutions to various Calculus problems where they will need to write information in a symbolic model and explain their reasoning behind their solution.

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

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

Many of the problems solved in Calculus II require all or some of the components of Critical Thinking. For instance, students may be asked to determine the work required to lift a leaking bucket from the bottom of a well to the top. Another example might be to determine if a given series converges or diverges.

**Problem Setting:**

Students will determine the quantity to be determined and the appropriate technique to find it. For instance, they may need to critique the features of a given series to find an appropriate test for convergence/divergence. Does the series have features that make it similar to a p-series? If so, they know that the Limit Comparison Test is what to use to determine if it converges or diverges.

**Evidence Acquisition:**

Students will gather information presented in a problem and write a model relating the variables given. For instance, for a problem lifting a leaking bucket from the bottom of a well. They need to know how much the bucket weighs, how much the rope/chain weighs, how deep is the well, at what rate is the bucket leaking. They will set up an integral or multiple integrals to determine the amount of work to lift the bucket to the top of the well.

**Evidence Evaluation:**

Using the technique given above, students will do the computation needed to solve the problem. For instance, if they are using the Limit Comparison Test to determine if it converges or diverges. They will determine the convergence or divergence of the series used for comparison, then find the appropriate limit for the test. For the example of lifting a leaking bucket, the students will evaluate the integral or integrals to find work.

**Reasoning/Conclusion:**

Once a solution is determined, they must reinterpret the solution in terms of the problem. For instance, after computing the limit in the Limit Comparison test, they need to write a conclusion for the test. They may need to defend the test they chose to their peers when presenting their solution.

Assessment will be done during homework, projects or solving problems on an exam. Students will have the opportunity to formulate mathematical models, provide solutions to word problems, defend their solution as well as critiquing the solution of their peers.

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**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.*

Communicate/Representation of Quantitative Information:

Students will be given word problems containing quantitative information. They will be required to express the quantitative information symbolically, establish a mathematical model between variables and set up a computation to solve the problem.

Analysis of Quantitative Arguments:

During group work, students must interpret and critique the solution of their own work as well as that of their peers.

Application of Quantitative Models:

Students will work to solve word problems. For instance, how much work is required to empty a conical tank of water or what is the volume of solid generated when a region determined by various curves is revolved around an axis, say the line  $x = 2$ .

Assessment will be done lab on projects, homework and on exams. Students will have the opportunity to formulate mathematical models, provide solutions to word problems, defend their solution as well as critiquing the solution of their peers.

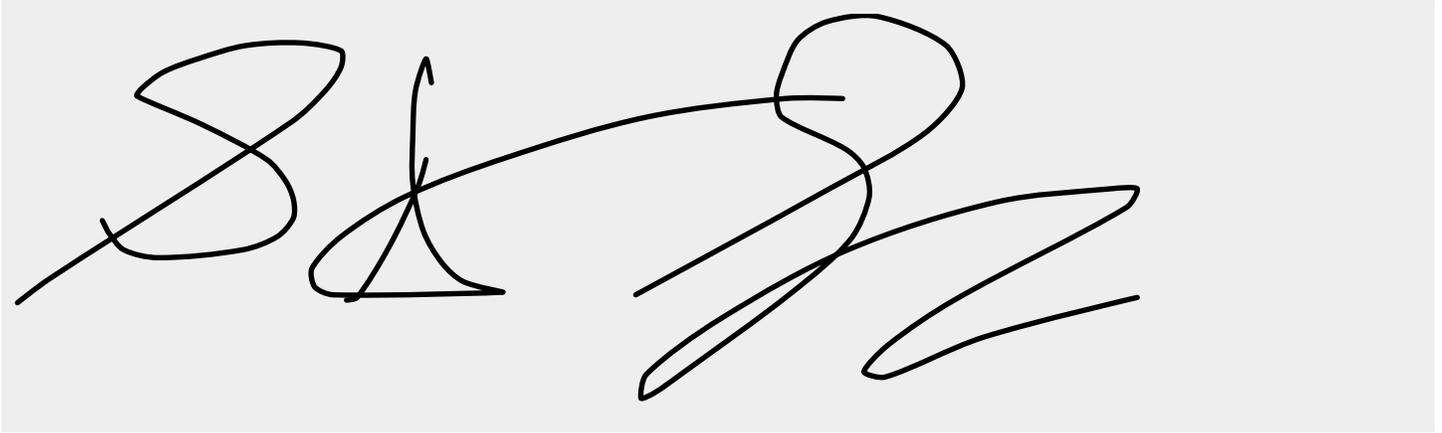
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**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmt.edu/academicaffairs/assessment/gened.php>

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 loops and sweeping lines, characteristic of a cursive or calligraphic style.

### Date

Feb 20 2021

## Upload Assessment

**Completed** - Feb 21 2021

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

### [Calculus II Assesment](#)

**Filename:** Calculus\_II\_Assesment.pdf **Size:** 178.9 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: 0000001325

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

### Summary

**ID:** 0000001325

**Status:** Under Review

**Last submitted:** Feb 8 2021 01:27 PM (MST)

# Application Form

Completed - Feb 8 2021

## 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	Juan Ortega
Title	Instructor
Phone	5054545381
Email	<a href="mailto:jortega@luna.edu">jortega@luna.edu</a>

### Submitting Institution

Name of HEI	Luna Community College
Submitting Department	Humanities

### Chief Academic Officer

Name	Maxine Hughes
Email	<a href="mailto:mhughes@luna.edu">mhughes@luna.edu</a>

### Registrar

Name	Geraldine Saavedra
Email	<a href="mailto:gsaavedra@luna.edu">gsaavedra@luna.edu</a>

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

No

**Institutional Course Information**

Prefix	SPAN
Number	1110
Title	Spanish I
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	SPAN
Number	1110
Name	Spanish I

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and some- times understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.

## Institution-specific Student Learning Outcomes

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

1. Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and some- times understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.

### C. Narrative

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

*Be sure to 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 majority of the activities and assignments induce critical thinking skills. Reading and writing assignments, presentations, think-pair-share activities are designed to support essential skills in this area. For example, in one activity the class as a whole is challenged to write a short story by agreeing and deciding upon the storyline, the characters, the setting, etc. They are guided to share their ideas in Spanish. This activity specifically develops all four of the subskills in critical thinking. Problem setting skills are developed because students need to work through their ideas as they resolve on a plot, setting, and characters for their short story. As the class works through writing their story they begin to identify whether the story is making sense or not. The instructor facilitates evidence evaluation by helping the class to determine if the story is believable, if it is biased, if it is based on fact or opinion, etc. Reasoning/conclusion skills by forcing the students to talk to each other in Spanish and while collectively writing a short story. Additionally, reading, presenting, and evaluating newspaper or magazine articles, op-eds, or newscasts are class activities and/or assignments that are utilized to support the development of critical thinking skills. Reflective writing and oral presentations of current events enable interpretive reading skills and build reasoning/conclusion skills because students must evaluate the information they read or see and develop conclusions about them.

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

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

This class uses music, sports, and home life to inspire personal and social responsibility. For example, the instructor presents music and facilitates respectful discussions about the intent of the songs and how the songs reflect personal, cultural, or social issues. The extended assignment that promotes this skill requires students to find Spanish songs that reflect the culture of a Spanish speaking country, create a vocabulary list, interpret the song, identify the intent of the song, and whether anything else such as biases, social issues, etc. are reflected in the songs. Students are also required to make an oral presentation and a PowerPoint presentation. Members of the class engage in peer reviews of each other's presentations. Other class activities in which discussions are facilitated to focus on personal and social responsibility skills include TV viewing, reading Spanish newspapers, magazines or internet articles, Spanish radio listening; conversations with fluent Spanish speakers, and journal writing.

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

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

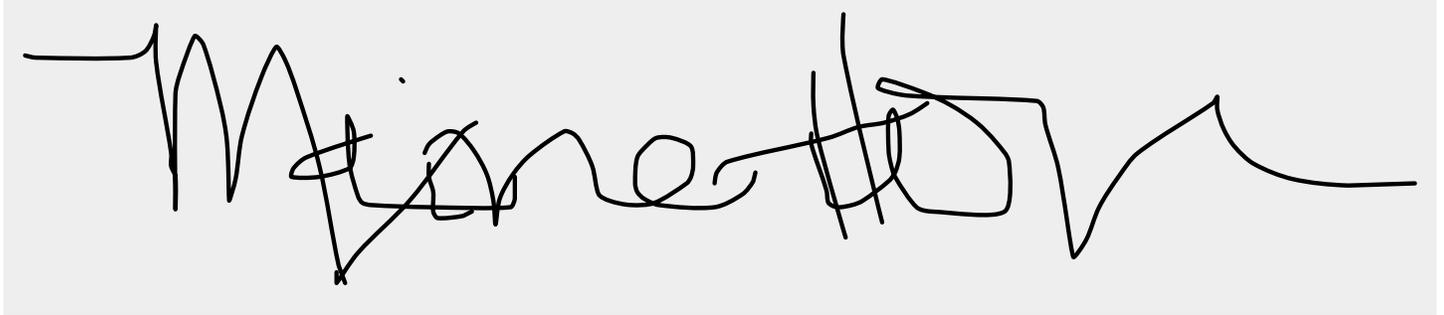
This class allows for research as inquiry through the study of Latin American culture in Spanish speaking countries. An initial class discussion about stereotypes of the people, government structures, music, colorful idioms and/or regional colloquialisms, foods, media accessibility, etc. of various Spanish-speaking countries takes place. After a teacher-guided discussion about what the class “thinks” regarding the topics aforementioned, students are then charged with choosing a Spanish-speaking country and researching information to validate or negate the stereotypes. The students engage in an internet search for the purpose of expanding students’ knowledge and understanding of cultures different than their own. Students must prepare a two - to three-page essay in Spanish affirming or negating stereotypes and reporting on the general information about the culture, language, music, etc. of the chosen country. They need to have at least one source that is deemed to be ethical and as true as possible and one that is more greatly biased and stereotypical, in other words, a valid or weak source. This exercise lends itself to the acquisition of recognizing the interdependent nature of the authority and value of information because students need to be able to identify the source of their information and detect its bias/es. They also have to be aware of selecting information in an ethical manner and then using it in their reports, presentations, and subsequent discussions. Students are assessed on their ability to communicate their ideas in Spanish; the content of their discussion, research, PowerPoint, and oral presentation, and peer review/feedback. Specifically, the three pieces of information and digital literacy skills that are developed and assessed through this exercise are research as inquiry, the authority and value of information, and digital literacy. A teacher made rubric using Rubistar with those two component skills in addition to Spanish speaking, reading, and writing, cohesiveness of the information, participation, preparedness, etc. are used to assess students’ ability to evaluate author’s credentials; source authority; quoting, paraphrasing and summarizing; write and present a short research paper; use search engines; develop and present their research with a PowerPoint; thoughtfully evaluate information that is presented by their peers.

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

Link to Institution's General Education Assessment Plan

N/A

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

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Dinah Hamilton".

**Date**

Nov 6 2020

## Upload Assessment

**Completed** - Feb 8 2021

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

### [SPAN 1110 Course Assignment](#)

**Filename:** SPAN\_1110\_Course\_Assignment.pdf **Size:** 2.4 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: 0000001035

Dinah Hamilton - dinah.hamilton@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001035

**Status:** Under Review

**Last submitted:** Feb 17 2021 08:49 AM (MST)

## Application Form

**Completed** - Feb 11 2021

## 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
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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

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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	Dinah
Title	Department Chair, History Humanities and Social Sciences
Phone	575-315-1120
Email	<a href="mailto:dinah.hamilton@enmu.edu">dinah.hamilton@enmu.edu</a>

## Submitting Institution

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

## Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	PSYC
Number	2110
Title	Social Psychology
Number of credits	3

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

Yes

**Co-requisite Course**

Prefix	ENGL
Number	1110
Title (if applicable)	Composition I

**New Mexico Common Course Information**

Prefix	PSYC
Number	2110
Name	Social 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. Identify concepts, theories, scientific methods, and research findings relevant to social psychology.
2. Explain how situational, social, and individual factors influence behavior.
3. Apply social psychological concepts to real-life events, current social issues and problems, and one's own life.

### Institution-specific 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.*

Discussions (both online or in-class) require students to respond to videos, textbook content or course prompts. Weekly written assignments require students to summarize, analyze and or reflect on assigned readings from textbooks, journal articles or relevant videos. Regularly, students are given a prompt/question/real-world scenario and are asked to explain and illustrate by creating a brief presentation to share with their classmates. Students also take chapter quizzes to communicate what they have learned about the course content.

Application and Versatility: Students communicate what they have learned in a variety of ways including discussion (online or in class), application papers in which students are expected to apply what they have learned about course concepts to real-world examples; summary and response papers where students read a journal article or watch a relevant video and summarize the main points and reflect on the application of the content to the real world.

Students are assigned a film scene analysis. The assignment requires students to analyze -- from a social-psychological perspective -- the behaviors and events depicted in one of a list of films. They are not being asked to critique the film in terms of its value as a work of art or as entertainment. Rather to think critically about the human actions and events portrayed in the film. Then, to make sense of this material, apply what they've learned regarding the factors that predict and explain human social behavior to a specific scene in the film. Specifically students must identify 3 social-psychological principles that appear to be operating in the events or individuals depicted in the film (e.g., cognitive

dissonance, schemas, self-fulfilling prophecies, groupthink, de-individuation, conformity, realistic conflict theory, modern racism, etc.). Describe the social psychological principle they believe is relevant, bringing in research findings; and elaborate of how the selected scene conforms or fails to conform to the principle identified. This assignment is comprehensive; students are urged to bring any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed. They then present the scene analysis to their classmates (see attached)

Students are graded on their writing and oral communication skills, whether they demonstrate “understanding or recognition of multiple viewpoints.” They also need to demonstrate that they can understand and express key arguments of an issue clearly.

***Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 work in small groups to understand a question, study their sources (text book, research article and each other) gather evidence, differentiate fact from opinion and then be share their learning with other students.

Students bring examples of psychological principles/concepts they find in the main stream media and present their analysis of the how the media presented the findings; ie: What is the problem or issue the media claims to address? What evidence is provided for their claim? Is the evidence presented factually? Students work together in small groups to design a research study and are assessed on their understanding of the basic principles of social science research: formulating a hypothesis; Defining a population; collecting a sample; creating experimental conditions, etc. -- who are the students you are interested in studying? Elementary school students, college students, etc.

Problem Setting: Social Psychology includes many theories and concepts that attempt to explain and describe social behavior. Students identify and explain issues such as social perception, the Fundamental Attribution Error, prejudice and discrimination, conformity and obedience and other issues, in discussion and short response paper assignments. Students are asked to find examples of these issues in the real world (through media accounts or their own experiences) and reconcile and synthesize that information with what they have learned from the text or other supplementary sources in short application papers.

They must specify the why they think the examples are valid examples of a specific concept

Evidence Acquisition: Students learn about the various research methods used to examine scientific questions in social psychology (such as case studies, experiments observational studies). Students work together in small groups to design a study to test a hypothesis: ie: "What are the effects of status and gender on helping behavior?" Students present their designs to the whole class, identifying the type of study (experimental or correlational; laboratory or field;) identify the independent and dependent variables and finally are asked to articulate specifically why they think their design is valid. They must be able to answer questions about the study and defend their choices.

Evidence Evaluation:

Students are assigned readings, or videos of critical studies in social psychology (the Milgram Study, Asch Conformity Experiment, The Stanford Prison Experiment) and then required to write short response papers to evaluate the study and the evidence. Reasoning/Conclusion: Students are also asked to participate in class discussions where they develop an argument in favor or opposed to a theoretical position relevant to social psychology (ie: Frustration-aggression hypothesis is the hypothesis that aggression is always due to frustration. Do you believe this is true? Explain)

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 considerations are woven throughout social psychology (the Milgram experiment, the Stanford Prison experiment).

In this class, students regularly collaborate work together in small groups to discuss and share their understanding of the readings, videos and to create group presentations on targeted problems/questions.

The groups are changed weekly so that every student in the class has at least one opportunity to work with every other student in the class. This interaction promotes intercultural understanding and competence as they actively listen to one another in discussions about nature vs. nurture, ethical considerations in classic psychological experiments (The Milgram Study, The Little Albert Experiments, Using Animals in Research); cultural differences in assessing psychological disorders and therapeutic approaches.

Groups are given prompts/questions designed to encourage members to assess and share their individual perceptions and understanding of an issue. They are encouraged to assess their own perspectives and prejudices/biases and to engage in civil discourse with their classmates.

Collaboration and teamwork are essential learning methods in this class with regular assignments designed to enhance students' active listening skills, engagement in collaborative learning and evaluation of different viewpoints.

---

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

Link to Institution's General Education Assessment Plan

The institute's assessment plan is under construction pending a new website design plan is

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



## Date

Feb 3 2021

## Upload Assessment

**Completed** - Feb 9 2021

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

### [Film analysis assignment](#)

**Filename:** Film\_analysis\_assignment.pdf **Size:** 160.4 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: 0000001357

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

### Summary

**ID:** 0000001357

**Status:** Under Review

**Last submitted:** Feb 17 2021 01:17 PM (MST)

## Application Form

**Completed** - Dec 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
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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

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

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

## Tips for Completing the General Education Course Application

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

the course.

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

### Institutional Course Information

Prefix	CHEM
Number	113
Title	General Chemistry
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	CHEM
Number	1216
Name	General Chemistry

**A. Content Area and Essential Skills**

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

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

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

## B. Learning Outcomes

---

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

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

1. Students of chemistry basics will:
  - A. Describe the main features of atoms and molecules
  - B. Explain the Periodic Table
  - C. List methods of measurement in chemistry
  
2. Students of the structure of atoms and molecules will:
  - A. Describe atomic structure
  - B. Describe molecular structure
  
3. Students of chemical reactions will:
  - A. Explain the principles of chemical equations
  - B. Describe the main elements of stoichiometry
  
4. Students of gases, light, and periodicity will:
  - A. Describe the behavior of gases
  - B. Explain the relationship between atoms and light
  - C. Atomic structure and periodicity
  
5. Students of bonding and intermolecular forces will:
  - A. Outline the fundamentals of bonding
  - B. Describe the nature of multiple bonds
  - C. Explain the structure of macromolecules
  - D. Describe the principle intermolecular forces
  
6. Students of the rates of chemical reactions will:
  - A. Describe the principles that govern the rates of reactions
  - B. Explain the main features of experimental kinetics

7. Students of chemical equilibria will:
- A. Outline the main features of dynamic equilibrium
  - B. List the types of equilibria
  - C. Explain the principles of thermodynamics and equilibrium

---

### **Institution-specific 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 develop inferences and problem solving solutions based on data that they derive from the labs and observations. Students will collect evidence, and evaluate that evidence continually throughout the course using the different labs, lectures, and articles. They will have to form conclusions that are scientifically valid given their research and data. Critical Thinking is key to this course and developing scientific logic, students are constantly challenged to think beyond the given facts and postulates and see if they appear to be applicable in each research area in the course. Chemistry includes numerous areas of critical thinking. One such area in this course is molecular bonding and the bond types that can occur and change the structure of the molecule. Students have to learn that there is more than one way to examine existing particles involving a great deal of critical thinking.

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

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

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

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

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

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

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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



**Date**

Dec 9 2020

## Upload Assessment

**Completed** - Feb 17 2021

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

### [Chem 113 sample assessment](#)

**Filename:** Chem\_113\_sample\_assessment\_xXFanPx.pdf **Size:** 35.0 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: 0000001419

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

### Summary

**ID:** 0000001419

**Status:** Under Review

**Last submitted:** Mar 10 2021 02:31 PM (MST)

## Application Form

**Completed** - Mar 10 2021

## Application Form

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## Essential Skills

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

1. Communications: Communication, Critical Thinking, Information & Digital Literacy

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

### Contact Information

Name	Don Scroggins
Title	Division Chair for Science and Math
Phone	575-769-4909
Email	<a href="mailto:scrogginsd@clovis.edu">scrogginsd@clovis.edu</a>

## Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Science

## Chief Academic Officer

Name	Dr. Robin Jones
Email	<a href="mailto:jonesr@clovis.edu">jonesr@clovis.edu</a>

## Registrar

Name	Kari Smith
Email	<a href="mailto:smithk@clovis.edu">smithk@clovis.edu</a>

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

Yes

## Institutional Course Information

Prefix	BIOL
Number	2410C
Title	Principles of Biology: Genetics
Number of credits	4

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

Yes

### Co-requisite Course

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

### New Mexico Common Course Information

Prefix	BIOL
Number	2410C
Name	Principles of Biology: Genetics

### A. Content Area and Essential Skills

#### To 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>)

#### Lecture:

1. Students will be able to understand rules governing the segregation of genes carried on the same or different chromosomes.
2. Students will be able to explain and analyze human pedigrees.
3. Students will be able to describe the structure of DNA and how its information is transmitted to protein synthesis.
4. Students will be able to interpret scientific data, formulate a scientific hypothesis, and propose an experiment to test a scientific hypothesis.
5. Students will be able to describe molecular mechanisms governing why and how gene expression is regulated
6. Students will understand how deregulated gene expression contributes to human congenital disease and cancer.
7. Students will be able to understand how high throughput experiments are carried out and analyzed.
8. Students will be able to explain key principles of genomics to understand the content, organization, and function of genetic information contained in whole genomes.
9. Students will be able to apply genetic and physical mapping techniques to the understanding of structural genomics.
10. Students will be able to use comparative genomics to understand how genomes evolve in (i) genome size, (ii) gene content, (iii) gene functionality, (iv) nucleotide base content, (v) protein diversity, and/or (vi) transposable element proliferation.
11. Students will consider ethical issues related to genomics.

#### Lab:

1. Be able to conduct library based research to produce an annotated bibliography or research paper that demonstrates the ability to distill and synthesize the primary literature.
2. Be able to verbally present a synthesis and interpretation of a published paper from the primary literature.
3. Be able to demonstrate critical thinking skills by interpreting scientific data, formulating a scientific hypothesis, and proposing an experiment to test a scientific hypothesis. (HED Area 3, Competency 1,2,4,5)
4. Be able to solve genetics problems involving single gene, X-linked, and non-Mendelian inheritance patterns.
5. Be able to conduct Chi-Square statistical analysis on genetics data.
6. Be able to describe the processes of DNA replication, transcription and translation.
7. Be able to compare and contrast the processes of gene regulation in prokaryotes versus eukaryotes.
8. Be able to understand how high throughput experiments are carried out and analyzed. (HED Area 3,

Competency 3,4)

9. Be able to apply understanding of recombinant DNA techniques and RNA sequencing analysis in the biomedical sciences, biotechnology and/or bioengineering.
10. Be able to describe applications of structural, functional or comparative genomics in the biomedical sciences, biotechnology and/or bioengineering.

---

### **Institution-specific Student Learning Outcomes**

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

n/a

---

### **C. Narrative**

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

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

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

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

The Problem Setting in this course is scientific inquiry via the scientific method. Students learn how to use the scientific method as a means to acquire data/evidence, analyze and evaluate the data, and ultimately develop a reasonable answer or conclusion to a hypothesis. Laboratory assignments and reports are the primary assessment tools for Critical Thinking Skills. In the lab assignments students will learn how to collect data from an experiment based on a hypothesis, organize the data into appropriate tables/charts/graphs, analyze the data in its organized form, make judgements and evaluate the validity of the data, and develop a sound conclusion regarding the relationship between the data and the hypothesis. In the laboratory reports, students learn how to gather information through science literature research and learn how to distinguish that information which is relevant, significant, and appropriate to the laboratory assignments. Other assessment tools for Critical Thinking Skills include written exams, discussion forums, and quizzes.

**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 learn how to communicate and represent quantitative data from laboratory assignments and science literature by organizing it into data tables, charts, and graphs; i.e., genetic trait and allele counts from a population. Students learn how to analyze and explain the significance of the organized data and identify any trends that the data may contain; i.e., heredity/allele percentages, ratios, and frequencies. Students will also learn how quantitative models can be applied to predict possible outcomes, i.e., dominance and recessive patterns at the population level. Quantitative Reasoning Skills will be assessed with written exams, lab reports/presentations, discussion forums, and quizzes.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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.*

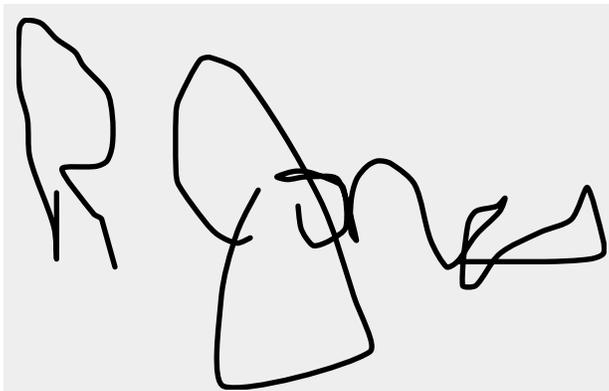
Students will examine human culture in the context of genetics, the impacts of physical, chemical and environmental conditions on genetics and health, including sustainable practice. Students will learn ethical reasoning skills during class discussions concerning genetics and applicable current research. Students will discuss the function and physiology of genetic material - DNA - mRNA - tRNA - rRNA, causes and implications of genetic diseases, and the mechanisms and impacts of genetic change on individuals and populations. Collaboration skills, teamwork, and value systems are developed throughout the course as students are required to work with one another to learn genetics and use their combined skills towards civic engagement. Assessment will occur via formal written exams, lab assignments, quizzes and discussion forums.

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

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.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 5 2021

## Upload Assessment

**Completed** - Mar 5 2021

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

### [Final Exam2 BIOL 2410C Genetics](#)

**Filename:** Final\_Exam2\_BIOL\_2410C\_Genetics.pdf **Size:** 3.1 MB

## Upload Rubric

**Completed** - Mar 5 2021

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

### [BIOL 2410C Sample Syllabus](#)

**Filename:** BIOL\_2410C\_Sample\_Syllabus.pdf **Size:** 209.3 kB

## Application: 0000001383

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

### Summary

**ID:** 0000001383

**Status:** Under Review

**Last submitted:** Feb 16 2021 03:01 PM (MST)

## Application Form

Completed - Feb 16 2021

## 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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

**Institutional Course Information**

Prefix	ART
Number	266
Title	Art of the American Southwest
Number of credits	3

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

No

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ARTH
Number	2140
Name	Art of the American Southwest

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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>)

- a. Recognize and identify the major Southwestern artistic traditions from prehistoric times to the present.
- b. Recognize the cultural context of these traditions.
- c. Distinguish the formal characteristics of a particular tradition.
- d. Identify cross-cultural influences and correlations in the arts of the southwest.
- e. Develop a vocabulary necessary to discuss (oral and/or written) a given work of art from a variety of different media.

### Institution-specific 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.*

Students will create a digital portfolio as part of a group project on cultural appropriation and Southwestern art. After producing the portfolio, students will write a 3-5 research paper with annotated bibliography on the topic using the works from the portfolio as examples. Next, students will create a brief 8-10 minute presentation to summarize their perspective on the topic and address the questions included on the topic in the assessment instructions. Oral presentation and discussion, written paper, and digital portfolio components of the project will allow students to effectively communicate in various genres and mediums. The presentations utilizing the portfolio and paper will serve to further assess student understanding and evaluating the topic of art and cultural appropriation as will a instructor moderated question and answer session between the group presenters and their classmates after the presentation concludes.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence 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 project will enable students to identify perspectives and views on cultural appropriation, intellectual property, copyright, art originality and cultural influences through various methods, i.e. digital images, written paper, and a brief oral presentation. These methods will allow for contextually appropriate statement, definition, and description of the topic by students. The information gathered through review of the provided instructional materials, the annotated bibliography, research paper, and creation of the curated digital portfolio will serve as sufficient evidence to address the issue of cultural appropriation and Southwest art. Students will thus come to well reasoned conclusions derived from these various genres and mediums.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability 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 evaluate cultural appropriation within the specific context of southwestern art. Students will comparatively examine the different viewpoints on the topic through research, portfolio, and presentation components to devise potential solutions and ensure intercultural reasoning and competency. Students will look at the topic of appropriation both from the point of view of the appropriated and those who appropriate as a strategy for working with one's own and others' perspectives on the topic. Study of this range of perspectives will culminate in students proposing an ethical solution at the end of their presentations. Presentations will be followed up with collaborative group discussions using a question and answer format. All students will thus have the opportunity to ask evaluation questions of their peers and also share their views via their presentations etc. for personal and mutual accountability.

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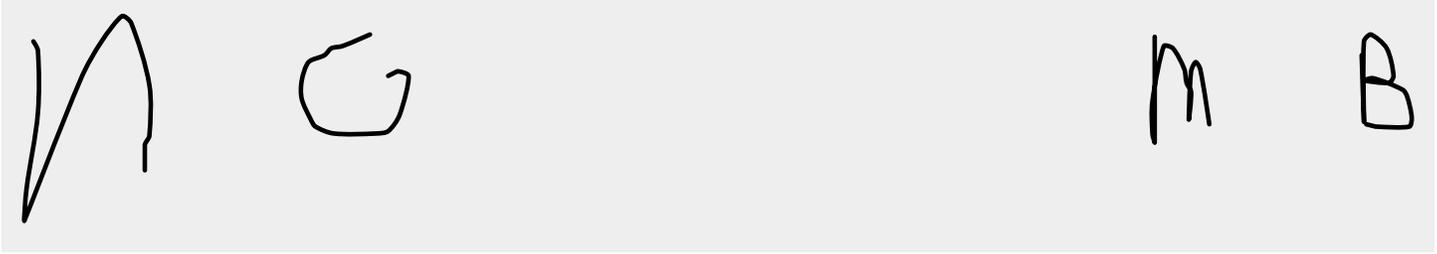
**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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

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

## Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [Sample Assessment from ARTH 2140](#)

**Filename:** Sample\_Assessment\_from\_ARTH\_2140.pdf **Size:** 50.9 kB

## Upload Rubric

**Completed** - Feb 16 2021

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

### [ARTH2140 Sample Rubric](#)

**Filename:** ARTH2140\_Sample\_Rubric.pdf **Size:** 135.1 kB

## Application: 0000001401

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

### Summary

**ID:** 0000001401

**Status:** Under Review

**Last submitted:** Mar 5 2021 08:53 AM (MST)

# Application Form

Completed - Mar 4 2021

## Application Form

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

### Essential Skills

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

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

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

### Deadline for Next Curriculum Committee Meeting

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

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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	Jeff Frawley
Title	Dept. Chair
Phone	5753151140
Email	<a href="mailto:jeff.frawley@enmu.edu">jeff.frawley@enmu.edu</a>

### Submitting Institution

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

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	SPAN
Number	1110
Title	SPANISH I
Number of credits	4

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

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	SPAN
Number	1110
Name	SPANISH I

## A. Content Area and Essential Skills

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.
2. Students can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
3. Students can write short messages and notes on familiar topics related to everyday life.
4. Students can often understand words, phrases, and simple sentences related to everyday life.
5. Students can recognize pieces of information and some- times understand the main topic of what is being said.
6. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
7. Students can sometimes understand the main idea of what they have read.

## Institution-specific Student Learning Outcomes

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

N/A

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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.*

Students complete the following assessments via a language-learning software, Panorama. Throughout the semester, they complete a number of quizzes and practice assignments, plus unit exams, that assess students' reading comprehension in Spanish. For instance, they must read a passage in Spanish and then answer fill-in-the-blank questions in Spanish that require them to use evidence from the passage to answer questions or complete statements. Similarly, they answer true/false questions that require students to find and use evidence in Spanish from a text to accurately respond. They must also complete questions that require reasoning to match descriptions in Spanish with visual depictions of scenarios. Another type of assessment question asks students to select answers that best match a situation described in a passage in Spanish; students must evaluate evidence from the text to reach a conclusion. Exams also feature questions that ask students to demonstrate evidence evaluation and reasoning through eliminating certain potential answers (e.g. "which of the following does not belong?") based on a set of evidence in Spanish. A common type of question is to provide descriptions and evidence in Spanish, and then to ask students to use the evidence to determine a person or a personal relationship being described. In all exams and assessments, students are asked to practice verb conjugations, which are set up as problems: students are given the verb and a sentence, and must use evidence in the sentence to determine the correct verb, verb tense, and conjugation. During in-class activities, students work in collaborative groups to script and act out scenes, which are set up as a type of "problem" for groups to understand and work through (e.g. how best to portray the scenario and how best to construct dialogue). One in-class activity asks students to read sample newspaper articles in Spanish, and then to answer questions about the article, to test students' abilities to acquire evidence from a Spanish text. In class, students are given a list of vocabulary words and are tasked with the problem of constructing logical, grammatically accurate sentences using the words.

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

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

Throughout the semester, students practice intercultural competence via assessments on their proficiency with the Spanish language. They practice intercultural reasoning when answering a variety of question types as a part these assessments. For instance, questions that use hypothetical scenarios require students to use Spanish dialogue and colloquial phrases to understand cultural context. Students also study via assignments, assessments, and in-class activities the differences in formal vs. informal language that is unique to the Spanish language and to Spanish-speaking cultural contexts. A unit in Spanish I asks students to study vocabulary in the context of holidays celebrated in Spanish-speaking countries; students answer exam and quiz questions, and also sometimes reenact collaborative in-class scenes, that require their understanding cultural contexts of these holidays. Spanish I also includes in-class activities that require students to learn specifically about Mexican history and intercultural contexts between Mexico and the U.S., including viewing films on this history, reading articles on this history, answering quiz questions on this history, etc. Occasional in-class activities implement excerpts of film, music, and dance performances from Spanish-speaking cultures. Many of the learning software questions likewise implement scenarios or passages that teach students about the history or the cultural practices of Spanish-speaking countries. Students engage in collaboration skills and teamwork during a variety of in-class activities. For instance, they form in-class pairs and small groups to practice vocabulary and to practice conversing in Spanish. More formally, they must prepare small-group presentations in Spanish on assigned topics and must also perform small-group scenes in Spanish. In-class meetings also frequently feature small-group or full-class collaborative activities like "game-show style" quizzes and interactive polls.

**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.*

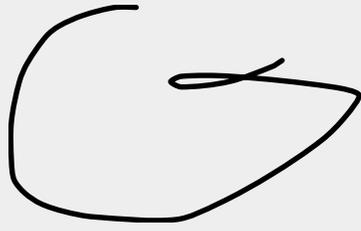
Students practice digital literacy in this course by completing most assessments and assignments through an online learning platform, Panorama. They must become proficient with understanding and answering a variety of question types in this digital environment, as well as with communicating, writing, and recording audio of themselves speaking in a digital environment. Students, in all the assessments described above, must recognize the authority and value of information through answering exam questions that require them to select and use correct Spanish language. Students, in learning this language, are constantly assessed on their knowledge, their selection of correct information, and their creation of accurate, correct Spanish sentences and conjugations. Students, in the reading-based assessment questions mentioned above, are required to practice inquiry and evaluate evidence to accurately understand textual passages and to answer questions about these passages. During in-class small-group presentations, students are required to research a cultural aspect of the Spanish language, or of a Spanish-speaking country, evidence they then share with the class. In small-group acted scenes, students must address a question presented in the instructions, and then must use the process of inquiry to determine how to best construct and present the scene during a performance.

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

Link to Institution's General Education Assessment Plan

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

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



#### Date

Mar 4 2021

## Upload Assessment

**Completed** - Mar 4 2021

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

[Sp1--1110--T--Lec](#)

**Filename:** Sp1--1110--T--Lec.3.pdf **Size:** 346.9 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: 0000001399

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

### Summary

**ID:** 0000001399

**Status:** Under Review

**Last submitted:** Feb 19 2021 02:55 PM (MST)

## Application Form

**Completed** - Feb 19 2021

# Application Form

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

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

the course.

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

### Institutional Course Information

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

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ENGL
Number	2210
Name	Professional and Technical Composition

**A. Content Area and Essential Skills**

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

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

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

---

## Institution-specific Student Learning Outcomes

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

N/A

---

## C. Narrative

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

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

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

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

In this course, students will engage in reading, writing, analysis, research, and discussion activities while learning to identify, evaluate and respond to diverse rhetorical situations in a professional or business environment. Students are introduced to professional writing standards and best practices, focusing especially on developing multi-genre fluency of expression. Students develop a broad and specific awareness of professional writing genres and can explain the forms and purposes of various technical writing genres, such as formal reports or proposals, infographics and professional manuals, and usability studies and product reviews.

Students identify diverse rhetorical situations and their purpose for writing in order to make choices about the form and content in the documents they create. They will use diverse and appropriate communication strategies in various mediums to produce appropriate and effective documents to meet specific situations.

Students will pursue various reading strategies to seek out, evaluate, and support or rebut key points in diverse example texts. Students will practice applying both theoretical and cultural templates to contextualize their analysis and their written responses.

Students will formulate hypotheses, opinions, and position statements – and communicate their conclusions using appropriate rhetorical forms. They will evaluate sources and evidence to support their theses through organized presentation of arguments and appropriately cited references using a designated citation system such as MLA or APA.

Written Communications skills will be assessed through multiple diverse composition assignments, including practice utilizing specific formats and document designs to address specific communication situations. Students will receive both formative and summative feedback which they will be expected to incorporate into their revisions. Effective use of digital media and appropriate document formatting will also be assessed.

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

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

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

Students will confront a variety of professional writing problems, in which they will identify audience needs and select appropriate genre forms to develop content to meet the situational requirements, such as memos, emails, reports, proposals, commentary, reviews, and product evaluations. Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider situational requirements, as well as rhetorical, historical, and cultural contexts, while they develop and refine their ideas and analytical skills to more effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

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

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

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

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

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

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

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

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

h G

m B

## Date

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

### [ENG 233 sample lesson Ch 6](#)

**Filename:** ENG\_233\_sample\_lesson\_Ch\_6.pdf **Size:** 100.3 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: 0000001378

Joaquin Gallegos - joaquin.gallegos@nmmc.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001378

**Status:** Under Review

**Last submitted:** Feb 23 2021 07:47 AM (MST)

## Application Form

**Completed** - Feb 23 2021

## 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	Joaquin Gallegos
Title	Chair of Biology, Chemistry, and Environmental Science
Phone	5057475480
Email	<a href="mailto:joaquin.gallegos@nmc.edu">joaquin.gallegos@nmc.edu</a>

## Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Biology, Chemistry, and Environmental Science

## Chief Academic Officer

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

## Registrar

Name	Robert Palko
Email	<a href="mailto:robert.palko@nmc.edu">robert.palko@nmc.edu</a>

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

No

## Institutional Course Information

Prefix	BIOL
Number	2210
Title	Human Anatomy and Physiology I
Number of credits	3

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

Yes

**Co-requisite Course**

Prefix	BIOL
Number	2210L
Title (if applicable)	Human Anatomy and Physiology I Lab

**New Mexico Common Course Information**

Prefix	BIOL
Number	2210
Name	Human Anatomy and Physiology 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

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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. Describe and apply anatomical terminology.
2. Describe multi cellular organization.
3. Distinguish and describe major tissue types.
4. Describe the structure and function of the integumentary system.
5. Describe the structure and function of the skeletal system.
6. Describe the structure and function of the muscular system.
7. Describe the structure and function of the nervous system.
8. Describe the structure and function of the special senses.
9. Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.

## Institution-specific Student Learning Outcomes

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

1. Describe and apply anatomical terminology.
2. Describe multi cellular organization.
3. Distinguish and describe major tissue types.
4. Describe the structure and function of the integumentary system.
5. Describe the structure and function of the skeletal system.
6. Describe the structure and function of the muscular system.
7. Describe the structure and function of the nervous system.
8. Describe the structure and function of the special senses.
9. Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.

---

### C. Narrative

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

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

---

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

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

Critical thinking is an essential skill for any worker within the medical field. Anatomy and Physiology student learning objectives promote the development of critical thinking in lecture and course work. In addition, the inclusion of clinical elements force students to work with real world situations requiring critical thinking. For example, in their Integumentary System Project, which requires research into an integumentary disorder, the student must develop a case study of a fictional patient. The student will research symptoms, duration (chronic/acute), and progression of the disorder. The student's research will result in a case study where symptoms are present, this provides evidence for a specific disorder, and finally students draw a conclusion for a treatment (A+B-> C, symptom + disorder -> treatment). The activity allows students to draw a logical argument of evidence acquisition, evidence evaluation, and reasoning/conclusion. This activity requires students to translate theoretical concepts to practical application. Research will require students to distinguish between appropriate and inappropriate source materials. Finally, the requirement of creating a fictional patient is an exercise in abstract thought, important to critical thinking, the translation of absorbed knowledge to specific real-world applications.

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

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

Quantitative reasoning is a key part of unit conversions and dilutions, both of which are required for medical field employees. Exercises are designed to improve general knowledge of rates, ratios, and proportions. The calculations are not designed to be arithmetically difficult, but to engage not only the critical thinking and quantitative reasoning of students but also reinforce terminology, concepts, and process within anatomy and physiology. An example of this is an exercise on understanding the effects of alcohol on the human body. This allows students to understand impact on Blood Alcohol Levels based on body weight, which are concentration and ratio problems.

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

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

The health care field is increasingly holistic in its approach, accepting the human component, and recognizing the personal and social responsibility of the health care worker. In the example of the Integumentary System Project, the case study requires an empathic component, where students have to create a fictional patient. This process allows students to identify with a patient and understand they are just more than just a set of symptoms, but also a person who has a medical history and unique conditions, that might play into treatment options. In addition, many of the assignments are group-based activities and general discussion are class wide which promotes teamwork and collaborative skills.

## 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/assessment-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 stylized and appears to read "J. B. White".

**Date**

Feb 23 2021

## Upload Assessment

**Completed** - Feb 16 2021

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

### [Case Study Assignment](#)

**Filename:** Case\_Study\_Assignment.pdf **Size:** 98.0 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: 0000001397

Jack McCaw - jack.mccaw@enmu.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001397

**Status:** Under Review

**Last submitted:** Mar 8 2021 09:41 AM (MST)

## Application Form

**Completed** - Mar 8 2021

## 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	Jack McCaw
Title	Department Chair
Phone	5753151152
Email	<a href="mailto:jack.mccaw@enmu.edu">jack.mccaw@enmu.edu</a>

### Submitting Institution

Name of HEI	Eastern New Mexico University - Ruidoso
Submitting Department	Math and Science

### Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@enmu.edu</a>

## Registrar

Name	Amy Means
Email	Amy.Means.enmu.edu

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

No

## Institutional Course Information

Prefix	BIOL
Number	2610
Title	Principles of Biology: Biodiversity, Ecology, and Evolution
Number of credits	4

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

Yes

## Co-requisite Course

Prefix	BIOI
Number	2610L
Title (if applicable)	Principles of Biology: Biodiversity, Ecology, and Evolution Lab

## New Mexico Common Course Information

Prefix	BIOL
Number	2610
Name	Principles of Biology: Biodiversity, Ecology, and Evolution

### 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

---

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

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

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

1. Understand the scientific method and apply it to biological topics of genetics, evolution, ecology, and biodiversity.
2. Apply quantitative reasoning and scientific thinking to real world problems.
3. Identify and describe the basic principles of evolution.
4. Analyze the relationships between the genetics of populations and evolution.
5. Analyze the processes of speciation.
6. Describe how the hierarchical classification scheme is used to categorize organisms.
7. Describe how DNA research has modernized bio systematics.
8. Compare and contrast the general characteristics of each of the living domains and kingdoms.
9. Relate the structure of organisms to the way they function.
10. Explain how the life histories of organisms are adapted for different environments.
11. Relate the complexity of behavior to the overall complexity of an organism.
12. Describe the ecological roles played by organisms in each kingdom.
13. Compare basic ecological principles at the population and community levels of organization.
14. Describe and compare energy relationships and the cycling of materials in ecosystems.

**Institution-specific Student Learning Outcomes**

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

None

## C. Narrative

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

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

---

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

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

Students complete laboratory exercises related to taxonomic and systematic relationships among all major groups of organisms, including bacteria, protists, fungi, plants, and animals throughout the course. In these laboratory exercises, students accumulate data week by week, organizing it into tabular form (evidence acquisition). Students analyze similarities and differences between taxonomic groups. This accumulated data allows students to draw conclusions about relationships in an overall view of the living world (evidence evaluation). Students are assessed by taking exams over the various taxonomic groups, as well as quizzes over each lab.

Additionally, students design an experiment on predator-prey interactions. Students identify a real-world problem to investigate, such as wolf/elk predation or mountain lion/deer predation (problem setting). Students design a laboratory experiment as a model of predator/prey interactions using manipulatives to simulate populations and their changes as predation and reproduction occurs (evidence acquisition). Students assimilate their data into graphical and tabular formats for analysis. Working in groups, students present their data and results to the rest of their classmates for comparison, where they discuss variations and differences in outcomes (evidence evaluation). Students work in their groups to identify possible reasons for differences observed in their results and then write their lab reports providing their problem, data, results and conclusions (reasoning/conclusions).

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

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

Students study population growth and complete a lab exercise that includes developing population growth data tables for bacteria sample cultures. Students experiment with carrying capacity, environmental conditions, and time as related to bacteria populations. Students compare phases of bacterial culture growth and apply linear analysis of the growth curves generated by their data (representation of data). Students compare actual growth with theoretical growth curves by graphing their data/results in their lab reports (communication of quantitative results). Students then experiment with bacterial growth by limiting particular nutrients needed for optimum growth in order to discover how real-world populations function with limited resources. Growth of bacterial culture growth is then presented in both tabular and graphic forms for comparison of the two populations, one with full nutrients and one with limited nutrients (representation of data). The second part of this experiment is to compare growth rates of one organism, the bacteria, with the growth rates of human populations. Students examine human population data and graph their findings. Then they apply linear analysis to their graphs to compare human population growth to that of the bacteria. Based on observed results, students make predictions on human populations into the future and discuss their findings in relation to the carrying capacity of the earth (analysis of quantitative results). Student groups then share data with their classmates and discuss what differences are observed between lab groups. Assessment is based on written lab reports including data tables, results, and conclusions.

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

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

Students work collaboratively in both lecture and laboratory assignments throughout the course. Student groups are sometimes assigned and sometimes are student-driven and organized. Student groups decide on individual responsibilities and hold each other accountable in performing group tasks. For example, students perform dissections of fungi, plants, a variety of animals, and embryonic pigs. Students work in groups to share the tasks of the dissection, take proper notes, and make comparisons among organisms as part of their taxonomic and systematic research. Students organize their data and notes in lab reports which include tabular and graphical data. Students share their findings in classroom settings (collaboration, teamwork and accountability).

Throughout the course, students identify examples of environmental parameters needed for the survival of different species and populations of the various taxonomic groups. In particular, students learn about the various bio/geochemical cycles which are found within the biosphere, including the water cycle, carbon cycle, phosphorus cycle, and nitrogen cycle. Students complete laboratory simulations to examine the effects of acid rain, nutrient enrichment or eutrophication, thermal pollution, and pesticide pollution. In these simulations, students observe the effects of the human population on various aspects of the natural environment. Students are assessed by the completion of their laboratory reports, including graphical and tabular data (sustainability of the natural and human worlds).

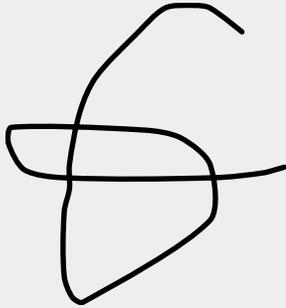
---

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

[Link to Institution's General Education Assessment Plan](#)

In Progress

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 5 2021

## Upload Assessment

**Completed** - Mar 6 2021

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

### [Predator\\_Prey\\_Population\\_Simulation\\_Lab](#)

**Filename:** Predator\_Prey\_Population\_Simulation\_Lab.pdf **Size:** 152.4 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: 0000001402

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001402

**Status:** Under Review

**Last submitted:** Feb 21 2021 06:03 PM (MST)

# Application Form

Completed - Feb 20 2021

## 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. Steve Simpson
Title	Dean of Arts and Sciences
Phone	575 - 835 - 5149
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

### Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Mathematics

### Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

### Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.edu</a>

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

No

## Institutional Course Information

Prefix	MATH
Number	1510
Title	CALCULUS I
Number of credits	4

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

Yes

## Co-requisite Course

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

## New Mexico Common Course Information

Prefix	(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.

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

## B. Learning Outcomes

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

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

#### Student Learning Outcomes

##### 1. Limits

- a. Use limit notation.
- b. Compute limits or determine when a limit does not exist.
- c. Use limits to decide if a function is continuous.
- d. Use limits to decide if a function is differentiable.
- e. Use limits to determine asymptotes.

##### 2. Derivatives

- a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
- b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
- c. Describe the meaning of the derivative as a rate of change in a variety of contexts.
- d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes.
- e. Compute local linear approximation.

##### 3. Integrals

- a. Compute definite integrals using the limit definition and sigma notation.
  - b. Approximate definite integrals using finite sums.
  - c. Compute indefinite integrals by identifying them with antiderivatives.
  - d. Compute definite and indefinite integrals using substitution.
  - e. Describe the meaning of the integral in a variety of contexts.
4. Applications of calculus
- a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration.
  - b. Compute area bounded by functions and vertical lines.
  - c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

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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

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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:

Math is a language (a language of mathematical symbols) that students have been exposed to in previous courses and in Calculus they revisit the language from College Algebra, Trig and Precalculus and learn new language pertaining to limits, derivatives and integrals. During lab, group work encourages students to not only read and write mathematical equations but also to verbalize mathematical ideas both to their peers as well as the instructor.

Strategies for Understanding and Evaluating Messages:

Solving word problems is an integral part of solving real world problems in Calculus. During lecture as well as in lab, students will be taught strategies for solving word problems. How to read the problem; create a visual model of the problem and writing a mathematical model with appropriate mathematical notation and arguments describing the relationship between the variables. Also important is understanding how existing mathematical models relate to concepts covered during lecture. For instance, understanding how to interpret rates of changes/derivatives from a graph.

Evaluation and Production of Arguments:

Presenting solutions and describing the logic and reasoning used to obtain the solution. Interpreting an existing mathematical model, relating the written word to graph to a concept.

Assessment will be done during lab as students work on projects. They will be asked to develop a mathematical model from a word problem using appropriate notation and arguments. Interpreting existing mathematical models to express understanding of key concepts of Calculus I. Students will be asked to present solutions to various Calculus problems where they will need to write information in a symbolic model and explain their reasoning behind their solution.

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

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

Many of the problems solved in Calculus I require all or some of the components of Critical Thinking. For instance, consider the first problem of Lab 10, Related Rates (see attached). Students are asked questions and given a graph to provide distance from a tree. They are asked to determine average rates of change, where is the instantaneous rate of change zero, etc. Another example is they are asked to solve a word problem; find the minimum cost of building a box with fix volume.

#### Problem Setting:

Students will determine the quantity to be determined and the appropriate technique to find it. For instance, in Lab 10 Related Rates, where is the instantaneous rate of change zero? They need to determine that to find these points they need to find places on the graph where the tangent line is horizontal. For finding the minimum cost of building a box, they need to determine critical points of a function and techniques to verify that the quantity obtained is a minimum.

#### Evidence Acquisition:

Students will gather information presented in a problem and write a model relating the variables given. For instance, in Lab 10 Related Rates, what is the average rate of change for the distance from the tree? They need to obtain values from a graph for their computations. For finding the minimum cost of building a box, they need to carefully read the problem and record the information given, say for instance that the material for the top costs \$2.50 per square inch while the material for the bottom and sides costs \$1.75 per square inch. In addition, they will need to write an equation for cost and an equation for volume.

#### Evidence Evaluation:

Using the technique given above, students will do the computation needed to solve the problem. For instance, in Lab 10 Related Rates, what is the average rate of change for the distance from the tree? They will calculate the average rate of change from the values from the graph. On the other hand, for where is the instantaneous rate of change zero, this component is not part of the solution since no calculations are needed. For finding the minimum cost of building a box, they will determine the critical points and find the minimum cost.

#### Reasoning/Conclusion:

Once a solution is determined, they must reinterpret the solution in terms of the problem. For instance, in

Lab 10 Related Rates, they may be asked to explain what their answer means in the real world. For finding the minimum cost of building a box, they need to report their answer and explain why that value obtained is a minimum.

Assessment will be done during lab on projects or solving problems on an exam. Students will have the opportunity to formulate mathematical models, provide solutions to word problems, defend their solution as well as critiquing the solution of their peers.

**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.*

Communicate/Representation of Quantitative Information:

Students will be given word problems containing quantitative information. They will be required to express the quantitative information symbolically, establish a mathematical model between variables, and set up the computation to solve the problem.

Analysis of Quantitative Arguments:

During group work, students must interpret and critique the solution of their own work as well as that of their peers.

Application of Quantitative Models:

Students will work to solve word problems. For instance, it might involve a related rates problem. If you have a conical tank with a leak. If the depth of the water is decreasing at a certain rate, what is the rate of change of the volume of water in the tank?

Assessment will be done during lab on projects. Students will have the opportunity to formulate mathematical models, provide solutions to word problems, defend their solution as well as critiquing the solution of their peers.

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

Link to Institution's General Education Assessment Plan

<https://www.nmt.edu/academicaffairs/assessment/gened.php>

**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. H. S.' followed by a long horizontal line.

**Date**

Feb 20 2021

## Upload Assessment

**Completed** - Feb 21 2021

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

### [Calc I Assesment Plan](#)

**Filename:** Calc\_I\_Assesment\_Plan.pdf **Size:** 2.5 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: 0000001400**

Jeff Frawley - jeff.frawley@enmu.edu

## Summary

**ID:** 0000001400

**Status:** Under Review

**Last submitted:** Feb 22 2021 11:31 AM (MST)

## Application Form

**Completed** - Feb 22 2021

## Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

# Tips for Completing the General Education Course Application

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

## Contact Information

Name	Jeff Frawley
Title	Dept. Chair
Phone	5753151140
Email	<a href="mailto:jeff.frawley@enmu.edu">jeff.frawley@enmu.edu</a>

## Submitting Institution

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

## Chief Academic Officer

Name	Coda Omness
Email	<a href="mailto:Coda.Omness@enmu.edu">Coda.Omness@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	ENGL
Number	2640
Title	British Literature II
Number of credits	3

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

Yes

**Co-requisite Course**

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

**New Mexico Common Course Information**

Prefix	ENGL
Number	2640
Name	British Literature II

**A. Content Area and Essential Skills**

## To which area should this course be added?

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

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

## B. Learning Outcomes

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

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

1. Read and discuss representative works of British writers from the 18th century to the present to understand cultural and historical movements, which influenced those writers, and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

### Institution-specific Student Learning Outcomes

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

N/A

## C. Narrative

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

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

---

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

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

During a unit on Romantic and Victorian poetry, students complete an online discussion for which they must study the differences between the speakers narrating poems and the poets themselves; students must create their own criteria during their analysis, and then must use evidence from the text to support their conclusions. Later, in another online discussion, students study the letters of 18th century early feminist Mary Wollstonecraft to describe the inequalities between genders in Britain at the time, using evidence from her letters to support their reasoning. In this discussion, students also evaluate evidence from the text to describe elements of the author's philosophies that differentiate from later movements within feminism. In discussing Lord Byron's "The Rime of the Ancient Mariner," students must provide evidence from the poem to explain how different timeframes within the poem complicate the narrative. For a midterm essay exam, students must provide reasoning and evidence from a text to support their argument for why such historical literature should still be read and taught today; in doing so, they must argue for the work's ethical/moral/political resonance with modern society. Throughout the semester, in multiple other discussions, students engage in problem setting and evidence evaluation by studying and explaining the meaning behind prose and poetry that is considered cryptic or difficult to understand today; again, they provide evidence to support their reasoning and argue for the contemporary significance or meaning in the literature being discussed. Similarly, students complete a more substantial "Close Reading" essay for which they must break down, interpret, and analyze a work of classic British literature so that it can be better understood it today. In doing so, they work closely with evaluating evidence from the text to support their conclusions.

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

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

Students, through a variety of online discussions, short writing assignments, and longer essays, practice intercultural reasoning and develop intercultural competence by studying a variety of time periods, cultures, and experiences. They are asked to demonstrate a competence with mid-17th Century to early 20th Century British cultures and history. For many of the writing assignments, students must use both historical and literary texts to demonstrate a competence with understanding the social, religious, economic, and political contexts of these time periods. To support their reasoning, they are required to provide evidence from the texts. Furthermore, they use online discussions to develop intercultural competence and ethical reasoning by describing social issues that impacted various groups of people as witnessed through literature. For instance, they evaluate and discuss early feminist Mary Wollstonecraft's letters to describe the inequalities between genders in Britain in the 18th Century. Elsewhere, students study and discussion Victorian poetry and short stories to develop cultural competence with differences in class and gender during this time period. Students also complete a discussion for which they analyze Oscar Wilde's "The Importance of Being Earnest" for its satirizing of social class. For a midterm essay exam, students practice intercultural reasoning by providing evidence from a text to support their argument for why such historical literature should still be read and taught today; in doing so, they must argue for the work's ethical/moral/political resonance with modern society. Students, throughout the semester, and given the discussion-heavy nature of the course, hone their collaboration and teamwork skills through full-class discussions. They also collaborate to provide feedback on one another's rough drafts of essays, which they can use to develop final drafts.

## **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.*

For several discussions on literature, students are asked to use historical context and author biographies to evaluate the writer's authority on a particular historical event or era. For instance, students are asked in an online discussion to analyze how historical and biographical information on William Blake influenced the author's reputation as a canonical writer, analyzing excerpts from his poems for the value of information found within. Later, in another discussion, students study the biography of Mary Wollstonecraft to then argue for her authority as a prominent figure in public debates about gender inequalities, parenting, and education systems. Students also discuss how William Wordsworth's biography and his familial biography impact the value and meaning of his poetry. Students also use contextual and biographical information to guide their research and inquiry when completing two short essays; for these essays, they must research the texts and authors to analyze the value of the literature and its place in a literary movement or era. Students also work to understand the authority and value of information by studying how to ethically use and cite textual evidence to support their arguments, then put this understanding into practice when drafting essays. Students practice digital literacy by using the Learning Management System to complete collaborative online discussions, to give feedback to one another on their drafts of essays, and to complete short writing assignments.

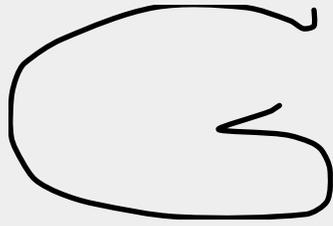
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### **D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

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

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



#### Date

Feb 19 2021

## Upload Assessment

**Completed** - Feb 19 2021

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

### [ENGL 2640 Sample Assignment](#)

**Filename:** ENGL\_2640\_Sample\_Assignment.pdf **Size:** 56.2 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: 0000001373

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

### Summary

**ID:** 0000001373

**Status:** Under Review

**Last submitted:** Feb 8 2021 12:07 PM (MST)

## Application Form

**Completed** - Feb 8 2021

# Application Form

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

## Essential Skills

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

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

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

## Deadline for Next Curriculum Committee Meeting

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

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

## Tips for Completing the General Education Course Application

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

the course.

### Contact Information

Name	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

### Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

### Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

### Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

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

No

### Institutional Course Information

Prefix	ENG
Number	102
Title	Freshman Composition
Number of credits	3

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

Yes

**Co-requisite Course**

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

**New Mexico Common Course Information**

Prefix	ENGL
Number	1110
Name	Composition I

**A. Content Area and Essential Skills**

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

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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. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

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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

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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.*

Written Communications skills will be assessed through multiple diverse composition assignments, including at least 4 completed and revised formal essays, as well as diverse homework and reading response assignments. Students will receive both formative and summative feedback which they will be expected to incorporate into their revisions. Effective use of digital media and appropriate document formatting will also be assessed.

Oral Communication skills will be assessed through documented participation in class discussion and oral argument (for in-person courses), as well as ability to give and follow instructions and collaborate with other students.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.**

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

**Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry**

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

Handwritten signature consisting of the letters 'N' and 'G' in a cursive style.Handwritten signature consisting of the letters 'M' and 'B' in a cursive style.

**Date**

Feb 8 2021

**Upload Assessment**

**Completed** - Feb 8 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

## [ENG 102 Sample Assignment](#)

**Filename:** ENG\_102\_Sample\_Assignment.pdf **Size:** 104.1 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: 0000001376

James Scott - james.scott@nmt.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001376

**Status:** Under Review

**Last submitted:** Feb 20 2021 12:26 PM (MST)

## Application Form

**Completed** - Feb 18 2021

# 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. Steve Simpson
Title	Dean of Arts and Sciences
Phone	575 - 835 - 5149
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Submitting Institution

Name of HEI	New Mexico Institute of Mining and Technology
Submitting Department	Department of Communication, Liberal Arts and Social Sciences

## Chief Academic Officer

Name	Dr. Steve Simpson
Email	<a href="mailto:steve.simpson@nmt.edu">steve.simpson@nmt.edu</a>

## Registrar

Name	James Scott
Email	<a href="mailto:james.scott@nmt.edu">james.scott@nmt.edu</a>

## Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

## Institutional Course Information

Prefix	SPAN
Number	1110
Title	Spanish I
Number of credits	3

**Was this course previously part of the New Mexico General Education curriculum?**

Yes

**Co-requisite Course**

Prefix	(No response)
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>)

SPAN 1110. Spanish I. Common Course Student Learning Outcomes (find Common Course SLOs at:

[https://hed.state.nm.us/uploads/documents/Course\\_Catalog\\_V18.pdf](https://hed.state.nm.us/uploads/documents/Course_Catalog_V18.pdf)) Student Learning Outcomes1.

Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized.852Revised 12/8/20202. Students can present information about myself and

some other very familiar topics using a variety of words, phrases, and memorized expressions.3.

Students can write short messages and notes on familiar topics related to everyday life.4. Students can

often understand words, phrases, and simple sentences related to everyday life.5. Students can

recognize pieces of information and some- times understand the main topic of what is being said.6.

Students can understand familiar words, phrases, and sentences within short and simple texts

## Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Elementary Spanish Learning Outcomes (SPAN 1110 and SPAN 1120): In line with the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL), students in the elementary Spanish sequence at NMT will develop solid competencies in five intertwined goal areas for foreign language learning: Communication, Cultures, Connections, Comparisons, and Communities.

- **Communication:** You will learn to interact with one another and negotiate meaning using Spanish, sharing information, feelings, reactions, and opinions. You will learn to analyze and interpret spoken and written Spanish about a variety of basic topics; and you will develop skills in presenting information on topics related to your own lives and life in the Hispanic world.
- **Cultures:** You will learn to relate your own cultural backgrounds to the diverse cultures of the Hispanic world. You will learn to interact in Spanish with cultural competence and understanding, and reflect on the complex relationship between language and culture.
- **Connections:** You will begin connecting your study of the Spanish language to your broader personal, academic, and professional goals and life situations.
- **Comparisons:** You will relate your study of the Spanish language to the other languages you speak and use in your academic and everyday lives. You will gain insight into the nature of language and culture, and you will develop a series of metacognitive skills related to learning languages.
- **Communities:** You will build your capacity to use Spanish in the multilingual communities of New Mexico, the United States, and the Hispanic world. You will also develop the skills and motivation needed to become lifelong learners of the Spanish language.

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

*Be sure to 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.*

SPAN 1110 is taught using communicative and task-based approaches to language learning, in line with the recommendations of the American Council on the Teaching of Foreign Languages (ACTFL). As students develop their communicative capacities, they exercise critical thinking in a variety of manners. When learning new vocabulary, students study textbook pages that combine Spanish words and visual images, and they must infer the meanings of the words. Grammar lessons also ask students to use inference to derive general rules from specific examples, such as rules for conjugating past-tense verbs. Students are assessed informally in class through comprehension checks and short activities (fill-in-the-blank, multiple choice, short answer), and are assessed formally in weekly homework assignments and two major exams. In class, students are also asked to compare and contrast the structures of English and Spanish, helping them to think critically about language and communication.

Students study a series of videos and short textbook readings in class and in homework assignments. Preliminary activities ask students to anticipate what they will be reading about, based on article titles or general topics. This allows them to identify questions and problems the materials may help them resolve, and orients them in acquiring evidence from materials that will push the limits of their listening and reading skills. Over the course of the semester, they also learn a series of reading and listening strategies via class activities and short homework assignments. After completing readings/viewings, students' capacity to evaluate evidence is evaluated through informal comprehension checks and short exercises, generally multiple-choice or short answer. Class discussions ask them to apply reasoning and

draw conclusions regarding the material.

Finally, the summative project of SPAN 1120 is a video assignment where students interview a friend, family member, or peer who speaks Spanish. They design the interview by submitting preliminary questions in a homework assignment, and they are also asked to appraise potential challenges. In the interview, they utilize their pre-formulated questions to acquire information about the life of their interview subject. Then, in a written self-evaluation that accompanies the interview, they reflect in Spanish on what they have learned, assessing their experience and drawing conclusions regarding the communicative process.

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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.*

Students in SPAN 1110 learn that language and culture are deeply intertwined: to learn to communicate in Spanish, one must learn an array of cultural competencies. In SPAN 1110, this includes learning practices for politely greeting and saying goodbye; practices for using formal and informal registers in basic conversation; and comparing and contrasting community life in the United States and Latin America. In class, students are asked to reflect on differences between North American and Hispanic cultural practices. Their intercultural reasoning skills are assessed via informal comprehension checks in class, their successful use of cultural practices in a series of role-playing tasks, and short written paragraphs in weekly homework assignments.

SPAN 1110 utilizes a student-centered approach, with frequent pair and small group work. In virtual classes, this includes extensive use of breakout rooms to allow for collaboration and communication between students. In in-person classes, small group work and pair activities are also employed. Students build teamwork and collaborative skills by creating skits to perform for fellow classmates and completing short writing assignments during group activities. In group activities, students are often asked to clearly define each member's role, and to produce a completed product (a skit, or a shared Google Doc) within a specified timeframe. They learn accountability and ethical responsibility, in that their completion of tasks is necessary to support their peers.

Finally, the summative project of SPAN 1110, the video interview, asks students to synthesize many of the skills discussed above. In the pre-interview assignment, students demonstrate their capacity to anticipate intercultural differences and formulate ethically and culturally appropriate questions. In the interview, they apply cultural practices regarding formality in spoken discourse, especially if interviewing older, more distinguished interview subjects. Their intercultural capacities are assessed via the interview itself and the accompanying written reflection.

## **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.*

As students build their communicative capacities in Spanish, they utilize a broad variety of online sources. They are asked to use dual-language dictionaries such as [www.wordreference.com](http://www.wordreference.com) and [www.spanishdict.com](http://www.spanishdict.com), and throughout the semester they learn to use a variety of features of these dictionaries, such as verb charts, example sentences, and audio recordings of word pronunciation by native speakers. They are also trained to toggle between Spanish and English pages on Wikipedia to study vocabulary relating to their interests. For example, one student may be interested in learning how to talk about math with greater fluency, and they learn how to search math terms (such as “square root” and “logarithm”) in Wikipedia, toggling to the Spanish page to see how these terms are used in Spanish. They also learn to use Google and Google Images to search for and find information on grammar topics. Through use, they learn to judge the value of different sources information. They are assessed in a series of short meta-cognitive assignments in which their responses demonstrate their digital literacy as students of the Spanish language.

Throughout the semester, students in SPAN 1110 also complete a series of video assignments. They record themselves communicating information about different course topics at the end of textbook chapters using the video app FlipGrid, and they complete their video interview project at the end of the semester using Zoom. The interview project in particular aids them in developing digital literacy, because they often must teach their interview subjects, such as elderly family members, how to use Zoom.

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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.nmt.edu/academicaffairs/assessment/gened.php>

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This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A large, stylized handwritten signature in black ink on a light gray background. The signature is cursive and appears to be the initials 'MR' followed by a long, sweeping horizontal line that extends across the width of the box.

#### Date

Feb 16 2021

## Upload Assessment

**Completed** - Feb 16 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### [Matt Johnson--Gen Ed Certification Supporting Document \(SPAN 1110\) - 1](#)

**Filename:** Matt\_Johnson--Gen\_Ed\_Certification\_Sup\_x23rVT9.pdf **Size:** 32.7 kB

## Upload Rubric

**Completed** - Feb 16 2021

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

### [Matt Johnson--Gen Ed Certification Supporting Document \(SPAN 1110\) - 2](#)

**Filename:** Matt\_Johnson--Gen\_Ed\_Certification\_Sup\_ApSqyRC.pdf **Size:** 36.0 kB

**Application: 0000001371**

Michael Raine - mraine@unm.edu

## Summary

**ID:** 0000001371

**Status:** Under Review

**Last submitted:** Feb 5 2021 09:07 AM (MST)

## Application Form

**Completed** - Feb 4 2021

## 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	Ryan J. Kelly
Title	Associate Professor
Phone	505-277-3960
Email	<a href="mailto:ryankelly@unm.edu">ryankelly@unm.edu</a>

## Submitting Institution

Name of HEI	UNM Main
Submitting Department	Family & Child

## 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	FCST
Number	2130
Title	Marriage and Family Relationships
Number of credits	3

**Was this course previously part of the New Mexico General Education curriculum?**

No

**Co-requisite Course**

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

**New Mexico Common Course Information**

Prefix	FCST
Number	2130
Name	Marriage and Family Relationships

**A. Content Area and Essential Skills**

## To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:  
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon Successful completion of this course, students will be able to:

1. Analyze myths about contemporary family life.
2. Explore and articulate their understanding of theories, gender roles, sexuality, intimacy, power in relationships, homes and family, parenting, crises.
3. Demonstrate their understanding of diverse family structures in premarital, marital and family relationships.

### Institution-specific 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 the tenants and concepts of the major family studies theories, (including identification of key issues that confront families today, the phases of a relationship, and the influence that marriage and the family have on individuals' development as well as the broader social context).

## C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

*Be sure to 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.*

Evaluating and communicating findings from scientific studies related to marriage and family relationships is critical for understanding the field and helps make up the foundation of this course. Students communicate about assigned readings and lecture material in multiple ways including small group settings (i.e., breakout rooms), online discussion boards, tests (the class includes three tests) and assigned papers (see directions for the Sexual Risk Taking paper for an example). For the Sexual Risk Taking Paper, students locate and summarize supportive empirical documents related to methods shown to being effective for reducing sexual risk taking in adolescence. For another writing assignment, students relate material obtained from interviews with 4 adults with aspects of assigned readings and lecture material (e.g., theories, conceptual models, key words or phrases, fallacies). This assignment provides students an opportunity to compare individuals' perceptions about marriage and the family as they relate to empirical information covered in class. Students cite their work using criteria established by the American Psychological Association. In other assignments students read journal articles and report whether study hypotheses were supported and whether inferences and interpretations of the data were accurate. Students may provide counter-interpretations of study results by using alternative theories. Informally, students also meet with each other in small groups to discuss the strengths and limitations of assigned readings.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.**

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Developing critical thinking skills as they relate to marriage and family relationships is an essential part of the class. As part of assignments, students evaluate findings from peer-reviewed journal articles and determine whether conclusions are well-informed and justified. For the Sexual Risk Taking paper, students investigate prevalence rates of sexual risk taking among youth in New Mexico (e.g., multiple sexual partners, unprotected sex). Students analyze related data from the New Mexico Department of Health, identify and gather information about evidence-based intervention and prevention approaches, and use findings to develop solutions for lowering rates of risk in the state. Students are graded on whether they have developed solutions that reflect an informed, well-reasoned evaluation. Critical thinking exercises are also completed in class. For example, students discuss in breakout rooms personal biases they hold toward spanking (i.e., mild open-handed hitting) as a disciplinary method and its effects on development. After learning about fallacious arguments, students apply the information and assess their own personal beliefs for various fallacies (e.g., fallacy of causation, fallacy of insufficient sample). Students are then presented with summaries of research on the effects of spanking and are asked to evaluate how research findings relate to their own personal biases. Critical thinking is also assessed on tests. Students are presented information from scientific findings and are asked to explain conclusions that can be made.

**Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability 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: Family Structure Paper Assignment – Students interview 4 adults about topics related to marriage and family processes. The purpose is to learn more about others’ perspectives. Topics discussed in the interviews include a range of personal, social, cultural and social justice issues including racial disparities facing families (e.g., access to family healthcare services), rights of those in same-sex relationships, access to birth control, parental disciplinary practices and rights of divorced non-residential fathers. For the paper, students are asked to summarize information discussed in the interviews and to relate it to research-based findings, key terms, and theories discussed in class. This assignment also provides students an opportunity to learn how others may carry perspectives that differ from their own.

Sustainability and the Natural and Human Worlds: In-Class Writing Assignments – As part of writing assignments, students consider how different issues facing New Mexico not only impact individual families but the broader social context as well. For example, rates of harsh parenting (e.g., spanking, yelling/screaming) are high in New Mexico and forecast elevated levels of anxiety, depression and aggression among children over many years. Students are asked how this may have an impact on the functioning of communities in New Mexico as well as on healthcare systems. To give another example, students are asked to explain how unintended teenage pregnancy rates may impact economic systems, rates of incarceration and rates of educational attainment in New Mexico. For another example, students learn about and discuss how the broader sociocultural milieu (race, socioeconomic status, poverty) influences children’s development and family life. Lastly, as part of the Sexual Risk Taking paper, students commonly explain how sociocultural and economic challenges forecast rates of sexual risk taking and compromise the health and development of humans. Overall, the class places an emphasis on understanding how family functioning and processes influence many environmental, socio-cultural and economic systems and vice versa.

## D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://assessment.unm.edu/assessment-types/gened-assessment/index.html>

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**



### Date

Feb 4 2021

## Upload Assessment

**Completed** - Feb 4 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### [FCST 2130 UNM GenEd Cert and assess](#)

**Filename:** FCST\_2130\_UNM\_GenEd\_Cert\_and\_assess.pdf **Size:** 169.2 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: 0000001391

Patricia Matchin - matchin@nmml.edu  
NM General Education Curriculum

### Summary

**ID:** 0000001391

**Status:** Under Review

**Last submitted:** Feb 24 2021 02:33 PM (MST)

## Application Form

**Completed** - Feb 23 2021

## 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	Patricia Matchin
Title	Associate Dean of Humanities
Phone	5756248203
Email	<a href="mailto:matchin@nmmi.edu">matchin@nmmi.edu</a>

### Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	English

### Chief Academic Officer

Name	BG Douglas Murray
Email	<a href="mailto:dmurray@nmmi.edu">dmurray@nmmi.edu</a>

### Registrar

Name	Chris Wright
Email	<a href="mailto:wright@nmmi.edu">wright@nmmi.edu</a>

**Is this application for your entire system (ENMU, NMSU, & UNM)?**

Yes

**Institutional Course Information**

Prefix	ENGL
Number	2210
Title	Professional and Technical Writing
Number of credits	3

**Was this course previously part of the New Mexico General Education curriculum?**

Yes

**Co-requisite Course**

Prefix	BUSW
Number	2113
Title (if applicable)	Business Writing

**New Mexico Common Course Information**

Prefix	ENGL
Number	2210
Name	Professional and Technical Writing

**A. Content Area and Essential Skills**

## To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

## B. Learning Outcomes

### List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:  
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

## Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Writing: create resume and cover letter; implement revisions based on peer review; write clearly and effectively in standard English; use proper tone, language, and rhetoric.

Reading: understand various types of texts; read with an editing eye; evaluate document and visual design; infer meanings, authorial purpose, audience reaction, and flawed logic.

Research: identify and use a variety of legitimate resources, find and evaluate current trade writing and trends, employ research processes.

Collaboration: support the development of peers, create high quality work and learning, collaborate on research and writing.

Cognition: identify and employ problem-solving techniques, employ professional forms of address, explore common ethical dilemmas.

Generation: create a project proposal, create solutions to a problem, suggest ways to optimize research value.

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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.*

Students encounter and use a range of writing genres in this course—i.e. the email, the memo, the resume, the cover letter, the technical instructions, the proposal. They learn the ways that these genres overlap and the ways that they differ. They understand that they must choose their writing genre based on the proposed task and goal. They consider the context of each writing task (audience, rhetorical goal, and culture) and shape their message accordingly, understanding that all writing has underlying persuasive and argumentative goals. Assessment: students receive both rough draft feedback and a final grade based on a rubric with categories/mastery areas for each assignment. The rubric includes a category for overall format/adherence to genre expectations, as well as persuasiveness/effectiveness of communication.

**Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.**

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students learn that they must think critically about their audience and writing goals, while both articulating and overcoming rhetorical challenges. They work on identifying and eliminating hidden negatives in their writing, understanding that Professional Writing values a neutral or positive tone. They construct an individual internal proposal and conduct preliminary research to solve a problem; during this process, students must research and evaluate evidence in order to reach a conclusion about possible avenues of future research. Assessment: Rough draft feedback is given on each assignment; the grading rubric used for the final draft addresses students' persuasiveness, use of rhetoric, and achievement of stated assignment goals—all evidences of critical thinking skills.

**Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry**

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Students are required to access Canvas regularly in order to navigate our online course page, access assignments, and submit their writing. They watch online videos that reinforce the subject matter. They have the opportunity to find online sources (during a process of inquiry where they seek to solve a problem) and assess the credibility of those sources using guidelines given in class. They also navigate an online textbook (OER resource) that shares up-to-date information about Business and Professional Writing. Assessment: Points are awarded based on students' successful navigation of the Canvas Home Page (accessing and submitting weekly homework assignments on time). Students are also graded based on successful acquisition and use of credible online sources.

**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned on a light gray background.

## Date

Feb 18 2021

## Upload Assessment

**Completed** - Feb 23 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### [Assessment for ENGL 2210](#)

**Filename:** Assessment\_for\_ENGL\_2210.pdf **Size:** 332.4 kB

## Upload Rubric

**Completed** - Feb 18 2021

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

### [Rubric for ENGL 2210](#)

**Filename:** Rubric\_for\_ENGL\_2210.pdf **Size:** 472.7 kB

# Application: 0000001375

Michael Bilopavlovich - michaelb@mesalands.edu  
NM General Education Curriculum

## Summary

**ID:** 0000001375

**Status:** Under Review

**Last submitted:** Feb 10 2021 12:05 PM (MST)

## Application Form

**Completed** - Feb 10 2021

## Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of

New Mexico's public higher education institutions by **August 1, 2019**.

## Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

## Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** [NMCAC Meeting](#).

**\*\*Applications approved at the April meeting will be archived on May 17, 2019.\*\***

## Tips for Completing the General Education Course Application

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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	Michael Bilopavlovich
Title	Faculty
Phone	5754614413 ext. 150
Email	<a href="mailto:michaelb@mesalands.edu">michaelb@mesalands.edu</a>

## Submitting Institution

Name of HEI	Mesalands Community College
Submitting Department	Academic Affairs

## Chief Academic Officer

Name	Natalie Gillard
Email	<a href="mailto:natalieg@mesalands.edu">natalieg@mesalands.edu</a>

## Registrar

Name	Forrest Kaatz
Email	<a href="mailto:forrestk@mesalands.edu">forrestk@mesalands.edu</a>

## Is this application for your entire system (ENMU, NMSU, & UNM)?

No

## Institutional Course Information

Prefix	ENG
Number	201 A
Title	Types of Literature: Short Story
Number of credits	3

**Was this course previously part of the New Mexico General Education curriculum?**

Yes

**Co-requisite Course**

Prefix	ENGL
Number	1110
Title (if applicable)	Composition I

**New Mexico Common Course Information**

Prefix	ENGL
Number	2380
Name	Introduction to Short Fiction

**A. Content Area and Essential Skills**

**To which area should this course be added?**

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

## B. Learning Outcomes

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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. Read a selection of fictional works.
2. Identify literary devices of short fiction, such as plot, character, setting, point of view, and theme.
3. Use critical approaches and engage in discussions to analyze fiction.
4. Define the strengths and limitations of short fiction forms.

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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

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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.*

Students will define problems, evaluate issues, and formulate research questions to guide their inquiries. They will complete reading and research tasks to collect, qualify and evaluate sources and data for credibility, relevance, and possible bias. Students will cite their sources in a systematic and respectful manner. Students will consider rhetorical, historical, and cultural contexts as they develop and refine their theses and ideas, and they will effectively communicate their conclusions and their underlying reasoning through written, oral or digital presentations.

Critical thinking will be assessed in the formation and articulation of ideas within students' essay projects as well as in written and oral responses to assigned readings and homework. Students will demonstrate the ability to analyze a text and identify various features, such as rhetorical context, intended audience, credibility and bias, and rhetorical modes.

**Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global**

*In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence

Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate

psychology and the human condition. Intercultural reasoning and intercultural competence Through multiple writing and discussion assignments throughout the course, students will Explicate, Compare, and Interpret texts to gain insight into the people of other times and other cultures, and reflect on how their own values and moral structures are both a product of and a reaction to their own native environments. Student responses may take the forms of Argument or Discussion, and students will be encouraged to 'interrogate' texts to discern their deeper meanings. Comparisons with their own experiences will allow students to develop greater sensitivity and an awareness of the diversity of social, political, and cultural issues which characters may face. Considerations of characters' motivations and desires will help students develop a greater appreciation for the ways art (literature) may illuminate psychology and the human condition.

### Ethical Reasoning

Drawing on history, psychology and their own experiences, students will analyze the characters, motivations and sense of ethical responsibilities portrayed by characters and cultures in works of literature. Many stories and novels involve moral dilemmas and difficult choices; studying the evaluation, decision-making process and consequences of choice by others helps students formulate and examine their own approach to matters of ethics, integrity, philosophy, and what it takes to lead a 'moral life'.

### Collaboration skills, teamwork and value systems

Through discussion, debate, group projects, and presentations, students will practice collaborative and interactive modes of inquiry and the respectful free exchange and critique of ideas. Collaboration and group projects promote planning skills, division of labor, esprit de corps and mutual accountability - which are all highly prized skills in academia and the contemporary workplace.

The habits of mutual respect, collaboration, and cooperative problem-solving may also impact how young adults will react to larger societal dilemmas such as racism, gender equality, environmental responsibility, and income inequality.

**Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry**

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Students will acquire, assess, and communicate information across different mediums using digital tools. They will recognize the hazards and advantages of communicating in an integrated digital environment. Students will develop and pursue self-directed research which generates problem solutions or otherwise illuminates the complexity of issues and questions. They will document and share their inquiries using appropriate formats, tools, and digital presentation applications.

Information and digital literacy will be assessed throughout the semester as students utilize digital resources and word processing technology to research, compose, revise, format, and transmit their various assignments. Students will demonstrate competence utilizing research databases and other information tools to gather, organize and evaluate information, as well as their ability to navigate online learning platforms (where applicable) and standard electronic communications tools such as email, online chats, discussion forums, and digital meeting spaces such as Zoom or Skype.

**D. Assessment Plan (Must be on file with HED by August 1, 2019)**

Link to Institution's General Education Assessment Plan

<https://www.mesalands.edu/wp-content/uploads/2020/01/SLAC-Annual-Report-2018-19-Final.pdf>

**This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).**

Handwritten signature consisting of the letters 'N' and 'G' in a cursive style.Handwritten signature consisting of the letters 'M' and 'B' in a cursive style.

## Date

Feb 10 2021

## Upload Assessment

**Completed** - Feb 10 2021

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

### [ENG 201A ENGL 2380 Sample Assignment Short Story](#)

**Filename:** ENG\_201A\_ENGL\_2380\_Sample\_Assignment\_Z0EKp0z.pdf **Size:** 96.0 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.

The following is an example of assignments that build upon each other throughout the semester in ENVS 2130 Critical Thinking in Science. The course is divided into 4 modules and therefore First Principles Assignment 1 is assigned in Module 1 and First Principles Assignment 2 in module 2 etc. The assignments are designed to take the student through the process of thinking critically about the problem and ultimately decided on the proper tools for solving the problem. The first step, assignment 1, is a brainstorming exercise. Here the students is asked to list the information they would need to learn in order to complete the task. In assignment 2, the students are required to study the thermodynamics problems and list what is given and what is assumed. In the third assignment, assignments 1 and 2 are blended. The problems given in this assignment are difficult geophysics problems. Students must list what is given and then list what they will need to learn to understand the problem and/or solve the problem. The final assignment takes the student a step further using thermodynamics and chemistry problems. The students are required again to list what is given, and any assumptions given. The student will then tell me what the problem is asking for and they will make a list of what they need. Finally, they will choose from a list of equations that they can use solve the problem and why they chose that equation. For each assignment, directions are written within the assignment and further explained in video format.

### **First Principles Assignment 1. Brainstorming**

Goal: I have made an assumption that none of you have done a presentation for the United Nations on water issues in the Middle East and therefore do not know much or anything about the problems that these countries are experiencing. First Principle thinking is stepping back and look at the issue as if you, or in some cases no one, has never solved this problem or taken on a task. You are starting from the very beginning. Please submit your assignment as a pdf via Blackboard.

You are tasked with giving a presentation to the world's ambassadors at the United Nation Conference next week on water resource issues in the Middle East. List 10 things you should learn to make this presentation. Include why knowing this information will help you present the topic to the group. NOTE, you do not have to go learn them. Only brainstorm what you would need to know to accomplish this task.

### **First Principles Assignment 2. Breaking the problem down to its parts**

Goal: I have several problems here for you. You do not need to solve the problems. This first step to solving the problems in this assignment and any problem you face is to look at what you have, what you need, what assumption you must/can make and, finally, looking for the tools to put it all together. In this exercise, I want to know what you have and any assumptions that are given to you. NOTE: You would need to know the subject matter to make assumptions so only list those that are given. I choose to go with thermodynamics. Again, you will see that you do

not need to know these topics to list what you have. This may seem simple to some and difficult to others and that's ok because this is the first step and its where we will start.

Example:

The vacuum gage connected to a chamber reads 5.8 psi at a location where the atmospheric pressure is 14.5 psi. Determine the absolute pressure in the chamber.

What is given; The chamber pressure of 14.5 psi, the atmospheric pressure 5.8 psi

No assumptions were given.

1. A manometer is used to measure the pressure in a tank. The fluid used has a specific gravity of 0.85, and the manometer column height is 55 cm. If the local atmospheric pressure is 96 kPa, determine the absolute pressure within the tank.

2, The water in a tank is pressurized by air, and the pressure is measured by a multi-fluid manometer. The tank is located on a mountain at an altitude of 1400 meters where the atmospheric pressure is 85.6 kPa. Determine the air pressure in the tank if the heights of the tubes are 0.1 meters, 0.2 meters, 0.35 meters. Take the densities of water, oil and mercury to be  $1000 \text{ kg/m}^3$ ,  $850 \text{ kg/m}^3$  and  $13600 \text{ kg/m}^3$ , respectively.

3. Determine the atmospheric pressure at a location where the barometric reading is 740 mmHg and the gravitational acceleration is  $g = 9.81 \text{ m/s}^2$ . Assume the temperature of mercury to be  $10^\circ\text{C}$ , at which its density is  $13570 \text{ kg/m}^3$ .

### **First Principles Assignment 3. Brainstorming- how do I answer this question?**

Goal: I have made an assumption, again, that none of you are geophysics experts and therefore have not solved or probably thought about solving the problems below. Here we are going to use the idea of First Principles again to learn to ask questions. Remember, First Principle thinking is stepping back and looking at the issue as if you or, in some cases, no one has never solved this problem or taken on a task. You are starting from the very beginning.

In this exercise, you will see some difficult problems. Let me be clear that you do not have to answer the problem as it is presented. The goal is for you to follow up on assignment 2 and add the brainstorming from assignment 1 to the process. You will list what is given to you and list questions about the problem. The questions you brainstorm will help you find and use tools to get to the solution. If you were going to actually do that (you're not). See my example. You should have more than 5 questions, easily, for each of these as they are complicated geophysical problems.

Example:

An SH-wave originating in a solid layer where the shear modulus is  $U_1$  and the density is  $\rho_1$ , refracts across a boundary into another solid layer where the shear modulus  $U_2$  is equal to  $U_1$ ,

but where the density  $\rho_2$  is greater than  $\rho_1$ . This implies that the angle of incidence is (a) larger than or (b) smaller than the original angle.

Given:

Shear modulus  $U_2$  is equal to  $U_1$

The rock layer where the wave originated is less dense

There is a boundary between 2 layers

Questions:

1. What is an SH-wave?
2. What is shear?
3. What is a shear modulus?
4. What role does density play in a rock layer?
5. What does it mean by "refracts across a boundary"?
6. What makes a layer solid?

1. Consider two solid layers, one resting on the other. In the top layer, the P-wave speed  $V_{p1} = 4000$  m/s and the S-wave  $V_{s1} = 2200$  m/s, and in the deep layer the P-wave speed  $V_{p2} = 4000$  m/s and Poisson's ratio equals 0.25. Suppose that an SH-wave originating in the top layer refracts into the deeper layer, is the angle of refraction larger or smaller than the angle of incidence.

2. The planet Mercury turns very slowly on its axis. For the purpose of calculating gravity anomalies, let us use a stationary sphere of radius 2418 km rather than a rotating normal ellipsoid. Suppose that normal gravity is 376.000 gals on the surface of this sphere. Now suppose that we have a measurement of 376.100 gals at a site on the surface of Mercury that is at a height of 1000 meters above the reference sphere. Calculate the free-air gravity and the Bouguer gravity values.

3. Consider two masses of rock, both having the same magnetic susceptibility and neither of which possesses remnant magnetism. Mass A is more or less equidimensional, and mass B is a thin, horizontal sheet of rock. Suppose that both masses are magnetized by induction in the Earth's main magnetic field. From consideration of the demagnetization effect, which mass would possess the strongest magnetic moment per unit volume? If the masses were situated in the Arctic or at the Equator would this effect which mass would possess the strongest magnetic moment?

#### **First Principles Assignment 4. Breaking the problem down to its parts and apply logic to set up the solution.**

In this assignment, we are going to revisit some of the thermodynamics problems we saw in assignment 2 and we will add some chemistry. We are going to go through all the steps we've done so far and add using logic to find the appropriate equation to answer the problem. Again, you do not need to solve the problem, unless you want to. What is required in the assignment is to list your givens, list any questions you have, restate in your own words what the problem is

asking for and then use the attached equation list to find the appropriate equation or equations to find the solution. Also, tell me why you should use the equation(s) you choose. See the example provided.

Example:

The vacuum gage connected to a chamber reads 5.8 psi at a location where the atmospheric pressure is 14.5 psi. Determine the absolute pressure in the chamber.

Given: The chamber pressure of 14.5 psi

The atmospheric pressure 5.8 psi

No assumptions were given.

Question: What is absolute pressure?

What does the question ask for: The question is asking me to calculate the absolute pressure in a chamber.

Equations: I can use the equations below because I am looking for the absolute pressure and the problem has given me chamber pressure and atmospheric pressure.

$$P_{abs} = P_{atm} - P_{vac}$$

1. What is the molarity of the solution given that 1.0 moles of potassium fluoride is dissolved to make 0.10 L of solution.
2. Find the pH of a solution that contains 85 grams of hydrochloric acid (HCl) dissolved in 2.5 L of water.
3. A balloon is filled with 35.0 L of helium in the morning when the temperature is 20.00 C. By noon the temperature has risen to 45.00 C. What is the new volume of the balloon?
4. A solution is created by measuring  $3.60 \times 10^{-3}$  moles of NaOH and  $5.95 \times 10^{-4}$  moles of HCl into a container and then water is added until the final volume is 1.00 L. What is the pH of this solution? (this may take some though)
5. A manometer is used to measure the pressure in a tank. The fluid used has a specific gravity of 0.85, and the manometer column height is 55 cm. If the local atmospheric pressure is 96 kPa, determine the absolute pressure within the tank.
6. Determine the atmospheric pressure at a location where the barometric reading is 740 mmHg (meaning the height is  $\sim 0.74$  meters) and the gravitational acceleration is  $g = 9.81 \text{ m/s}^2$ . Assume the temperature of mercury to be  $10^\circ\text{C}$ , at which its density is  $13570 \text{ kg/m}^3$ .
7. The new two will be a bit tougher, give them a shot!  
A balloon is filled with 35.0 L of helium in the morning when the temperature is 20.00 C. By noon the temperature has risen to 45.00 C. What is the pressure of the balloon at noon?

8. The water in a tank is pressurized by air, and the pressure is measured by a multi-fluid manometer. The tank is located on a mountain at an altitude of 1400 meters where the atmospheric pressure is 85.6 kPa. Determine the air pressure in the tank if the heights of the tubes are 0.1 meters, 0.2 meters, 0.35 meters. Take the densities of water, oil and mercury to be  $1000 \text{ kg/m}^3$ ,  $850 \text{ kg/m}^3$  and  $13600 \text{ kg/m}^3$ , respectively.

# Spanish 2 – SPAN 1120

## Lección 7 - Test (vr. 4)

ID: E

**1** Emparejar - Match the pictures and descriptions.

- A. *Sofía se cepilla los dientes después de la comida.*
- B. *Francisco canta en la ducha.*
- C. *Mi hermano se afeita todos los días.*
- D. *Sofía se maquilla por la mañana.*
- E. *El chico se cepilla el pelo dos veces al día.*



1.



2.



3.



4.



5.

**2** Lectura - Read the questions. Then read Ana's description of the Hernández dormitory and select the appropriate answers.

*La rutina de mis compañeros de la residencia estudiantil Hernández es bastante normal. Todas las mañanas oyen el despertador a las cinco. Tienen una hora para bañarse, vestirse y arreglarse. Después, desayunan de seis a siete en la cafetería. A algunos estudiantes les molesta despertarse y levantarse temprano, pero a muchos les gusta. Dicen que es bueno siempre llegar temprano a las clases y que les aburre quedarse en la cama todo el día. ¡Yo prefiero dormir!*

6. ¿Qué oyen los estudiantes de la residencia todas las mañanas?
- a) el despertador
  - b) a los compañeros
  - c) los platos de la cafetería
7. ¿Cuánto tiempo tienen los estudiantes para desayunar?
- a) una hora y media
  - b) una hora
  - c) media hora
8. ¿Qué les molesta a algunos de los estudiantes?
- a) comer tarde
  - b) descansar
  - c) despertarse temprano
9. ¿Qué les gusta a algunos de los estudiantes?
- a) volver a la cama
  - b) llegar temprano a las clases
  - c) peinarse y maquillarse
10. ¿Qué prefiere hacer Ana?
- a) levantarse temprano
  - b) dormir
  - c) lavarse la cara
- 

### 3 Verbos

Conjugate the verbs and fill in the blanks with the appropriate reflexive verb forms. NOTE: You will use **two words**: the verb form and a reflexive pronoun.

11. probarse (nosotros) → \_\_\_\_\_
12. irse (ella) → \_\_\_\_\_
13. secarse (ella) → \_\_\_\_\_
14. sentirse (tú) → \_\_\_\_\_
15. sentirse (nosotros) → \_\_\_\_\_
- 

**4** ¿Ir o ser? - Fill in the blanks with the preterit form of **ser** or **ir**. Then indicate whether the infinitive is **ser** or **ir**. **Note: You must fill in the BLANK with the correct form of ser or ir, then put the infinitive of the conjugated verb in parenthesis.**

**FOLLOW THE MODEL.**

**Modelo:** Emilia **fue (ser)** muy amable con mi familia.

16. Ricardo y yo \_\_\_\_\_ al museo por la mañana.
17. Los papás de María \_\_\_\_\_ muy generosos.
18. La profesora de historia \_\_\_\_\_ a una reunión.
19. Esta tarde tú \_\_\_\_\_ a probarte las camisas.
20. Ayer por la mañana yo \_\_\_\_\_ a desayunar con mis primos.
21. Ustedes no \_\_\_\_\_ al cine el lunes por la noche.

**5** La rutina de Perla - Fill in the blanks with words from the list. Each selection will be used one time.

despertador	entonces	le molesta
nada	pantufas	se cambia
se cepilla	se maquilla	se sienta

El (22) \_\_\_\_\_ de Perla suena (rings) a las cinco de la mañana. Perla se pone las (23) \_\_\_\_\_ y entra al baño a ducharse. Luego se seca, (24) \_\_\_\_\_ los dientes y (25) \_\_\_\_\_ en la cama para cepillarse el pelo. A Perla (26) \_\_\_\_\_ no saber qué ponerse. (27) \_\_\_\_\_ de ropa cada dos minutos, pero (28) \_\_\_\_\_ le gusta. (29) \_\_\_\_\_ mira el reloj y decide ponerse o el vestido azul o el traje gris. Cuando está vestida (30) \_\_\_\_\_ la cara y sale para la universidad.

**6** Completar – Using **gustar**-like verbs fill in the blanks with the correct conjugated present tense verb form. Each blank will be filled with TWO words.

NOTE: You must include the INDIRECT OBJECT PRONOUN.

**Modelo :** A mí **me gusta** (gustar) bañarme.

31. A Marisa \_\_\_\_\_ (aburrir) las matemáticas.
32. A Juan y a Bella \_\_\_\_\_ (encantar) ir al cine.
33. A mí no \_\_\_\_\_ (importar) si llueve esta noche.
34. ¿A ti \_\_\_\_\_ (gustar) los museos?
35. A ellos \_\_\_\_\_ (faltar) diez dólares para comprar los boletos.

Lectura - Read the note from a travel agent to her clients (los señores Valdivia), then answer the questions.

*Sres. Valdivia:*

*Por la mañana van a llegar al hotel La Palmera. Este elegante hotel les va a fascinar. Yo me quedé allí cuando fui a Arequipa el año pasado. Todas las habitaciones tienen ventanas con vista (view) al volcán (volcano) El Misti. Los cuartos de baño son muy grandes, con ducha, dos lavabos y una mesa con espejo.*

*Por la tarde, pueden comer o en el restaurante Los Sabores o en el café Vistahermosa. También, si les interesa la historia, pueden visitar la Casa del Moral.*

*A las ocho de la noche, Francisco Ramírez va a encontrarse (meet) con ustedes para llevarlos a cenar a un restaurante en la Plaza de Armas. Más tarde les voy a dar el itinerario (itinerary) para los otros días de su viaje.*

*Hasta pronto,  
Sofía Enríquez  
Agente de viajes*

36. ¿Por qué Sofía conoce Arequipa?
- a) Porque ella fue allí.
  - b) Porque ella vive allí.
  - c) Porque sus padres viven allí.
37. ¿Qué tienen todas las habitaciones?
- a) ventanas con vistas al volcán
  - b) espejos grandes
  - c) sillas cómodas
38. ¿Dónde pueden comer?
- a) en la Casa del Moral
  - b) en El Misti
  - c) en Los Sabores
39. ¿Adónde pueden ir si les interesa la historia?
- a) a La Palmera
  - b) a la Casa del Moral
  - c) a Vistahermosa
40. ¿Qué va a hacer Francisco Ramírez?
- a) mostrarles el volcán
  - b) llevarlos a cenar
  - c) decirles la historia

8

Escritura - Write a 4 to 5 sentence paragraph in Spanish describing your daily routine.

*Mi rutina diaria*

# ENGL 2640: British Literature II

## Close Reading Essay Assignment (from Canvas)

For your essay assignment, select a poem of your choice or a passage, quotation or short dialogue in a short story of your choice. Write at least two pages analyzing the significance of its characterization, tone, symbolism, metaphors, similes, descriptive phrases, etc. Your ideas should be organized and reflected in a thesis statement, with supporting evidence throughout your essay. Please also include your passage on a separate page, cited correctly.

Below you will find two critical sources with explanation detailing what a close reading essay assignment should cover. Please read through carefully, and do not hesitate to contact me if you have any questions.

### **Close Reading of a Literary Passage**

To do a close reading, you choose a specific passage and analyze it in fine detail, as if with a magnifying glass. You then comment on points of style and on your reactions as a reader. Close reading is important because it is the building block for larger analysis. Your thoughts evolve not from someone else's truth about the reading, but from your own observations. The more closely you can observe, the more original and exact your ideas will be. To begin your close reading, ask yourself several specific questions about the passage. The following questions are not a formula, but a starting point for your own thoughts. When you arrive at some answers, you are ready to organize and write. You should organize your close reading like any other kind of essay, paragraph by paragraph, but you can arrange it any way you like.

#### **First Impressions:**

- What is the first thing you notice about the passage?
- What is the second thing?
- Do the two things you noticed complement each other? Or contradict each other?
- What mood does the passage create in you? Why?

#### **Vocabulary and Diction:**

- Which words do you notice first? Why? What is noteworthy about this diction?
- How do the important words relate to one another?
- Do any words seem oddly used to you? Why?
- Do any words have double meanings? Do they have extra connotations?
- Look up any unfamiliar words.

### **Discerning Patterns:**

- Does an image here remind you of an image elsewhere in the book? Where? What's the connection?
- How might this image fit into the pattern of the book as a whole?
- Could this passage symbolize the entire work? Could this passage serve as a microcosm--a little picture--of what's taking place in the whole work?
- What is the sentence rhythm like? Short and choppy? Long and flowing? Does it build on itself or stay at an even pace? What is the style like?
- Look at the punctuation. Is there anything unusual about it?
- Is there any repetition within the passage? What is the effect of that repetition?
- How many types of writing are in the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)
- Can you identify paradoxes [a seemingly contradictory statement that may nonetheless be true] in the author's thought or subject?
- What is left out or kept silent? What would you expect the author to talk about that the author avoided?

### **Point of View and Characterization:**

- How does the passage make us react or think about any characters or events within the narrative?
- Are there colors, sounds, physical description that appeals to the senses? Does this imagery form a pattern? Why might the author have chosen that color, sound or physical description?
- Who speaks in the passage? To whom does he or she speak? Does the narrator have a limited or partial point of view? Or does the narrator appear to be omniscient, and he knows things the characters couldn't possibly know (for example, future historical events, events taking place "off stage," the thoughts and feelings of multiple characters, and so on).

### **Symbolism:**

- Are there metaphors? What kinds?
- Is there one controlling metaphor? If not, how many different metaphors are there, and in what order do they occur? How might that be significant?
- How might objects represent something else?
- Do any of the objects, colors, animals, or plants appearing in the passage have traditional connotations or meaning? What about religious or biblical significance?

## **Close reading - Checklist**

### **Grammar**

The relationships of the words in sentences.

### **Vocabulary**

The author's choice of individual words.

### **Figures of speech**

The rhetorical devices used to give decoration and imaginative expression to literature, such as simile or metaphor.

### **Literary devices**

The devices commonly used in literature to give added depth to the work, such as imagery or symbolism.

### **Tone**

The author's attitude to the subject as revealed in the manner of the writing.

### **Style**

The author's particular choice and combination of all these features of writing which creates a recognizable and distinctive manner of writing.

After brainstorming for ideas, write a thesis statement. Next, group your brainstorming ideas and produce a scratch outline. For a short essay like this, you should now be ready to draft several paragraphs. (You do not have to turn in your pre-writing or outline, only the finished essay.)

Formatting:

1. All writing assignments must be typed and in MLA format.  
Review: <http://owl.english.purdue.edu/owl/resource/747/01/> (Links to an external site.)
2. Essays should be 500 words minimum (about 2 pages), double-spaced, New Times Roman, 12 point font.
3. Use MLA heading (your name, my name, course number, date).
4. Number every page in a proper MLA header (last name and page number, one-half inch from top in right corner of each page).
5. Give your essay a catchy title.
6. Look carefully at the MLA Format Sample—your formatting should look like this!

Tips:

1. Review "Writing about Literature" at [https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_about\\_literature/index.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_literature/index.html). (Links to an external site.)
2. When you write, remember to pre-write (free-write, cluster, list, or otherwise brainstorm). Then outline (if necessary) and/or write a rough draft.
3. Ask questions of the text if you are stumped for material.
4. Consider your audience, purpose, and tone. Use professional academic language. Avoid sexist language and slang.
5. Rephrasing a question into a statement sometimes creates a good topic sentence or thesis statement.
6. Outline (subdivide) your main topic into subtopics.
7. Provide evidence and discussion for each subtopic.
8. You may include a brief paraphrase or summary of the work, but your essay must include response and/or analysis as well.
9. Your essay should include an introductory paragraph, body paragraphs, and a concluding paragraph.
10. Each paragraph should start with a topic sentence and end with a concluding sentence. Each paragraph should transition smoothly into the next.
11. If you cite from other sources besides the work itself, document correctly and include a Works Cited list. (This is not required, though you may find it helpful if you're discussing historical/biographical context. Please use scholarly sources only. NO WEBSITES other than the ones I've linked.)
12. Proofread carefully to catch and correct grammatical and spelling errors before submitting (or re-writing) your final draft.
13. Do not plagiarize. Review my plagiarism policy on the syllabus.

# Survey of Mathematics - Sample Assessments

## Communication sample assessments

1. Students will research a method of classical cryptography that was not discussed in class. They will write a paper which covers the following:
  - (a) when and by whom was the method developed
  - (b) how a plaintext message is encrypted
  - (c) how a ciphertext message is decrypted
  - (d) what are the strengths and weaknesses of this method of encryption
  - (e) provide examples of when and where it was used
2. Students will peruse the origami textbook and select an origami figure. The students will read the textbook's description of this figure and master its construction. In front of their peers, they will discuss this origami figure and demonstrate how it is constructed. After this demonstration, all of the students will attempt to construct the figure with the help and guidance of the student presenter.
3. Each student will be assigned a term project where they will apply the concepts learned in financial mathematics to analyze an important consumer mathematics problem. They will write a report in which they discuss the financial model that they are using, all relevant financial variables, the collection of necessary data, their analysis and results. They will present a summary of their term project to their peers, both orally and with the use of visual aids. They will answer any questions posed by their peers and the instructor.

## Critical Thinking sample assessments

1. You are currently living in a 3-bedroom 2,000 square foot house in Phoenix, Arizona. However, you are planning on moving to Albuquerque, NM and you want to determine whether it better to buy or rent a house. After doing some research, you find that the average price of a house in Albuquerque, that is comparable to the one you are currently living in, is \$250,000. The average rent of such a house is \$2,300 per month. Assuming that after you sell your house in Phoenix you will have \$50,000. You can apply all or part of the \$50,000 to a down payment if you decide to buy or you can invest all of the \$50,000 in the stock market if you do decide to rent. Identify all of the relevant variables (interest rate, property tax, insurance, average return on investments, closing costs, etc.), collect all of the necessary data, and develop a model which will allow you to determine the financial benefits of buying versus renting. Consider three options:
  - (a) you put down \$50,000 as a down payment
  - (b) you put down \$10,000 as a down payment and invest the remaining \$40,000 in the stock market
  - (c) you rent and invest \$50,000 in the stock market.

In each case, apply the appropriate financial formulas and plot the results of your analysis for a period of ten years. Discuss your results, the validity of your assumptions, and how these assumptions impact your conclusions.

2. Determine what type of encryption method was used to produce the following ciphertext. Compute and create appropriate tables to represent the ciphertext letter and bigram frequencies. Use the methods of frequency analysis to uncover the ciphertext alphabet and determine the original plaintext message. Document the complete cryptanalysis process.

RYLRL    MKKYM    QRIMB    MTZQK    IYDYG    ZIMKP    PKYMD  
WKMMK    ILIZX    XKARG    ZMZPS    DRYMQ    DMTDP    KYGIB  
SMKJE    PRYOD    YZXXY    GWDMZ    IMQRP    RPMQK    ZWJKP  
MPEIN    RNRYO    RYPMD    YGKZL    YKTTZ    IWJGI    BSMZO  
IDSQB    MQKOZ    NKIYZ    IPZLM    QKYKT    GZWZY    PRKPY  
KKJKJ    MZSIZ    MKGMM    QKRIX    KPPDO    KPMQD    MJRPG  
EPKKM    QKPSK    GRLRG    PZLLE    MEIKJ    KWRNK    IRKPZ  
LOZWJ

## Quantitative Reasoning sample assessments

1. A survey of enrollment at 35 community colleges across the United States yielded the following figures:

6,414	1,550	2,109	9,350	21,828	4,300
5,944	5,722	2,825	2,044	5,481	5,200
5,853	2,750	10,012	6,357	27,000	9,414
7,681	3,200	17,500	9,200	7,380	18,314
6,557	13,713	17,768	7,493	2,771	2,861
1,263	7,285	28,165	5,080	11,622	

- (a) Organize the data into a chart with six intervals of equal width. Label the two columns Enrollment and Frequency.
- (b) Construct a histogram of the data.
- (c) Calculate the sample mean, median, and mode.
- (d) If a state was planning to establish a new community college, which piece of information would be more valuable: the mode or the mean? Explain your answer.
- (e) Describe the shape of the distribution. Justify your answer.
- (f) Calculate the sample variance and the sample standard deviation.
- (g) A school with an enrollment of 8000 would be how many standard deviations above (to the right of) or below (to the left of) the mean?
2. The Rivers are negotiating with two banks to buy a house selling for \$105,000. Bank A is offering the following terms: a 30-year mortgage with 10% down at an interest rate of 5% with 3 points to be paid at the time of closing. Bank B is offering the following terms: a 25-year mortgage with 20% down at an interest rate of 6.5% with 0 points. Which mortgage should the Rivers select? Explain your reasoning and justify your decision.

3. You purchased a new car for \$32,000. The dealership gave you \$10,000 for your used truck, which you used as a down payment. You financed the balance at 4% APR for 48 months. Before making your 36<sup>th</sup> payment, you decide to pay off the loan.
- (a) Use the given table below to determine the total interest you would pay if all 48 payments were made.
  - (b) What were your monthly payments?
  - (c) How much interest will you save by paying off the loan early?
  - (d) What is the total amount due to pay off the loan?

Annual Percentage Rate Table for Monthly Payment Plans					
Number of Payments	Annual Percentage Rate (Finance Charge per \$100 of Amount Financed)				
	3.50%	4.00%	4.50%	5%	5.50%
6	\$1.02	\$1.17	\$1.32	\$1.46	\$1.61
12	1.91	2.18	2.45	2.73	3.00
18	2.79	3.20	3.60	4.00	4.41
24	3.69	4.22	4.75	5.29	5.83
30	4.58	5.25	5.92	6.59	7.26
36	5.49	6.29	7.09	7.90	8.71
48	7.31	8.38	9.46	10.54	11.63
60	9.15	10.50	11.86	13.23	14.61

4. Given the following W-2 form complete Form 1040.

a Employee's social security number <b>123-45-6789</b>		Safe, accurate, FAST! Use  Visit the IRS website at <a href="http://www.irs.gov/efile">www.irs.gov/efile</a>			
b Employer identification number (EIN) <b>11-2233445</b>		1 Wages, tips, other compensation <b>48,500.00</b>	2 Federal income tax withheld <b>6,835.00</b>		
c Employer's name, address, and ZIP code <b>The Big Company 123 Main Street Anywhere, PA 12345</b>		3 Social security wages <b>50,000.00</b>	4 Social security tax withheld <b>3,100.00</b>		
		5 Medicare wages and tips <b>50,000.00</b>	6 Medicare tax withheld <b>725.00</b>		
		7 Social security tips	8 Allocated tips		
d Control number <b>A1B2</b>		9	10 Dependent care benefits		
e Employee's first name and initial Last name Suff. <b>Jane A DOE 123 Elm Street Anywhere Else, PA 23456</b>		11 Nonqualified plans	12a See instructions for box 12 <b>D 1,500.00</b>		
		13 Statutory employee Retirement plan Third-party sick pay <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	12b <b>DD 1,000.00</b>		
		14 Other	12c <b>P 4,800.00</b>		
			12d		
f Employee's address and ZIP code					
15 State Employer's state ID number <b>PA 1235</b>	16 State wages, tips, etc. <b>50,000</b>	17 State income tax <b>1,535</b>	18 Local wages, tips, etc. <b>50,000</b>	19 Local income tax <b>750</b>	20 Locality name <b>MU</b>

5. The following ciphertext was produced using column transposition and the keyword **CLAYTABLETS**. Decrypt the ciphertext and determine the original plaintext message.

TTEDE HUNOL YHUGE TPPHN TTRAG OMEHY ESHHS SAPTM  
 GOOLA SNRTE STLHA NSUEO LYHER PROBU DEHRI RITBK IOBBE  
 NAESG YWEAO NOARF KRTAT AAWHA NHOAB ERSFR HHOAE ESIUT EE

6. The following ciphertext was produced using a monoalphabetic-monographic cipher with keyword **Leonhard** and keyletter **E**. Determine the cipher alphabet and the decryption alphabet, and then decrypt the message.

YWJDE JHLZJ HYNOW PPKZL QLDFG LZMNL MNLFJ UFEYF  
 COJPL CYLKW DKFRC FSCWK BFZPD WJWJH MNBLM HY

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

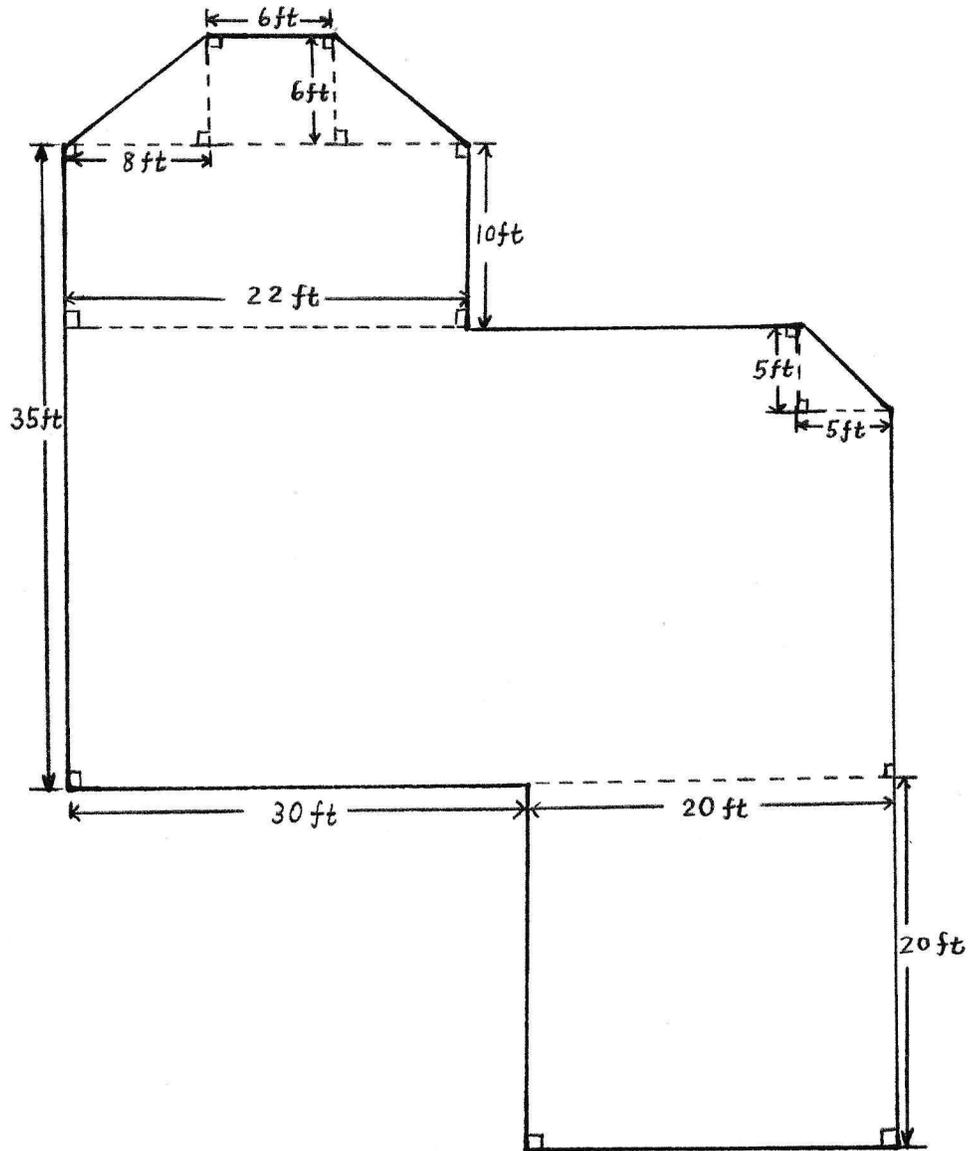
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

7. Decrypt the following ciphertext assuming that the plaintext message has been encrypted using the Vigenère cipher and the keyword **TRITHEMIUS**.

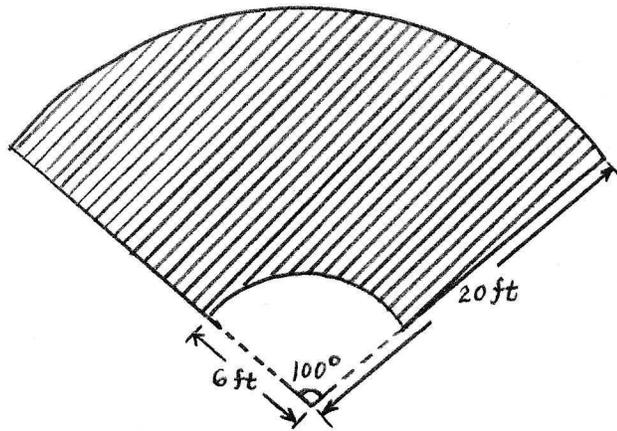
Y I Q X K V U K B O B C P X S Q W I M A L B Q

8. Memphis, Tennessee, is due north of New Orleans, Louisiana. Find the distance between Memphis ( $35^{\circ}9'$  latitude) and New Orleans ( $29^{\circ}57'$  latitude). Assume that the radius of the Earth is 3960 miles. Round your answer to the nearest mile.
9. You have been given partial blueprints of a house (see Attachment A). Determine the perimeter and the square footage of the house.
10. You would like to plant wildflowers in a region that forms part of an annulus (see shaded section of the drawing provided in Attachment B). If it costs \$22.95 to seed 60 square feet, calculate the total cost of seeding the given region. Round up your answer to the nearest cent.

# Attachment A



**Attachment B**



Name \_\_\_\_\_

Date \_\_\_\_\_

In the Lab 11, Designing a Pipeline with Minimum Cost, students will use Quantitative Reasoning. They will communicate/represent quantitative information. They must develop several models for a pipeline route connecting wells A and B, then determine a mathematical model for the cost of each pipeline route and determine which models gives a minimum cost.

**Designing a pipeline with minimum cost.** (Author: John Ramsay, College of Wooster)

Objectives:

1. Develop an understanding of how the derivative can be used in various situations.
2. Develop an understanding of the graphical interpretations of the derivative. ate system, sketch a graph of  $y = f'(x)$

Statement of Project: A common problem encountered by the oil industry is determining the most cost effective pipeline route in connecting various wells in an oil fertile area. The attached map is a section of a U. S. Geological Survey Contour Map of Southern Ohio with wetlands (swamp) area outlined for clarity. An existing oil well is located approximately at the point  $B$ . If a new well is dug at point  $A$ , a pipeline installation company must be directed as to where to lay connecting pipe. In consultation with the installation company, the following information has been obtained:

- a) Straight, two-inch coated pipe must be used at a cost of \$1.50/ foot.
- b) A maximum of two elbow joints may be used. Assume that the elbow joints may be fabricated with any angle measure.
- c) In crossing normal terrain, installation is \$1.20/foot.
- d) Installation in wetland area requires an additional Track Hoe at a cost of \$60/hour.
- e) In a 10 hour day, a Track Hoe can dig an approximately 300 feet of ditch.

Determine the pipeline route connecting the two wells at  $A$  to  $B$  which incurs the least cost.

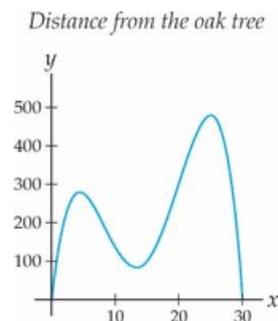
Suggestions: First solve the problem as if the wetland separating  $A$  and  $B$  were a rectangle, then improve on this solution by modeling the wetland area more accurately. Also reduce the number of paths to consider before you begin modeling. For example, one need not consider a path around the swamp area to the north since it is further than the path around the swamp to the south since it is further than the path to the south and both traverse only normal terrain.



In Lab 10, Related Rates, students will use Communication and Critical Thinking. Using the definitions for the average rate of change and the instantaneous rate of change they will determine various rates of change for Lynda's distance and velocity for her run in the park. They are required to relate a graph to the various definitions presented, determine how to calculate the information required and discuss their findings within their group.

## Rates of Change

Every morning Lynda takes a thirty-minute jog in Central Park. Suppose her distance in feet from the oak tree on the north side of the park  $t$  minutes after she begins her jog is given by the function  $y = s(t)$ , shown below and suppose she jogs on a straight path leading into the park from the oak tree.



- What was the average rate of change of Lynda's distance from the oak tree over the entire thirty-minute jog? What does that mean in the real world?
- On which ten-minute interval was the average rate of change of Lynda's distance from the oak tree the greatest: the first ten minutes, the second ten minutes, or the last ten minutes?
- Use the graph of  $s(t)$  to estimate Lynda's average velocity during the 5-minute interval from  $t = 5$  to  $t = 10$ . What does the sign of this average velocity tell us?
- Approximate the times at which Lynda's (instantaneous) velocity was equal to zero. What is the physical significance of these times?

- e. Approximate the time intervals during Lyndas jog that her (instantaneous) velocity was negative. What does a negative velocity mean in terms of this physical exam?

Suppose the position of an object moving horizontally after  $t$  seconds is given by the function  $f(t) = -6t^3 + 36t^2 - 54t$ , where  $f(t)$  is measured in feet with  $f(t) > 0$  corresponding to a position to the right of the origin.

- a. Find and graph the velocity function. When is the object stationary, moving to the right, moving to the left?
- b. Determine the velocity and acceleration of the object at  $t = 1$ .
- c. Determine the acceleration of the object when the velocity is zero.
- d. On what intervals is the speed increasing?

Earth's atmospheric pressure decreases with altitude from a sea level of 1000 millibars (a unit of pressure used by meteorologists). Letting  $z$  be the height above Earth's surface (sea level) in km, the atmospheric pressure is modeled by  $p(z) = 1000e^{-z/10}$ .

- a. Compute the pressure at the summit of Mt. Everest which has an elevation of roughly 10 km. Compare the pressure on Mt. Everest to the pressure at sea level.
  
  
  
  
  
  
  
  
  
  
- b. Compute the average rate of change in pressure in the first 5 km above the Earth's surface.
  
  
  
  
  
  
  
  
  
  
- c. Compute the rate of change of the pressure at an elevation of 5 km.
  
  
  
  
  
  
  
  
  
  
- d. Does  $p'(z)$  increase or decrease with  $z$ ? Explain.
  
  
  
  
  
  
  
  
  
  
- e. What is the meaning of  $\lim_{z \rightarrow \infty} p(z) = 0$ .

## New Mexico Military Institute – Live choral performance assessment

After participating in live performance it is important to evaluate what occurred from a performer's perspective. Musical performance is evaluated in real time by the audience and is reflected in applause, critical review, and public opinion. These types of assessments normally only take into account what occurs during one live performance event and are, in general, not as comprehensive nor informed in their assessment as the performer is able to be.

The performer knows all of the work it took to create the musical performance and was present during the entire rehearsal process. The performer is aware and appreciates the feedback that audiences give, but needs to assess the performance from their own perspective. This allows accountability and understanding of what occurred and why it occurred. There will never be a perfect performance, so if success is achieved it is important to understand why and how it was achieved. Equally valuable is to understand shortcomings of a performance in order to learn how to avoid them in future performances.

Attached you will find a rubric that breaks a performance down into three categories of tone, technique, and musicianship. Within those categories there are many sub areas that we have addressed in our learning of each musical work coupled with our ability to perform it. Those areas are listed below and room has been provided for you to write down any thoughts that you have for each sub area. After writing down your notes, use the attached rubric to rate our performance according to the five level divisional rating scheme ranging from poor to superior.

Posture

Breathing

Choral Tone/Timbre

Vowel Formation

Rhythm

Pitch Accuracy

Intonation

Dynamics

Phrasing

Text

Musical Style

Emotional Content

Expression

Contrast

Phrase shape

## A Life in Review

For the following activity you will conduct an interview/observation of a person in late adulthood. After completing your interview, write a 1-2 page summary of your findings. Be sure to address all areas outlined in the activity.

As people enter the later years of life, they usually engage in a process called *life review*. This involves organizing one's memories and reflecting on the significant actions and developmental milestones that have shaped one's life. It is through the life review that people attempt to gain a final understanding of themselves and the world around them. Choose an older adult for an in-depth, life-review interview. Ask the person the following questions:

1. Who were the most important people that contributed to your development, both as a child and as an adult? In what ways were they important to you?
2. What events or developmental milestones were particularly significant in your life? Why?
3. How has aging affected you—physically, psychologically, and socially?
4. How do you feel about your life? Has it been satisfactory? In what areas have you been most satisfied? Least satisfied?
5. How often do you think about your eventual death? What thoughts go through your mind when you think about death?

Based on developmental stages and theories discussed in your textbook, summarize your findings and assess the interviewee's current life stage.

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Text

Musical Style

Emotional Content

Expression

Contrast

Phrase shape

# ENG 233 Introduction to Professional and Technical Writing

## *Chapter 6, Analyzing Your Audience and Purpose*

### *Exercise 2*

Audience is your primary consideration in many types of nontechnical business communication. Choose a one- or two-page magazine advertisement or web site for an economy car, such as a Kia, and one for a luxury car, such as a Mercedes. After studying the ads, your assignment is to contrast the audiences for the two ads according to age, sex, economic means, hobbies, interests, and leisure activities – as well as probable vehicle utilization. In contrasting the two audiences, consider the explicit audiences in the ads – the writing – as well as the implicit information – the hidden persuaders such as background scenery, color, lighting, angles, and the situation portrayed by any people featured in the imagery. Keep in mind that your purpose is to contrast the two audiences, not merely to describe the content or design of the ads or to contrast the vehicles themselves.

Organize your findings to generate two different documents: a memorandum or essay written to your instructor, and a chart or table which presents your finding in a graphical format.

### *Exercise 4*

Carefully read and analyze Case Study 5 (Pg. 109-110). Note the important details and the sequence of events, as well as the two different predictions of impact on production.

While considering the relevant issues of document design and the needs and expectations of your different audiences, reformulate the essential points from the study into A) a memo to be posted on a bulletin board or distributed to all employees, B) an email to a supervisor summarizing the events and possible responses, C) a one page formal report on events to be delivered to the board of directors, and D) a letter of explanation/apology to the company's overseas manufacturing partner identifying possible issues of supply chain disruption and/or changes in delivery schedules. (The exercise in the text stipulates China, but feel free to choose another international partner whose cultural features you may be more familiar with).

# ENG 211 INTRODUCTION TO LITERATURE

Spring 2019

## Assignment One: RRJ s and Making Reasonable Inferences (Predicting Outcomes)

1. Read the attached document about How to do your Reader's Response Journals (RRJs)
2. There are links below to two stories. They are quite different in setting, tone, and seriousness, but do have a few characteristics in common.
3. Read each story, following the directions below, and then compose your RRJ. These can be posted right here within this assignment link.

**INSTRUCTIONS:** For each of these stories, read the first 10 paragraphs, then STOP! Get a piece of scratch paper and write down your predictions of what will happen (assuming you have not previously read these stories). Then jot down a few inferences (reasonable guesses or 'detective work' that is based in what you have read so far plus what you may know about psychology and human nature). After you have written these ideas down, finish reading the story. Then compare your inferences and predictions to what actually happened. How accurate were your ideas? Do you think your responses were more or less "realistic" than those the author chose? Why? Include this information in your RRJ

This is a link to the Edgar Allen Poe Story "The cask of Amontillado":

<http://www.literature.org/authors/poe-edgar-allan/amontillado.html>

This is a link to the John Updike story "A & P":

<http://www.tiger-town.com/whatnot/updike/>

## Predator Prey Population Simulation Lab

### Background

In ecosystems of the world today there are many different relationships present between organisms. Within those relationships, the organisms involved may be benefited, harmed, or neither. We can classify these relationships based on the impact of the relationship on the organism. One type of relationship that exists between certain organisms is a predator prey relationship. This lab looks at how that type of relationship impacts the populations of both species.

### Pre-lab Questions

1. Define the following terms:
  - a. Predator -
  - b. Prey -
  - c. Population -
2. Give an example of a predator prey relationship from your own experience. Be sure to identify which organism is the prey species and which one is the predator species.
3. List at least 3 abiotic factors AND explain how they can each impact the populations of different species in an ecosystem.
4. List at least 3 biotic factors AND explain how they can impact the populations of different species in the same ecosystem as question 3.

### Materials

prey species	predator species	pen or pencil
paper box lid	plastic spoon	plastic cup
orange and blue colored pencils		plastic bag
2-inch radius transparency circle		calculator (opt)

### Procedure

1. Start by adding 4 predators to your plastic cup. Next add 40 prey to the cup.
2. If using edible species, **DO NOT EAT ANY OF YOUR CRITTERS UNTIL YOU ARE DONE WITH THE LAB.**
3. One member of the team will shake the cup and then gently shake the contents into the paper box lid. Use a side- to- side motion when shaking the organisms out of the cup.
4. The second team member will evaluate which of the organisms “survived” the round. In order for a predator to survive they must “eat” 6 prey. Lay the transparency circle on one of the predators, placing the dot of the circle on the center of the predator. Any of the prey that are

either completely or partially under the circle are close enough that the predator can capture and eat them. If they are eaten, they must be removed from the box for the next round. If the predator does not have at least 6 prey close enough to capture, it too will die and need to be removed from the box lid. If two predators are close enough that they both fit under the circle, then 12 prey must be close enough for them to capture or they will both starve to death.

5. Once you have determined which ones need to be removed from the box, count the number of each species eaten and those that survived and record this information in the data table.

6. Each remaining predator produces one offspring, and each remaining prey produces two offspring. Calculate the population changes for the next round and enter that data into the table. If all of your predators starve to death you must run through the next round without predators unless you have 40 prey remaining. Once the prey population is back up to at least 40 then reintroduce 4 predators for the following round.

7. Put the correct number of prey and predator species in the cup and repeat steps 3-6 for a total of 20 rounds.

8. If the number of predators becomes large enough that placing them in the cup is not practical, place them in the box and shake it 4-5 times before adding the prey using the same technique that you used before.

9. When you have completed all trials, check with your teacher to make sure that you have all of the data you need before becoming the ultimate predator and consuming all of the organisms involved (if you used the edible species).

10. Once the class is finished, the data will be compiled into a class data sheet using Excel. A series of graphs will be made to show the relationship between the predators and prey over time. When plotting the individual team graphs, use orange for the predator data and blue for the prey data.

### **Data and Graphs**

See the data table at the end of the lab.

Graphs needed for this lab will include:

Graph 1 will be a line graph showing your population of the prey species for all trials.

Graph 2 will be a line graph showing your population of the predator species for all trials.

Graph 3 will be a triple axes line graph with the data for both predator and prey for all trials. The predator data will be plotted on the left-hand y axis and the prey data will be plotted on the right-hand y axis. Use the same scale that you used on graphs 1 and 2.

Graph 4 will be a bar graph showing the number of deaths for each round or trial.

Each trial will have two bars, one for predators and one for prey.

A set of four additional graphs will be plotted using class data and Excel. You will produce the same type of graphs as you did for your individual team data. Instructions on entering data into Excel and making graphs are included at the end of this lab.

### **Post Lab Conclusions**

1. What type of relationship is presented by the graphed data, both yours and the class data?

2. What happens to the prey species when the predator species population increases? Why?
3. What happens to the predator species when the prey species population increases? Why?
4. Describe at least three other limiting factors (other than the number of predators or prey) that can affect population sizes. What effect does each of these limiting factors have on the populations?
5. Describe at least three behaviors that either predators or prey use to increase their chances of survival. Explain how these behaviors help the organism to survive.
6. What was the purpose of graphing the data individually for the predator and the prey and then again with both species on the same graph?
7. What was the purpose of graphing the class data?
8. Describe what would happen if either your predator or prey species died out before the end of the 20 trials.
  - a. Construct a hypothesis of what would happen in a real ecosystem if this were to occur.
  - b. What is an example from our area that correlates to this situation?
  - c. What steps could be taken to correct this situation?

### **Final Report**

Complete your laboratory reports including your graphs, results, and conclusions.

This exam contains 3 pages (including this cover page) and 13 questions.  
Total of points is 105.

Answer each of the following questions to the best of your ability in your bluebook. Even if you are unsure of how to solve a problem, do as much as you can to receive partial credit. You must show all of your work in order to receive any credit. A correct answer with no work shown will not receive credit.

Grade Table (for teacher use only)

Question	Points	Score
1	9	
2	9	
3	9	
4	5	
5	8	
6	12	
7	8	
8	8	
9	8	
10	8	
11	8	
12	8	
13	5	
Total:	105	

---

- (9 points) Let  $\mathbf{u}$  and  $\mathbf{v}$  be two nonzero vectors that are nonequivalent. Consider the vectors  $\mathbf{a}=4\mathbf{u}+5\mathbf{v}$  and  $\mathbf{b}=\mathbf{u}+2\mathbf{v}$  defined in terms of  $\mathbf{u}$  and  $\mathbf{v}$ . Find the scalar  $\lambda$  such that vectors  $\mathbf{a}+\lambda\mathbf{b}$  and  $\mathbf{u}-\mathbf{v}$  are equivalent.
- (9 points) Let  $\mathbf{u}=\langle -3, 1, 4 \rangle$  and  $\mathbf{v}=\langle 2, 7, -1 \rangle$ .

- a) Find  $\|\mathbf{u}\|$ .
- b) Find  $\mathbf{u} \cdot \mathbf{v}$ .
- c) Find  $\mathbf{u} \times \mathbf{v}$ .
3. (9 points) Consider the line  $L$  of parametric equations  $x = t$ ,  $y = 2t$ , and  $z = 3$ , with  $t \in \mathbb{R}$ . Find parametric equations for a line parallel to  $L$  that passes through the origin.
4. (5 points) Compute the derivative of the vector-valued function  $\mathbf{r}(t) = t^3\mathbf{i} + 3t^2\mathbf{j} + \frac{t^3}{6}\mathbf{k}$ .
5. (8 points) The position vector of a particle is  $\mathbf{r}(t) = 5 \sec(2t)\mathbf{i} - 4 \tan(t)\mathbf{j} + 7t^2\mathbf{k}$ .
- a) Graph the position function and display a view of the graph that illustrates the asymptotic behavior of the function.
- b) Find the velocity as  $t$  approaches but is not equal to  $\pi/4$  (if it exists).
6. (12 points) Evaluate the limit

$$\lim_{(x,y) \rightarrow (2,5)} \left( \frac{1}{x} - \frac{5}{y} \right).$$

If the limit does not exist, state this and explain why.

7. (8 points) Find  $f_y(x, y)$  for  $f(x, y) = e^{xy} \cos(x) \sin(y)$ .
8. (8 points) Find  $\frac{dz}{dt}$  using the chain rule where  $z = 3x^2y^3$ ,  $x = t^4$ , and  $y = t^2$ .
9. (8 points) Find the gradient of  $f(x, y, z) = xy + yz + xz$  at point  $P(1, 2, 3)$ .
10. (8 points) Compute the double integral

$$\int_{\pi/12}^{\pi/8} \int_{\pi/4}^{\pi/3} [\cot x + \tan(2y)] dx dy.$$

11. (8 points) Let  $D$  be the region bounded by  $y = 1 - x^2$ ,  $y = 4 - x^2$ , and the  $x$ - and  $y$ -axes. Show that

$$\iint_D x dA = \int_0^1 \int_{1-x^2}^{4-x^2} x dy dx + \int_1^2 \int_0^{4-x^2} x dy dx$$

by dividing the region  $D$  into two regions of Type I.

12. (8 points) Calculate

$$\oint_C -x^2 y dx + xy^2 dy,$$

where  $C$  is a circle of radius 2 centered at the origin and oriented in the counterclockwise direction.

13. (5 points) Evaluate the line integral

$$\int_C (2x - y)dx + (x + 3y)dy,$$

where  $C$  lies along the  $x$ -axis from  $x = 0$  to  $x = 5$ .

## BIOLOGY 2110 Fall 2020

TERMINOLOGY: Purebred= homozygous  
Hybrid = heterozygous  
Progeny = offspring  
Homozygous = both alleles (genes) are the same; e.g. AA or aa  
Heterozygous = alleles are different; e.g. Aa  
Diploid = full set of chromosomes; '2n' (e.g. in parent cells)  
Haploid = half set of chromosomes; 'n' (e.g. in gametes, ova or egg)  
Phenotype = description of a physical characteristic (red, tall, wrinkled, etc.)  
Genotype = genetic description (homozygous dominant/ homozygous recessive/ heterozygous)

or                      "AA"                      "aa"                      "Aa"

It takes 2 genes (alleles) to express a trait or physical characteristic.

Dominant gene = the allele that is expressed if present; Denoted by a CAPITAL LETTER.

Recessive gene = the allele that is expressed only if a dominant allele is absent; Denoted by a **small letter**

(example of a "Key": Long is dominant over the recessive short: L = Long & l = short)

The two alleles of 'LL' and 'll' will express the trait of being tall. Likewise 'Ll' will express the trait of being short.)

When doing genetic problems, always **FIRST** set up a key so you can correctly interpret your results. Show your work which includes the genotypes of the parent cross that produces the offspring. After you have worked the problem, make sure you answer the question which is asked in **the space provided!** This answer will be encoded later on a scantron for grading purposes.

**For FULL credit on each question, SHOW YOUR WORK (e.g. the key, the genotypic cross of the parents, along with the punnett square showing the offsprings which could be produced).**

Here are a few hints when setting a genetic key:

1. If there is an offspring produced which expresses the recessive trait, BOTH parents must be carrying at least ONE recessive allele.
2. If an offspring is phenotypically different from both parents, the offspring has the recessive trait.
3. If the problem describes the phenotypic trait of a heterozygote, that trait is genotypically dominant.

EXAMPLE:

Round seeds are dominant over wrinkled seeds. Show the progeny produced between two hybrids.

KEY : R = round      r = wrinkled

Parent cross: Rr x Rr

Punnett square:

	R	r
R	RR	Rr
r	Rr	rr

What percent of offspring are heterozygous ? 50%

What percent are round? 75%

What is the chance of producing a wrinkled seed? 1/4 or 25%

What is the phenotypic ratios of offspring produced? 3 round: 1 wrinkled

**PART I:** The following problems are those that are **completely autosomal dominant** (non-sex linked) genes which follow Mendelian genetics:

1. Round seeds are dominant over wrinkled seeds.  
When two hybrids are crossbred, what percent of progeny produced are heterozygous?

KEY:

Parent Cross:

Punnett Square:

2. Tallness is dominant over shortness. When a hybrid tall is crossed with a short plant, what phenotypic ratio of offspring are expected? \_\_\_\_\_ :

KEY:

Parent Cross:

Punnett Square:

3. Long wings are dominant over curly wings in fruit flies. What are the genotypes of the parents that produce offspring which all are heterozygous for long wings? \_\_\_\_\_ X

KEY:

Parent Cross:

Punnett Square:

4.\_\_\_\_A heterozygous black male mouse is mated with a white female mouse and they produce a litter of 12. How many of the offspring are expected to be white?

KEY:

Parent Cross:

Punnett Square:

5. Short beaks are dominant over long beaks in some birds. What is the parent cross that can produce 50% of the offspring with long beaks and 50% with short beaks? \_\_\_\_\_ X

KEY:

Parent Cross:

Punnett Square:

6. In cats, the gene for short hair is dominant over the gene for long hair (Angora). A short-haired tom cat is mated with an Angora female. She bears 8 kittens, 5 short-haired and 3 Angora. What is the genotype of the male cat?

KEY:

Parent Cross:

Punnett Square:

7. A brown eyed couple have a child with blue eyes. What is the probability they will have another blue eyed child?

KEY:

Parent Cross:

Punnett Square:

8. A normally pigmented couple marry and have two children that are albino. What is the probability that this will occur?

KEY:

Parent Cross:

Punnett Square:

(HINT: Both the husband and the wife are considered **carriers** of the recessive allele. They are not affected but they 'pass on' this gene to the offspring)

9. In Holstein cattle, the spotting of the coat is recessive while a solid coat is dominant. What offspring phenotypes will be produced with a cross between two spotted cows?

KEY:

Parent Cross:

Punnett Square:

Questions 10. & 11. : Both of John's parents are deaf even though he can hear. John has two siblings which are also deaf.

10. What is the genotype of John? \_\_\_\_\_  
11. What is the genotype of John's parents? \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

**PART II:** The following are dihybrid crosses which involve **two** different autosomal gene characteristics on different chromosomes (**non-linked**). Offspring prediction still follows Mendelian principles but deals with **two** characteristics instead of only one.

12. What phenotypic offspring ratios would you expect from a cross between two long winged, gray body type *Drosophila* which are heterozygous for both traits? \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

13. Mr. Goodlap who is heterozygous for widow's peak and cannot curl his tongue is married to a woman with a continuous hairline and heterozygous for curling her tongue. They have a child. What is the chance this child will have a widow's peak **and** can curl the tongue?

\_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

**PART III:** The following are **codominant** genetic problems. Both alleles at a specific locus are equally expressed in a trait (e.g. person with “AB” blood).

14. A widow of blood type A has two children, one with blood type O and the other with type B. State the genotypes of the parents. \_\_\_\_\_ X \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

15. Phenotypically, one parent has “A” blood type and the other has “B”. Give the genotypes of the parents if their offspring are half AB blood and half B. \_\_\_\_\_ X \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

**PART IV:** The following are **X-Linked** genes. Some genes are found only on the X - **sex** chromosome but NOT the Y- **sex** chromosome. Hemophilia and colorblindness are the more common X-linked recessive traits. Below are the possible combinations of genotypes with phenotypes using colorblindness as an example:

Questions 16. & 17.: A husband and wife both have normal vision although both their fathers are colorblind.

16. What is the chance that the first born child will be a colorblind son? \_\_\_\_\_  
17. What is the chance of their son being colorblind? \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

18. A man with hemophilia marries a woman with normal blood clotting factors but carries the recessive gene. What is the probability their first child will have hemophilia? \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

**PART V:** The following problems deal with another type of inheritance called **Incomplete Dominance**. The dominant allele is not completely dominant over the recessive allele, so the recessive trait will be partially expressed (e.g. black + white = gray).

19. In a plant called four o'clock, a red homozygous flower is crossed with a recessive white flower. Predict the phenotypes of the offspring? \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

20. A red coat in cows is incompletely dominant to a white coat. Predict the phenotypes of the offspring when two roans cows are mated. \_\_\_\_\_

KEY:

Parent Cross:

Punnett Square:

## SUMMARY

**TT X tt** (produces offspring called the F1 generation)

Offspring Phenotypes: All express the dominant allele (genotype: **Tt**)

**Tt X Tt** (produces offspring called the F2 generation)

Offspring Phenotypes: 3:1

3 express the dominant allele (genotype possibilities: **TT, Tt**)

1 expresses the recessive allele (genotype: **tt**)

**TTYy X ttyy** (produces offspring called the F1 generation)

Offspring Phenotypes: All express both dominant alleles (genotype: **TtYy**)

**TtYy X TtYy** (produces offspring called the F2 generation)

Offspring Phenotypes: 9:3:3:1

9 express both dominant alleles (genotype possibilities: **TTYy, TTYy, TtYY, TtYy**)

3 express one dominant allele and one recessive allele (genotype possibilities: **TtYy, Ttyy**)

3 express opposite dominant allele and recessive allele (genotype possibilities: **ttYY, ttYy**)

1 expresses both recessive alleles (genotype: **ttyy**)

**TtYy X ttyy**

Offspring Phenotypes: 1:1:1:1

1 expresses both dominant alleles (genotype: **TtYy**)

1 expresses one dominant allele and one recessive allele (genotype: **Ttyy**)

1 expresses opposite dominant allele and recessive allele (genotype: **ttYy**)

1 expresses both recessive alleles (genotype: **ttyy**)

MULTIPLE CHOICE KEY FOR GENETIC PROBLEMS:

- When two hybrids are crossbred, what percent of progeny produced are heterozygous?  
a. 0% b. 25% c. 50% d. 75% e. 100%
- When a hybrid tall is crossed with a short plant, what phenotypic ratios of offspring are expected?  
a. 1 tall : 1 short b. 1 tall : 2 short c. 2 tall : 1 short d. 3 tall : 1 short
- What are the genotypes of the parents that produce offspring which all are heterozygous for long wings?  
a. Ll x Ll b. LL x Ll c. LL x ll d. Ll x ll e. LL x LL
- How many of the offspring are expected to be white?  
a. 0 b. 3 c. 6 d. 9 e. 12
- What is the parent cross that can produce 50% of the offspring with long beaks and 50% with short beaks?  
a. Ss x Ss b. SS x Ss c. SS x ss d. Ss x ss e. SS x SS
- What is the genotype of the male cat?  
a. SS b. Ss c. ss
- What is the probability they will have another blue eyed child?  
a. 0% b. 25% c. 50% d. 100%
- What is the probability that this will occur?  
a. 1/2 b. 1/4 c. 1/16 d. 1/32
- What offspring phenotypes will be produced with a cross between two spotted cows?  
a. 0% spotted b. 50% solid c. 100% solid d. 100% spotted
- What is the genotype of John?  
a. homozygous dominant b. homozygous recessive c. heterozygous
- What is the genotype of John's parents?  
a. homozygous dominant b. homozygous recessive c. heterozygous
- What phenotypic offspring ratios would you expect from a cross between two long winged, gray body type Drosophila which are heterozygous for both traits?  
a. 1:1:1:1 b. 9:3:3:1 c. 1:2:1 d. 3:1
- What is the chance this child will have a widow's peak **and** can curl the tongue?  
a. 1/4 b. 3/8 c. 1/2 d. 5/8 e. 3/4
- State the genotypes of the parents.  
a. AO x BB b. AA x BB c. AB x AB d. BO x AB e. AO x BO
- Give the genotypes of the parents if their offspring are half AB blood and half B.  
a. AO x BB b. AA x BB c. AB x AB d. BO x AB e. AO x BO
- What is the chance that the first born child will be a colorblind son?  
a. 0% b. 25% c. 50% d. 100%
- What is the chance of their son being colorblind?  
a. 0% b. 25% c. 50% d. 100%
- What is the probability their first child will have hemophilia?  
a. 0% b. 25% c. 50% d. 100%
- Predict the phenotypes of the offspring?  
a. 75% Red b. 50% Red c. 100% Red d. 100% Pink  
25% White 50% White
- Predict the phenotypes of the offspring when two roans cows are mated.  
a. 25% Red b. 50% Red c. 75% Red d. 100% Roan  
50% Roan 50% White 25% White 25% White

94%  
DARZ ASAD  
Concert Evaluation

TONE: INS

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div. IV)	Poor (Division V)
<p>Student performers demonstrate highly developed, characteristic tone qualities for their tone section and musical style throughout the performance with minimal lapses.</p> <ul style="list-style-type: none"> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an elevated awareness of tuning sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is "near perfect" intonation within and between sections.</li> <li>Student performers demonstrate a highly developed concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<p>Student performers demonstrate above average characteristic tone qualities for their music section and musical performance, but there are some minor lapses.</p> <ul style="list-style-type: none"> <li>Instrumental technique and tone production are excellent, but there are some flaws where students are unable to control and focus tone.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are some minor flaws.</li> <li>For the most part, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are some minor lapses.</li> </ul>	<p>Student performers demonstrate average tone qualities for their music section and musical performance, however, performer's lose their ability to control tone quality in varying dynamic ranges.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate an adequate awareness of tuning sections and sensitivity to uniform intonation within their section. Sounds are at times harsh, thin and/or pinched.</li> <li>Balance and blend are present, but lapses consistently occur.</li> <li>The ensemble demonstrates intermediate concepts of balanced musical lines and blend of tone to produce an acceptable sonority of music performed.</li> </ul>	<p>For this classification, student performers demonstrate inadequate characteristic tone qualities for their tone section and musical style of performance, additionally, they lose control often.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little awareness of tuning throughout intonation within their section. The ensemble demonstrates below average concepts of balance and blend of tone, and does not produce a desirable or appropriate sonority of the music performed. There are some extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<p>For this classification, student performers demonstrate undesirable characteristic tone qualities for their vocal section, musical style of performance, and lose control most of the time.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little or no awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates improper concepts of balance and blend of tone, and produces an unstable and inappropriate sonority of the music performed. There is little or no evidence of dynamic contrast.</li> </ul>
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# UNM General Education Certification Form for Submission to NMHED

## 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.

### 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 seven content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Physical & Natural Sciences: 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. Arts and Design: Communication, Critical Thinking, Personal & Social Responsibility
7. Second Language: Communication, Critical Thinking, Personal & Social Responsibility

Faculty teaching courses within any given content area must weave the three related essential skills (and component skills) throughout their course while also addressing content knowledge and skills.

## 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	Ryan J. Kelly
Title	Associate Professor
Phone	505-277-3960
Email	ryankelly@unm.edu

## Institutional Course Information

Prefix	FCST
Number	2130
Title	Marriage and Family Relationships
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No

## A. Content Area and Essential Skills

**To which area should this course be added? (select one/delete others)**

Social and Behavioral Sciences

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

Common Course Student Learning Outcomes (find Common Course SLOs at:  
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon Successful completion of this course, students will be able to:

1. Analyze myths about contemporary family life.
2. Explore and articulate their understanding of theories, gender roles, sexuality, intimacy, power in relationships, homes and family, parenting, crises.
3. Demonstrate their understanding of diverse family structures in premarital, marital and family relationships.

## Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor. (tip for success: Institution-specific SLOs should not be more than 20% of total Common Course SLOs and Institutions-specific SLOs)

1. Describe the tenants of the major family studies theories.
2. Demonstrate an ability to identify key issues that confront families today using major family theories as guides.
3. Compare and contrast the following phases of a relationship: formation, maintenance, marriage, cohabitation, divorce, single life, and dissolution.
4. Understand the influence that marriage and the family have on individuals' development as well as the broader social context.

### C. Three Narratives on How Students Learn the Essential Skills for the Content Area

Write a short (~300 words) narrative for each essential skill aligned with the content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

***Be sure to address the component skills for each of the three essential skills. Please refer to this description of component skills: [https://hed.state.nm.us/resources-for-schools/public\\_schools/general-education](https://hed.state.nm.us/resources-for-schools/public_schools/general-education).*** Note that only 2 of 5 possible component skills must be addressed for Personal and Social Responsibility and only 3 of 4 possible component skills must be addressed for Information and Digital Literacy.

**Communication.** Evaluating and communicating findings from scientific studies related to marriage and family relationships is critical for understanding the field and helps make up the foundation of this course. Students communicate about assigned readings and lecture material in multiple ways including small group settings (i.e., breakout rooms), online discussion boards, tests (the class includes three tests) and assigned papers (see directions for the Sexual Risk Taking paper for an example). For the Sexual Risk Taking Paper, students locate and summarize supportive empirical documents related to methods shown to being effective for reducing sexual risk taking in adolescence. For another writing assignment, students relate material obtained from interviews with 4 adults with aspects of assigned readings and lecture material (e.g., theories, conceptual models, key words or phrases, fallacies). This assignment provides students an opportunity to compare individuals' perceptions about marriage and the family as they relate to empirical information covered in class. Students cite their work using criteria established by the American Psychological Association. In other assignments students read journal articles and report whether study hypotheses were supported and whether inferences and interpretations of the data were accurate. Students may provide counter-interpretations of study results by using alternative theories. Informally, students also meet with each other in small groups to discuss the strengths and limitations of assigned readings.

**Critical Thinking.** Developing critical thinking skills as they relate to marriage and family relationships is an essential part of the class. As part of assignments, students evaluate findings from peer-reviewed journal articles and determine whether conclusions are well-informed and justified. For the Sexual Risk Taking paper, students investigate prevalence rates of sexual risk taking among youth in New Mexico (e.g., multiple sexual partners, unprotected sex). Students analyze related data from the New Mexico Department of Health, identify and gather information about evidence-based intervention and prevention approaches, and use findings to develop solutions for lowering rates of risk in the state. Students are

graded on whether they have developed solutions that reflect an informed, well-reasoned evaluation. Critical thinking exercises are also completed in class. For example, students discuss in breakout rooms personal biases they hold toward spanking (i.e., mild open-handed hitting) as a disciplinary method and its effects on development. After learning about fallacious arguments, students apply the information and assess their own personal beliefs for various fallacies (e.g., fallacy of causation, fallacy of insufficient sample). Students are then presented with summaries of research on the effects of spanking and are asked to evaluate how research findings relate to their own personal biases. Critical thinking is also assessed on tests. Students are presented information from scientific findings and are asked to explain conclusions that can be made.

**Personal and Social Responsibility.** Intercultural Reasoning and Intercultural Competence: Family Structure Paper Assignment – Students interview 4 adults about topics related to marriage and family processes. The purpose is to learn more about others’ perspectives. Topics discussed in the interviews include a range of personal, social, cultural and social justice issues including racial disparities facing families (e.g., access to family healthcare services), rights of those in same-sex relationships, access to birth control, parental disciplinary practices and rights of divorced non-residential fathers. For the paper, students are asked to summarize information discussed in the interviews and to relate it to research-based findings, key terms, and theories discussed in class. This assignment also provides students an opportunity to learn how others may carry perspectives that differ from their own. Sustainability and the Natural and Human Worlds: In-Class Writing Assignments – As part of writing assignments, students consider how different issues facing New Mexico not only impact individual families but the broader social context as well. For example, rates of harsh parenting (e.g., spanking, yelling/screaming) are high in New Mexico and forecast elevated levels of anxiety, depression and aggression among children over many years. Students are asked how this may have an impact on the functioning of communities in New Mexico as well as on healthcare systems. To give another example, students are asked to explain how unintended teenage pregnancy rates may impact economic systems, rates of incarceration and rates of educational attainment in New Mexico. For another example, students learn about and discuss how the broader sociocultural milieu (race, socioeconomic status, poverty) influences children’s development and family life. Lastly, as part of the Sexual Risk Taking paper, students commonly explain how sociocultural and economic challenges forecast rates of sexual risk taking and compromise the health and development of humans. Overall, the class places an emphasis on understanding how family functioning and processes influence many environmental, socio-cultural and economic systems and vice versa.

#### **D. Sample Assignment**

Provide here or as an attachment a sample assignment (exam, project, paper prompt, etc.) demonstrating

how students will be assessed on learning an essential skill and one or more related component skills.

(Tip for success: refer to the assignment in one of your narratives on how essential skills are taught)

### **Directions for Sexual Risk Taking Paper**

Rates of sexual risk taking are high in New Mexico (e.g., multiple sexual partners, unprotected sex). Consider that you are a faculty member at the University of New Mexico and your line of research focuses on sexual risk taking. Recently, the Department of Health in New Mexico contacted you to inquire variables that contribute to sexual risk taking in the state. In addition, they have asked that you describe the evidence-based approaches for the prevention of sexual risk taking in adolescence (i.e., roughly ages 12 to 20 years). Your job will be to investigate why rates have been high in New Mexico and to explain evidence-based prevention methods. Do not state your personal opinions on these matters, the information you present should be evidence-based and empirical. Hint: There are many variables that interact in complex ways to account for the high rates (it is not just one variable). Further, when you identify a variable that may be related to sexual risk taking, please explain *why* the variable has an influence. For example, if you determine that low income is a predictor, please explain why it is (in other words, provide an explanation as to why youth who are from low income homes may be more likely to take risk). To give another example, if you determine that residing in a rural community is associated with higher rates, please explain *why* this may be the case and cite your work.

In terms of describing evidence-based approaches for the prevention of sexual risk taking, your job will be to read about methods that have demonstrated effectiveness. Then, you can describe these methods. In other words, what steps can be taken to further decrease rates?

Please include at least 5 references. The references must be empirically based. Please cite your work using APA.

In addition to the paper, please attach to the back (stapled) a 1-page reference sheet that details the articles you used. It does not matter what "style" the articles are cited in.

#### **Additional notes**

**Length:** 2 pages, single spaced. No longer than 2 pages.

- Part of this project is to practice how to report information quickly and efficiently.

**Recommendation on how to format the paper:** The first page of the paper can describe the variables that contribute to the high rates. The second page of the paper can describe evidence-based prevention methods.

**Paper can be written independently or with a partner:** Feel free to write the paper independently (i.e., by yourself). Alternatively, you may work with another student. If you pair with someone, you only need to submit one paper.

#### **Additional formatting instructions:**

- Margins should be 1 inch on all 4 sides
- No spelling errors, no run-on sentences, free from all grammar errors
- 12 point font Times Roman Numeral

- Must be typed

**Recommendation of sources to review:**

- A relevant article has been placed on UNM Learn.
- There are three related articles on Learn in the Week 7 Material folder. The readings are referred to as "Abstinence Articles – Extra Readings."
- Please investigate documents released by the New Mexico Department of Health. Here is a link that may be relevant:
  - [https://ibis.health.state.nm.us/indicator/complete\\_profile/BirthTeen.html](https://ibis.health.state.nm.us/indicator/complete_profile/BirthTeen.html)
- You can also look at the Long-Acting Reversible Contraceptives Mentoring Program, which is affiliated with the Health Science Center at UNM
  - <https://hsc.unm.edu/school-of-medicine/pediatrics/divisions-centers-programs/adolescent-medicine/envision-nm/quality-initiatives.html>

**Grading Sheet**

\_\_\_\_\_ (20 pts) Accuracy of information provided

- The information provided should be accurate and from scientific resources. Be sure not to make invalid conclusions. Conclusions should be supported by empirical data.
- Paper should be free of personal opinions and anecdotal reasoning
- Are proposed prevention methods empirically informed and well-reasoned?

\_\_\_\_\_ (10 pts) Spelling/grammar; Turned in on time? Length? Margins? Font? Typed? Proper citations?

- Margins: 1 inch on all 4 sides
- No spelling errors, no run-on sentences
- Were all 2 pages used?
- No longer than 2 pages
- 12 point font (Times Roman Numeral)
- Must be typed
- Citations provided in APA style

\_\_\_\_\_ (3 pts) Professionalism

- Paper should be written for professionals

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\_\_\_\_\_ (**33 pts**) Total for project

## Lab 3: Counting by Measuring Mass

### Purpose

Determine the mass of several samples of chemical elements and compounds and use the data to count atoms.

### Procedure

Start *Virtual ChemLab* and select *Counting by Measuring Mass* from the list of assignments. The lab will open in the Calorimetry laboratory.

### Part 1, Measuring Metal

1. Click on the *Stockroom*. Click on the *Metals* sample cabinet. Open the top drawer by clicking on it. When you open the drawer, a petri dish will show up on the counter. Place the sample of gold (Au) in the sample dish by double-clicking on it. *Zoom Out*. Double-click on the petri dish to move it to the stockroom counter. Click the green arrow to *Return to Lab*.
2. Drag the petri dish to the spotlight near the balance. Click on the *Balance* area to zoom in. Drag the gold sample to the balance pan and record the mass in Table 1.
3. Click on the red disposal bucket to clear the lab after each sample. Repeat for lead (Pb), uranium (U), sodium (Na) and a metal of your choosing.

Table 1

	Gold (Au)	Lead (Pb)	Uranium (U)	Sodium (Na)	Your Choice
Mass (Grams)					
Molar Mass (g/mol)					
Moles of each element					
Atoms of each element					

### Analyze

1. Calculate the moles of Au contained in the sample and enter into Table 1.
2. Calculate the atoms of Au contained in the sample and enter into Table 1.
3. Repeat steps 1 and 2 for the other metals and fill in the table. Clear the laboratory when you are finished by clicking on the disposal bucket.

## Part 2, Measuring Compounds

1. Click on the *Stockroom*. Double-click on sodium chloride (NaCl) on the Salts shelf. The right and left arrows allow you to see additional bottles.
2. *Return to Lab*. Move the sample bottle to the spotlight near the balance area. Click on the *Balance* area to zoom in and open the bottle by clicking on the lid (*Remove Lid*). Drag a piece of weigh paper to the balance pan and *Tare* the balance.
3. Pick up the *Scoop* and scoop out some sample: as you drag your cursor and the scoop down the face of the bottle it picks up more. Select the largest sample possible and drag the scoop to the weigh paper until it snaps in place which will place the sample on the paper. Record the mass of the sample in Table 2.
4. Repeat steps 1-3 for table sugar (sucrose,  $C_{12}H_{22}O_{11}$ ),  $NH_4Cl$ ,  $C_6H_5OH$  (phenol), and a compound of your choice. Record the mass of each sample in Table 2.

**Table 2**

	NaCl	$C_{12}H_{22}O_{11}$	$NH_4Cl$	$C_6H_5OH$	Your Choice
Mass (grams)					
Molar Mass (g/mol)					
Moles of each element					
Atoms of each element					

### Analyze

1. Calculate the moles of  $C_{12}H_{22}O_{11}$  contained in the sample and record your results in Table 2.
2. Calculate the moles of each element in  $C_{12}H_{22}O_{11}$  and record your results in Table 2.
3. Calculate the atoms of each element in  $C_{12}H_{22}O_{11}$  and record your results in Table 2.
4. Repeat steps 1-3 for the other compounds and record your results in Table 2.
5. Which of the compounds contains the most total atoms?

### Thinking Outside the Box:

1. Compare and contrast atomic weight ratios and the number of moles.
2. Some people value gold and silver above other elements because of their rare accessibility and value. How does this sometimes get misunderstood with some people valuing other people based on their material worth?
3. If you could develop an inference on this lab, what would it be?

**Guidelines**

- Show all steps in your solutions and make your reasoning clear. *Answers with no explanation or an incomplete explanation will receive NO credit, even if the final answer is correct.*
  - Calculators, notes, book, internet, phone or other devices are NOT allowed.
  - Read the questions carefully. You have 65 minutes; use your time wisely.
  - You may leave your answers in symbolic form, like  $\sqrt{3}$  or  $\ln(2)$ , unless they simplify further like  $\sqrt{9} = 3$  or  $\cos(3\pi/4) = -\sqrt{2}/2$ .
  - Put a box around your final answers when relevant.
  - Use the space provided. If necessary, write "see other side" and continue working on the back of the same page.
- 

***Academic Integrity Agreement***

This test was completed by the student whose name appears below. By signing below, you state:

"The test was completed by me alone. I did not use any unauthorized sources of help when completing the test (internet, book, notes, etc.). I did not use any unauthorized electronic device when completing the test. I recognize that if I violate this agreement, I will receive a zero on this test and other additional actions may be taken."

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

You can either print the exam and answer on the printed sheets or answer on your own paper. If you did not print the test, please write "Academic Integrity Agreement" on the first page of your solutions. Sign and print your name below.

Once you have completed the exam, please scan the exam and upload it on Canvas.

1. (14 points) Sketch the region bounded by  $y = x$  and  $y = \frac{x^2}{4}$  for  $0 \leq y \leq 1$ . Set up the integral(s) to find the enclosed area of the region. Do not evaluate.

2. (14 points) Use the disk method to set up the integral to find the volume of the solid obtained by revolving the region bound by  $x = y$  and  $x = 2y - y^2$  about the line  $x = 3$ . Do not evaluate the integral.

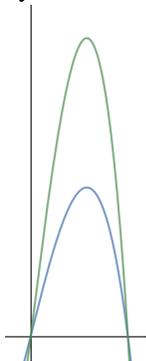
3. (14 points) Find the length of the curve  $y = \frac{x^3}{3} + \frac{1}{4x}$  for  $1 \leq x \leq 3$ .

4. (14 points) A tank 6 m long has a trapezoid shaped cross section. The top of the trapezoid is 6 m long and the bottom of the trapezoid is 4 m long with a height of 1 m. If the tank is full of water, set up the integral to determine how much work is required to pump the water to an outflow pipe 1 m above the top of the trough. Do not evaluate. The density of water is  $\rho = 1000 \frac{\text{kg}}{\text{m}^3}$ .



Face/Cross-Section  
of the Tank

5. Set up an integral(s) to find the volume obtained by rotating the region in the first quadrant bounded by the curves  $y = 4x - x^3$  and  $y = 8x - 2x^3$ . Do not evaluate.



a. (14 points) About the y-axis.

b. (14 points) About the line  $y = -1$ .

6. (16 points) Find the area of the surface formed by revolving the curve  $x = \sqrt{4y - y^2}$  for  $1 \leq y \leq 2$  about the  $y$ -axis.

## ARTS 2310 Ceramics II Assessment

Goals and Objectives: Students will demonstrate skills necessary to make fire-ready coiled pots.

The student will be able to:

1. Roll a ball and flatten to a round or oval base for their pot.
2. Make even coils thicker than a pencil but no larger than their thumb.
3. Use the score and slip joining technique to attach the coils to the base and themselves.
4. Keep the clay moist and plastic, at the correct consistency to join without cracking.
5. Demonstrate the ability to make their piece narrower and wider by adjusting coil placement.
6. Smooth either the inside or outside of the piece (or both).

Materials Needed: clay, roller, extruder, plastic covering, slab, rib, and paddle

1. Flatten piece of clay to about 1/4" thickness. Use rolling pin or a slab roller. Cut slab to desired dimensions. Ahead of time prepare clay coils by hand or with an extruder. Make sure your pre made clay coils are covered with plastic to keep them soft - coils dry out very quickly!
2. Score and slip slab and lay the first layer of coil. Push the coil firmly into the slab. Cut first layer of coil as illustrated below to insure perfect fit around the parameters of the slab. Remove the unused coil pieces and blend the joint. Pinch / scrape the coil with one finger into the slab smooth using your finger, a rib or a wooden tool.
3. Smooth the outside using a rib. Place the next layer of coil, pinch and smooth and in previous layer. When merging two layers, make sure that one hand is supporting the clay on one side while the other hand pushing / smudging the other side.
4. Keep adding layers. You can add up to three at a time before blending and smoothing. When cutting a coil to fit, make the cut in a different place to insure that two joints are not directly one above the other.
5. To widen the pot, use longer coils. If taking a break cover your work and pre made coils so that the clay will remain moist and soft.
6. Use the same method as above to create the pot's rim. Cover it and allow it to set for a while before proceeding. When starting again, the next coil added MUST be slip-and-scored to the existing pot.
7. Use a paddle to both shape the pot and strengthen the coiled wall. Dry slowly by covering the pot loosely with plastic before Bisquing.

Assessment will be based on sturdiness, visual appeal, and design details of the coil pot.

ENG 201 A: Short Story

Assignment

***Analyze the Story in a Song***

As noted, “*Lily, Rosemary and the Jack of Hearts*” and “*Black Diamond Bay*” have complicated plots. Each also has many of the other elements we have identified with the short story form, such as Character, Setting, Irony, Symbolism, Theme ...and more than one Conflict.

This week’s mini-lesson is on Symbolism – so choose Symbolism and any one of the other elements to write about. For symbolism, identify at least two symbols in your chosen work and discuss them in detail: What do they mean? Why do they mean...? Are they culturally resonant symbols – or part of this writer’s private vocabulary? For your other choice, you will be discussing/analyzing where and how that element works in the context of this story/song. You may want to compare it to the function of the same element in another story we have read; that is fine – *as long as that is not all you write about.*

You may elect to write an integrated piece that deals with both your chosen elements, or you can write a short essay for each. In total, this assignment should add up to approximately 500 words. It is due by the end of Week 7.

## Covid-19 in NM: Flattening the Curve

Initially, infectious diseases spread exponentially, not linearly. This can make what seems, for weeks, like a small problem suddenly a very, *very* big problem. That's the challenge faced by leaders: sometimes the only way to avoid disaster is to take action before it seems warranted. The governor of NM, Michelle Lujan Grisham, declared a public health emergency on the 14<sup>th</sup> day (Wednesday, March 25, 2020) after the first initial cases of Covid-19 were detected in NM.

I. Use an exponential regression growth model in the form of  $y = f(x) = a * 2^{x/d}$ , where  $d$  is the doubling time, to determine how long, on average, it took for the initial cases of Covid-19 to double in NM (a Google Sheets file of the NM Covid-19 data is available on the shared Drive):

	Day	Cases		Day	Cases
11-Mar	0	3	18-Mar	7	28
12-Mar	1	5	19-Mar	8	35
13-Mar	2	10	20-Mar	9	43
14-Mar	3	13	21-Mar	10	57
15-Mar	4	13	22-Mar	11	65
16-Mar	5	21	23-Mar	12	82
17-Mar	6	23	24-Mar	13	100

All data for Covid-19 in NM is available from <https://cv.nmhealth.org/>

Exponential growth can't continue forever as the growth of a population (virus) eventually is going to be limited by resources or in this case, susceptible hosts. Recall the definition of an exponential function: the ratio of successive function values is constant. With a population of 2.1 million in NM though, that could mean a lot of infected people before the virus would run out of hosts (estimates are about 60-70% of the population). This is called "herd immunity".

The daily percentage increase in new cases is called the rate of transmission;  $r$ . Social distancing also prevents transmission from one person to another and helps our health system cope with the number of hospitalizations needed. If the rate of transmission decreases to zero, the number of cases no longer is described by an exponential function but is better described by a logistic function:

$$f(x) = \frac{L}{1 + e^{-k(x-m)}}$$

where (see - [https://en.wikipedia.org/wiki/Logistic\\_function](https://en.wikipedia.org/wiki/Logistic_function))

$e$  = the natural logarithm base, 2.71828...

and the following are parameter fit values:

$m$  = the value of the logistic function's midpoint

$L$  = the curve's maximum value

$k$  = the logistic growth rate or steepness of the curve

**II.** The daily rate of transmission,  $r$ , is variable as test results from various laboratories may be delayed as may be the reporting of values to the NM Dept of Health. So, find the average of  $r$  for the first 13 days and then a weekly average of the transmission rate in NM. Make a table of these values. How would you model the rate of decrease? When do you think  $r$  might = 0?

**III.** Show, using logarithms, that for an exponential function  $f(x) = a * (1 + r)^x = a * 2^{x/d}$  that the doubling time,  $d$ , is equal to:

$$d = \frac{\log 2}{\log(1 + r)}$$

Calculate the doubling time for each of the weekly values in the previous table. How do the doubling values change in time? What is  $d$  when  $r = 0$ ? Why? Please explain. Are the social distancing policies in NM working? What happened in NM at week 5-6 into the Covid-19 crisis?

**IV.** Make a Desmos plot of the number of positive Covid-19 cases in NM vs the number of days since March 11, 2020. Also, include the following in the plot:

Show a plot to the exponential curve for the first 13 days

Then fit all the data of positive test results to a logistic function

Plot the function  $y=3000$  to indicate 3000 positive Covid-19 cases

Also, plot the daily number of active cases = # pos cases – (# deaths + # recovered)

**V.** If exponential growth had continued as it had in the first 13 days, when would NM have seen 3000 total cases? Solve for this graphically and symbolically using logarithms.

By how many days did the social distancing policies delay the actual date when 3000 total cases were observed in NM? If exponential growth had continued until this date, how many positive Covid-19 cases would there have been in NM? How many people do you think might have died?

Does the number of active cases of Covid-19 in NM start to decrease at any time? How about the number of hospitalizations? Is the number of tests/day sufficient to do contact tracing?

**VI.** Write a paragraph summarizing your observations in the form of a memo to the governor about when you think it might be appropriate for some businesses to re-open. What data are you using to base your decisions on?

**VII.** Write another paragraph on how Covid-19 has impacted your life. Do you observe social distancing policies when out in public? Do you wear a mask? What lifestyle changes will you make in the days and months ahead? This won't be over in May...

**Reference:**

See the Report from Santa Fe on NM PBS KENW from April 11-13, 2020 with Stuart Kauffmann: <http://reportfromsantafe.com/episodes/view/585/dr-stuart-kauffman-md-macarthur-fellow/>

**Scoring Guide:**

Please create a Word or Google document that has your responses to the following and submit it to the shared Google Drive folder or email it to me by the evening of Thursday, May 7, 2020:

	<b>Tasks</b>	<b>Points</b>
<b>I</b>	Give the parameter values for $a$ and $d$ from your exponential fit to the first 13 days of the Corona virus cases in NM, $y = a * 2^{x/d}$	5
<b>II</b>	Create a table of weekly averages of the daily rate of transmission, $r$ Give responses to the questions in <b>II</b>	10
		5
<b>III</b>	Give a derivation of the doubling time, $d$ , in terms of logarithms Give responses to the questions in <b>III</b>	10
		10
<b>IV</b>	Make a Desmos plot of the data and functions described in <b>IV</b> : provide a link to your plot or make a screenshot of your graph and paste it into your document. Give parameter values of $L$ , $k$ and $m$ for the Logistic function.	15
<b>V</b>	Give a symbolic solution of when NM would have had 3000 cases Give responses to the questions in <b>V</b>	10
		15
<b>VI</b>	Write a memo to the governor of NM. This must include a discussion of the data that you are basing your decisions on.	15
<b>VII</b>	Write a paragraph on how the corona virus has impacted you.	5
	<b>Total</b>	<b>100</b>

**1** Completar: Fill in the blanks with the correct forms of **tener** or **venir**.

1. Mañana hay un examen y yo  que estudiar.
2. Iván y yo  a clase para aprender.
3. Los profesores  razón; la educación es muy importante.

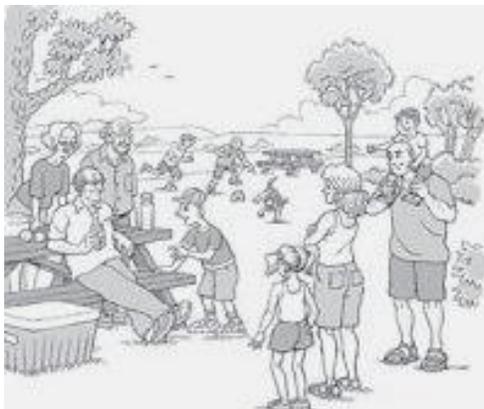
**2** Emparejar: Match the pictures and descriptions.

- a) Pepe está con sus padres y sus abuelos.
- b) Mi libro está en la ventana.
- c) Juan es bajo y Marcos es muy alto, pero son hermanos.
- d) Ana y Diego son novios.
- e) La familia Pérez está en el parque.

4. \_\_\_\_\_



5. \_\_\_\_\_





6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**3**

La familia: Complete the following with the correct family relationship (in Spanish).

9. Los padres de mis padres son mis .
10. Los hijos de mi hermana son mis .
11. Los hijos de mis tíos son mis .
12. Los padres de mis primos son mis .
13. El hijo de mis abuelos es mi .

**4**

Emparejar: Choose a logical addition to the numbered statements from the list below.

- a) *Tiene mucho frío.*
- b) *Tiene sueño.*
- c) *Tiene ochenta años.*
- d) *Tiene mucha prisa.*

- 14. El señor Beltrán es viejo.
- 15. Inéz no desea llegar tarde (*late*).
- 16. Usted está en el Polo Norte.
- 17. Es la una de la mañana.

**5**

A trabajar: Match the professions to the activities.

- |                      |                         |
|----------------------|-------------------------|
| a) el/la profesor(a) | c) el/la artista        |
| b) el/la periodista  | d) el/la programador(a) |

- 18. dibujar
- 19. la computación
- 20. preguntar y escribir
- 21. enseñar literatura

**6**

Completar: Fill in the blanks with appropriate words from the list.

- a) *comprendo*
- b) *difícil*      d) *simpática*
- c) *vives*      e) *vienes*

**PEDRO** Hola, Paula. ¿Cuándo es el examen de economía?

**PAULA** Es el viernes, pero yo todavía (*still*) no (22)  muchas cosas.

**PAULA** La profesora es (23)  pero su clase es muy (24) .

**PEDRO** ¿Tú (25)  cerca de la universidad?

**PAULA** Sí. ¿(26)  a mi casa a ayudarme (*to help me*)?

## 7

Los adjetivos posesivos: Fill in the blanks with the appropriate possessive adjectives.

27.  (*Their*) cuadernos están en el autobús.

28. Victoria es la amiga de  (*our*) sobrina.

29. Los hijos de tu hija son  (*your, fam.*) nietos.

30.  (*My*) abuelos están en Portugal.

---

Valeria

Fill in the blanks with the **appropriate form** of the verbs.

*Hola, Mario:*

Yo (31)  (*estar*) en la universidad. La clase de anatomía (32)  (*ser*) de cinco a siete. Mi hermano y su esposa (33)  (*venir*) a cenar esta noche. A las siete (yo) (34)  (*correr*) al supermercado (*grocery store*). Tú (35)  (*tener*) que regresar a casa antes de las siete.

*Hasta pronto.*

*Gracias,*

*Valeria*

Lectura: Read about Pedro, then indicate whether each statement is  
a) **cierto** or b) **falso**.

*Pedro es de Chile, pero (but) sus padres son argentinos. Muchos de sus parientes viven en Chile. La familia de Pedro es muy grande. Su madre tiene cuatro hermanas y un hermano. Su padre tiene tres hermanos. Pedro estudia en la universidad y su especialización es geografía. Él no tiene novia, pero tiene muchas amigas en la universidad.*

36. Los padres de Pedro son argentinos.

- a)  cierto
- b)  falso

37. Pedro no tiene parientes en Chile.

- a)  cierto
- b)  falso

38. La madre de Pedro tiene cinco hermanas.

- a)  cierto
- b)  falso

39. Pedro estudia geografía.

- a)  cierto
- b)  falso

40. Pedro tiene una novia en la universidad.

- a)  cierto
- b)  falso

**Discussion Assignments:** Located throughout the text are short articles under the heading “In The News”. These articles provide a discussion of economic concepts as they can have an impact on you, business, government, politics, and even pop culture. The titles and location of these articles are available to you as forums in the Discussions. For the 30 points that can be earned from each of these discussion assignments you are to post your analysis, and understanding of the articles, using concepts contained in the chapter. For full credit, you are asked to enter one original post, and at least one substantial post replying to a classmate’s post. Substantial means that it adds something useful to the conversation. An agreement, or polite disagreement, supported by your understanding of applicable economic concepts would meet the criteria of “substantial”. You must enter your original post before you will have access to the rest of the classmate’s posts. When posting, you cannot be sure of the makeup of your audience. Therefore, you are expected to use proper sentence structure, punctuation, and capitalization. Discussion is a vital part of an online class, so this part of the course deserves your full participation. Since this is discussion among classmates, post early enough to allow that discussion, and any posts after **8:00PM** of the closing date will not earn points.

## Sample Assessment from ARTH 2140, Art of the American Southwest:

### Cultural Appropriation and Southwest Art Group Project

Please read the instructor provided articles on the origins of cultural imagery, its context, purpose, etc. through JS TOR. Keeping these articles, today's lecture, and our recent class discussion on the issues surrounding the property rights of such imagery, i.e. Zia symbol in mind you will complete a group project on the topic of cultural appropriation and southwestern art. Group members will decide delegation of tasks for this project. A log will be submitted to show break down of tasks and designations.

Your group is first tasked with creating a digital portfolio of three southwestern works of art that have in some way been victim to cultural appropriation with an example coming from each of the three major groups examined in the course (Native, Hispanic, and Anglo). Each entry in the portfolio should include proper labels, citation, an image, and a detailed contextual explanation of the work in terms of culture of origin, medium, function, date/stylistic period and role it played in its given society.

Next, your group will write 3-5 page paper with an annotated bibliography on the ethics surrounding cultural appropriation as it relates to art using the works from the digital portfolio as your main examples. The paper should focus on the issue through a sociocultural lens. What is the impact of cultural appropriation on art? Is cultural appropriation ethical wrong? In terms of influences, can a work of art be free of cultural appropriation? Does intent matter? How does cultural appropriation affect intellectual property? While copyright/trademark on intellectual property protects ownership status does such registration stop infringement? How might you associate this issue on a personal level especially if you are an artist? What are the possible solutions?

Finally, students will present their portfolios to the class in the form of a brief 8-10 minute presentation. Summary of the groups chosen works, views on the topic of art and cultural appropriation, and considered potential solutions should be included. An instructor led question and answer session will then follow for classmates to follow-up after the presentation concludes. This project is worth 15% of the course final grade average.

## Pinching

**Objective:** To complete a series of utilitarian forms in preparation for a sculptural representation of a creature of your choice.

**Research:** Research several pinch pot forms from different eras and cultures. Take into consideration time period and geographic location. Notice overall form as well as surface embellishment. In preparation for clay construction, search YouTube for videos on pinch pots. Watch a few for inspiration on technique and design.

**Sketchbook:** In your sketchbook, draw 4 designs of utilitarian forms that are to be created using pinching techniques. Divide two pages, each in half to sketch your designs leaving enough space for process documentation.

On a third sheet, Sketch out two detailed designs of your creature piece also leaving enough space for process documentation.

In addition, take notes on your research findings. You may choose to sketch some of the designs you found interesting or print out a few pictures to reference later.

**Process:** After sketching your designs, begin pinching out your bowls/cups/dishes/etc. Pay attention to good design and technique. Use texture on 2 and try smoothing the surface of the remaining 2. Make sure to use fresh clay and compress the walls with your fingertips.

After a design has been approved, begin construction of your creature. You must combine two bowl shapes to make a large enclosed sphere of sorts in at least one area of your design. You may **ONLY** use pinching techniques!!!! No coils, No slabs, No extruded parts, No thrown parts.

**Tips for success:** Try creating this piece as close to your sketch as possible. Avoid parts that will eventually become brittle and fall off. Make all connections smooth and secure. You are **NOT** allowed to use water!!!! Part of this project is to discover the properties and different stages that clay will go through. Consider the way the piece sits on the table. It should be solid and free standing but the use of a plinth could be an option. **Be sure to sign your work and include your section number.**

**Due date:**

# UNM General Education Certification Form for Submission to NMHED

## 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.

### 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 seven content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Physical & Natural Sciences: 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. Arts and Design: Communication, Critical Thinking, Personal & Social Responsibility
7. Second Language: Communication, Critical Thinking, Personal & Social Responsibility

Faculty teaching courses within any given content area must weave the three related essential skills (and component skills) throughout their course while also addressing content knowledge and skills.

## 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	Chris Duvall
Title	Professor and Department Chair
Phone	505-277-5041
Email	duvall@unm.du

## Institutional Course Information

Prefix	GEOG
Number	2115
Title	Information Design for Science and Society
Number of credits	3
Was this course previously part of the Gen Ed Core Curriculum?	No—new class cataloged for AY 2020-21

## A. Content Area and Essential Skills

**To which area should this course be added? (select one/delete others)**

Communication

## B. Learning Outcomes

**List all common course student learning outcomes for the course.**

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Explain how infographics can be designed to create narratives, and to produce relationships among facts and between people.

Explain how human perception and cultural diversity both affect the capacity of people to understand infographics.

Identify effective practices of combined graphic and written communication of scientific data, in different situations and with diverse people.

Design effective infographics based on scientific data, using common software applications.

Evaluate published infographics to assess their effectiveness as communication devices, and their trustworthiness as information sources.

### **Institution-specific Student Learning Outcomes**

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor. (tip for success: Institution-specific SLOs should not be more than 20% of total Common Course SLOs and Institutions-specific SLOs)

There are no institution-specific SLOs.

## C. Three Narratives on How Students Learn the Essential Skills for the Content Area

Write a short (~300 words) narrative for each essential skill aligned with the content area in which your course falls. Explain how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

***Be sure to address the component skills for each of the three essential skills.*** Please refer to this description of component skills: [https://hed.state.nm.us/resources-for-schools/public\\_schools/general-education](https://hed.state.nm.us/resources-for-schools/public_schools/general-education). Note that only 2 of 5 possible component skills must be addressed for Personal and Social Responsibility and only 3 of 4 possible component skills must be addressed for Information and Digital Literacy.

### Essential skill: COMMUNICATION

Component skills: 1) Genre and medium awareness, application, and versatility; 2) Strategies for understanding and evaluating messages; 3) Evaluation and production of arguments

Information design is the practice of presenting information effectively and efficiently through the pairing of graphic and verbal content. Graphic literacy is an important element of communication because infographics—which include visual and verbal elements—are widely used in current media. Information design is important in the sciences due to the centrality of data visualization in research and teaching. In this course, learning assessments include informal, in-class and take-home exercises, in individual and group formats; formal assessment is through mid-term and end-of semester exams and projects. Students learn to present and analyze information using paired graphic and verbal communication, which attunes them to audience and register in verbal expression. For component skill 1, students read, analyze, and prepare infographics for different purposes and audiences (including some based on ability status, such as color blindness). To build this skill, students prepare infographics that are evaluated for effectiveness for specific contexts, and analyze the visual and verbal rhetoric of published infographics. For component skill 2, students write interpretive and critical evaluations of published works. Students must assess technical and aesthetic characteristics of infographics; identify their thesis, supports, and counter-arguments; and evaluate their meaning from different stakeholder perspectives. Students must write evaluations of infographics, and also evaluate their own, prior evaluations; students should exhibit self-reflective knowledge of effective communication strategies. For component skill 3, students evaluate published arguments; prepare original infographics; use infographics to make arguments; and present arguments in PowerPoint-type slides. Relevant coursework emphasizes evaluating credibility of infographics, interpreting infographics accurately, and developing and presenting arguments graphically. The assignment below shows how course materials interweave the component skills. In this example, students develop an infographic for a specific audience (assignment question 5, component skill 1); evaluate the technical, aesthetic, and rhetorical elements of the infographic (assignment questions 1-3, component skill 2); and analyze how infographics can support an argument (assignment question 4-5, component skill 3).

### Essential skill: CRITICAL THINKING

Component skills: 1) Problem setting; 2) Evidence acquisition; 3) Evidence evaluation; 4) Reasoning/conclusion

Graphic communication is increasingly common due to the availability of display screens in various technologies, and of graphic-design software used in media contexts. Visual information can be as fully manipulated as verbal information; cartography, a core field in the discipline of geography, is about the production and analysis of visual and paired verbal information. For component skill 1, students delineate relevant contexts for infographics, and state problems/questions within these contexts as bases for the analysis and production of infographics. Assessment is via written exercises to identify and describe the social and discursive settings of infographics, and develop problem statements and research questions appropriate to these settings. For component skill 2, students describe data needed to address research questions, locate appropriate data, and present these data to answer a research question. To build this skill, students conduct small, guided research projects that culminate in arguments that are presented in infographics (which include visual and verbal elements). For component skill 3, students evaluate the credibility and relevance of published infographics in specific contexts, and analyze truth claims made with infographics. Assessment is via exercises in which students can exhibit abilities in identifying and evaluating misinformation and information reliability. For component skill 4, students evaluate graphically presented arguments and design original infographics in order to challenge or support reasoning within, and broad implications of, research projects. Assessment exercises ask students to draw conclusions from published infographics within relevant contexts, and/or design infographics to support their conclusions from original research inquiries. The assignment provided below is relevant to some of these component skills (such as assignment question 4 and essential skill 3), although the assignment focuses on the essential skill of communication. Instruction toward critical thinking will center on analysis of published scientific research results, and the presentation of original research.

Essential skill: INFORMATION AND DIGITAL LITERACY

Component skills: 1) Authority and value of information; 2) Digital literacy; Information structures; 4) Research as inquiry

Information about social, cultural, and environmental events is increasingly made available through graphic communication. For instance, prominent information sources about the COVID-19 pandemic are data visualization websites operated by research institutions, government agencies, and news companies, many of which employ information designers. The ability to understand infographics is critical to citizenship in a data-driven world dominated by digital media. For component skill 1, students identify and evaluate the credibility of information sources, assess how infographics express social status and authority, and develop ethical values for graphic communication. Assessment is via exercises in which students analyze examples of graphical misinformation and propaganda, and identify ethical values evident in graphic communication. For component skill 2, students design and create infographics in software including Excel, PowerPoint, and Illustrator, and locate and evaluate sources of digital data and infographics. Assessment exercises require technical skills in infographic production, and interpretive skills in reading published works. For component skill 3, students locate and manipulate data needed to address specific problems/questions, and evaluate data presented or implied in published infographics. Assessment is via small, guided-research projects that require students to collect and analyze data, or to re-analyze data presented in published infographics to illustrate how data manipulation can affect apparent research results. Component skill 4 is not a core aspect of instruction, because students do not pursue iterative processes of inquiry; research assignments address a single problem/question and the results of investigation do not initiate a second stage of research. Nonetheless, research assignments require students to generate reasonable solutions/answers

through research. Assessment exercises ask students to state or identify a research problem/question, and develop an evidence-based, graphical argument that solves/answers the problem/question. The assignment provided below is weakly relevant to these component skills (assignment question 5, component skill 3). More relevant assignments center on the production of original infographics.

## D. Sample Assignment

Provide here or as an attachment a sample assignment (exam, project, paper prompt, etc.) demonstrating how students will be assessed on learning an essential skill and one or more related component skills.

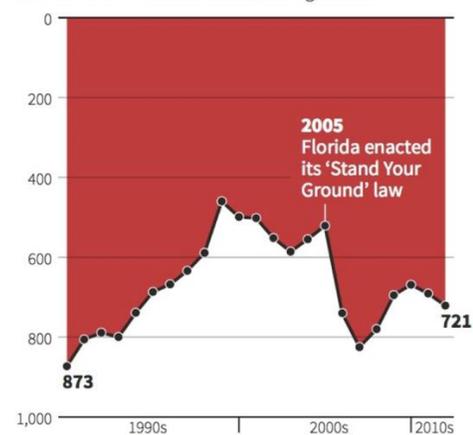
(Tip for success: refer to the assignment in one of your narratives on how essential skills are taught)

The graph on the right was published in an article entitled **“This Chart Shows An Alarming Rise In Florida Gun Deaths After ‘Stand Your Ground’ Was Enacted”**. It refers to laws that allow people to defend themselves against perceived threats without first retreating from the threat.

- 1) In your opinion, does this infographic effectively provide support to the argument given in the article title? In your response, identify at least one feature of the infographic that supports your opinion.
- 2) Now, provide a response that is opposite to the opinion you expressed in your first response. Again, identify at least one feature of the infographic that supports your response. One of your two responses should identify a misleading feature of this infographic.
- 3) Evaluate the aesthetic and technical decisions that the designer made in producing this infographic. Based on these decisions, what do you think is the designer’s opinion about gun violence? What features of the infographic support your opinion?
- 4) Do you think this is a reliable source of information? What features of the infographic support your opinion?
- 5) Based on the data provided in the infographic, sketch the design of a different infographic that would either support or contradict the argument given in the article title. The infographic should be designed for general news media for a non-specialist audience. Explain the decisions you make with regard to the selection of infographic format, selection and analysis of data, and development of design elements.

### Gun deaths in Florida

Number of murders committed using firearms



Source: Florida Department of Law Enforcement

C. Chan 16/02/2014

REUTERS

Chart source:

<https://www.businessinsider.com/gun-deaths-in-florida-increased-with-stand-your-ground-2014-2>

**Clovis Community College**  
**Western Civilization II**  
**HIST. 1160 Online**  
**Spring 2021**

Instructor – Dr. Aaron Anderson

Office: Faculty V - Room 505 D

Office Hours (virtual or by phone) – Mon.-Wed. 12:00-1:00 PM, Tues. 9:00-11:00 AM, Thurs. 09:00-10:00 AM, or any other time by appointment

Phone- 575-769-4960

E-mail – [aaron.anderson@clovis.edu](mailto:aaron.anderson@clovis.edu)

**Email and Virtual Office Hours:**

You are issued student email accounts, and we will use these accounts as our primary form of communication outside the virtual classroom. I suggest you to contact me via e-mail if you have a question or concern, as I check my email frequently, and check yours often as I will use it to make announcements concerning any delays, etc. I will reply to all email inquiries within 24 hours during weekdays, or 48 hours during weekends. I will also be in my office during office hours listed above, and you can call me by telephone during those times, or you can schedule an appointment to meet with me via Canvas Conferencing.

Course Start Date: January 19, 2021

Course End Date: May 15, 2021

**Online Access:**

[www.canvas.clovis.edu](http://www.canvas.clovis.edu)

**Course Description:**

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Course Objectives:**

1) Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2) Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and empathize with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3) Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4) Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5) Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6) Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

### **Required Textbook:**

Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. II, Since 1500, 10th ed., 2020

ISBN-13: 978-0357026748

If you are a high school dual enrollment student, you will contact your school guidance counselor to procure your textbooks. All other students will need to make arrangements to purchase the textbooks from the CCC Bookstore or online. If you are going to use an online site such as amazon.com – just use the above ISBN number to order the right book. But do so quickly as you have assigned readings due the first week!

### **Canvas:**

Clovis Community College's online classes offer anytime, anyplace, distance learning over the Internet. Our accredited online classes offer you the flexibility and convenience to complete many of your degree requirements from any computer that has Internet access. Students will need access to a computer as they may not be able to use the college's computer lab for their online coursework this fall. The entirety of this class will be conducted through the Canvas course provided.

Orientation: A Canvas orientation course is available to familiarize yourself with our online learning management system at <https://cloviscc.instructure.com/courses/276879>

### **COVID-19 and Fully Online Class**

As we are all aware, the situation can change rapidly due to the ongoing COVID-19 Pandemic, and because of that, this course has been designed to function in a fully online environment with little or no disruption to class by the ongoing situation. However, be prepared for potential modifications to be announced as needed.

### **Respondus LockDown Browser:**

Clovis Community College utilizes Respondus software as a means to proctor exams. This software is no additional cost to students and runs seamlessly in the background as exams are taken. In the event of a possible academic integrity breach the instructor will be notified and appropriate action will be taken, up to and including a zero grade on the exam in question. During the duration of the COVID-19 closures, Respondus is the *preferred* proctoring solution for Clovis Community College, meaning it is to be used first before any alternatives are used for proctoring quizzes and/or exams. Students will be required to have access to a computer that can run Respondus' LockDown browser, and students will need access to Web cameras and microphones as well. It should be noted that students will need access to a stable Internet connection in order to use Respondus. For those students who cannot meet the necessary bandwidth, hardware, and/or software requirements for Respondus, please contact your instructor for suitable alternatives.

### **Technical Skills Needed:**

Students need access to a laptop or pc computer with internet, and students must be able to use email with attachments, attach files, create a discussion thread, and respond to the threads of others. These are important aspects of the class; do not hesitate to ask if you need assistance with any of the tasks mentioned. Student assessment will be accomplished via instructor evaluation of a quizzes, discussion board conversations, and examinations as follows:

### **Submitting Assignments:**

All assignments must be submitted in the online classroom. Please pay close attention to the due dates and note that all online course messages and submissions are automatically date and time stamped using MST, Clovis time. Make sure you know what time it is when you submit your assignments as there are specific due dates and times that are spread out over the week so you are not overwhelmed.

### **Course Requirements and Grading Policy:**

There will be two proctored exams in this class – a midterm and a final exam. In addition, there will be one quiz and written “Discussion Board” assignment due each week based upon the readings, videos, and PowerPoint Lectures. You will find all weekly assignments and study materials such as PowerPoint lectures and videos in “Modules.” You will also be reminded of the week’s assignments in the “Announcements” section, so check it often.

Grades will be broken-down as follows:

Exam 1	= 125 points
Exam 2	= 125 points
Quizzes	= 450 points (30 points each)
Discussion Board	= 300 points (20 points each)

Final Grades will be calculated on the following scale:

A = 1000-900 points

B = 899-800 points

C = 799-700 points

D = 699-600 points

F = Below 599 points

### **Reading/PowerPoint Lectures/Videos:**

In addition to the weekly textbook readings, additional PowerPoint lectures and videos will be assigned to supplement reading. Information from these additional sources will appear on tests and should appear in discussions.

### **Weekly Quizzes (30 pts. each):**

Quiz material is drawn from the textbook and from any supplemental content posted by the instructor. Quizzes are not cumulative and will be specific to anything covered in the lesson materials for a given week. Each quiz can consist of two kinds of questions: multiple-choice questions and/or short essay questions. The quizzes will be available at 12:00 p.m. on the Monday of the week of the quiz and will remain open until the due date Sunday, and students may take the quiz anytime during that time.

### **Weekly Discussion Board or Document Exercise (20 pts. each):**

Students will participate in weekly discussions or written exercises, and students will be required to have one original post on the instructor-selected topic and respond to at least one fellow student's original post each week. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

### **Midterm and Final Exams (125 pts. each):**

There will be a midterm and a final exam, counting for 25% of your total grade. The exams will be cumulative for each half of the semester. Thus, each will cover about 8-9 chapters of readings, quizzes, lectures, and written discussion board assignments. The format will be multiple choice and one essay.

These exams will be taken during the scheduled midterm and finals weeks and will be proctored by the Respondus LockDown Browser in Canvas. This means the student will have the flexibility to take the exam at home or elsewhere, provided the computer meets the requirements of the Respondus software.

Midterm Exam: Spielvogel Chapters 13-22 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

Final Exam: Spielvogel Chapters 23-30 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

### **Attendance Requirements and Participation:**

Attendance is required for all sessions of this course. When circumstances make attendance impossible, students should notify the instructor of their absence as soon as possible. Students are responsible for making sure they are caught up with the class lectures and assignments, so they are able to attend the next class session prepared.

Attendance will be recorded weekly, and this means that you must participate in the weekly assignments or you will be counted absent – even if you logged on, but did not participate or complete any assigned work. If you miss three weeks without participating, you will be in grave jeopardy of failing. If you have an illness or some other mitigating circumstance, you will need to contact me immediately to discuss your situation and make arrangements.

### **Remediation and Make-up:**

Student Success Programs: Clovis Community College offers students several free services staffed by specialists and tutors. These include: The Center for Student Success (room 171 where computers for student use are also available), the Writing Center (room 172), and many other resources for student success. Students may walk in, schedule appointments, or attend mini sessions.

Late assignments or quizzes will be accepted only on approval of the instructor, and could be subject to a penalty. Computer failure and personal or school related trips are not an acceptable excuse for failure to turn in an assignment, unless prior arrangements have been made. Students have access to computers at host of places, including school and public libraries, fast food restaurants, and all hotels provide Wi-Fi and/or have a business center that provides computers with internet access. It is rare that internet access is not available so please do not try to use this as an excuse. Everyone is required to participate in discussions and quizzes in a timely manner each week, and it is not possible to complete this class with a passing grade without such participation. The beauty of an online class is that students can complete the assignments on their own time; because of this, the late assignment policy will be strictly enforced. This class is not a self-paced class and assignments have due dates.

### **Discussion Rules:**

Students must uphold a mature level of interaction with each other and with the instructor. Please respect other students when they respond to the learning group discussion. Part of this learning process includes the acquisition or honing of life skills associated with online collaboration as a group including a civil discussion of differences of ideas. Grades of students who fail to display appropriate behavior, decorum, respect, or kindness to each other will be adjusted accordingly (this includes responding to questions posed by other students). Student's original posts, as well as responses, must be relevant to the lead question for each discussion,

failure to adhere to this will reflect negatively on the student's grade. Students must respond, on a separate day, with intelligence to other students' posts.

All original posts are due Thursday and at least one response is to be made on a separate day to another students' post, which are due Saturday of the week assigned. It is a general rule that the more a student participates in the discussion board the more the student learns; so, try to participate as much as possible. Be sure to check your Canvas regularly, checking in once a week will not be beneficial to students. It is expected that students respond to questions of their fellow students and the instructor. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

### **Starfish Early Alerts:**

Clovis Community College uses Starfish Early Alert as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu).

### **Withdrawal:**

If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and an academic advisor. Instructors do not withdraw students. Dual credit students must contact their high school counselor.

### **Disputed grades:**

Students who disagree with a grade should consult the instructor.

### **Academic Dishonesty and Standards:**

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

### **Qualified Students with Disabilities:**

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

### **Copyright:**

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

### **Technical Support:**

CCC Help Desk support is available by emailing [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu) or by calling 575-769-4747. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom. You may also find answers to common questions / problems on Canvas FAQs.

### **Help Desk Hours:**

Monday-Thursday 7 a.m. to 7 p.m.  
Friday 7 a.m. to 4:30 p.m.  
Interim, Monday-Friday 7 a.m. to 4:30 p.m.

### **Computers on Campus:**

Due to the Covid-19 situation, computers for student use are available on campus in the Center for Student Success (room 171). Please call 575.769.4095 for more information. The Center is open Monday-Thursday from 8 a.m. to 8 p.m. and 8 a.m. to 4:30 p.m. on Fridays. It is closed weekends and holidays.

The employees in the Center are there to assist students and faculty with computer functions such as power-up, keyboard operations, printer operations, and software problem determination. They are not expected, however, to instruct students or be a substitute for a faculty member. Any help from assistants should be considered a suggested solution and may be different from the solution expected by the instructor. When in doubt, contact your instructor.

## **Class Calendar and Reading Requirements:**

On this course calendar, assignments and exams are due each week by the assigned date and time. This calendar is subject to change by the instructor.

### **Module 1 (January 19-24): Orientation and “The Reformation”**

Read all the course documents carefully!

Print a copy of this syllabus for future reference.

Read Spielvogel Ch. 13 - pp. 290-313 (Ch. 13 scan available – click the Blue Link), view PowerPoint Lecture and video.

Discussion board Introduce Yourself Post due Thursday, January 21 by 11:59 p.m.

Response to others due Saturday, January 23 by 11:59 pm.

Start work on the Primary Source Document Written Exercise on Martin Luther’s *95 Theses* 's in Module 2 and turn it into Canvas by next Thursday, January 28 by 11:59 pm.

Complete the Week 1 Quiz by 11:59 pm Sunday, January 24 by 11:59 p.m.

### **Module 2 (January 25-31): “European Exploration and Colonization”**

Read Spielvogel Ch. 14 – pp. 314-341, view PowerPoint Lectures and videos.

Complete the Primary Source Document Written Exercise on Martin Luther’s *95 Theses* 's and turn it into Canvas by Thursday, January 28 by 11:59 pm.

Complete Week 2 Quiz by 11:59 pm Sunday, January 31 by 11:59 p.m.

### **Module 3 (February 1-7): “Absolutism and Constitutionalism”**

Read Spielvogel Ch. 15 – pp. 343-368, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 4 by 11:59 pm.

Responses to others due Saturday, February 6 by 11:59 pm.

Complete Week 3 Quiz by 11:59 pm Sunday, February 7 by 11:59 p.m.

### **Module 4 (February 8-14): “Enlightenment and the Scientific Revolution”**

Read Spielvogel Ch. 16 – pp. 370-387, Ch. 17 – pp. 389-408, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 11 by 11:59 pm.

Responses to others due Saturday, February 13 by 11:59 pm.

Complete Week 4 Quiz by 11:59 pm Sunday, February 14 by 11:59 p.m.

### **Module 5 (February 15-21): “Enlightened Absolutism and Revolution”**

Read Spielvogel Ch. 18 – pp. 410-430, Ch. 19 – pp. 431-456, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 18 by 11:59 pm.

Responses to others due Saturday, February 20 11:59 pm.

Complete Week 5 Quiz by 11:59 pm Sunday, February 21 by 11:59 p.m.

### **Module 6 (February 22-28): “Industrialization and the Ideologies of Change”**

Read Spielvogel Ch. 20 – pp. 457-478, Ch. 21 – pp. 479-499, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 25 by 11:59 pm.

Responses to others due Saturday, February 27 by 11:59 pm.  
Complete Week 6 Quiz by 11:59 pm Sunday, February 28 by 11:59 p.m.

**Module 7 (March 1-7): “Emerging Nationalism and Unification”**

Read Spielvogel Ch. 22 – pp. 501-523, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 4 by 11:59 pm.  
Responses to others due Saturday, March 6 by 11:59 pm.  
Complete Week 7 Quiz by 11:59 pm Sunday, March 7 by 11:59 p.m.

**Module 8 (March 8-14): Midterm Exam**

Take the proctored midterm exam no later than Wednesday, March 10 by 4:00 pm.  
No Discussion board posts due this week.  
No Quiz due this week.

**Module 9 (March 15-21): “Mass Society in the Age of Progress”**

Read Spielvogel Ch. 23 – pp. 525-550, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 18 by 11:59 pm.  
Responses to others due Saturday, March 20 by 11:59 pm.  
Complete Week 9 Quiz by 11:59 pm Sunday, March 21 by 11:59 p.m.

**Module 10 (March 22-28): “An Age of Anxiety and Imperialism”**

Read Spielvogel Ch. 24 – pp. 552-579, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 25 by 11:59 pm.  
Responses to others due Saturday, March 27 by 11:59 pm.  
Complete Week 10 Quiz by 11:59 pm Sunday, March 28 by 11:59 p.m.

**Module 11 (March 29-April 4): “The Great War and its Settlement”**

Read Spielvogel Ch. 25 – pp. 580-605, view PowerPoint Lecture and videos.  
Discussion board original post due Thursday, April 1 by 11:59 pm.  
Responses to others due Saturday, April 3 by 11:59 pm.  
Complete Week 11 Quiz by 11:59 pm Sunday, April 4 by 11:59 p.m.

**Module 12 (April 5-11): “The Western World Between Wars”**

Read Spielvogel Ch. 26 – pp. 606-630, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 8 by 11:59 pm.  
Responses to others due Saturday, April 10 by 11:59 pm.  
Complete Week 12 Quiz by 11:59 pm Sunday, April 11 by 11:59 p.m.

**Module 13 (April 12-18): “World War II and Onset of Cold War”**

Read Spielvogel Ch. 27 – pp. 631-658, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 15 by 11:59 pm.  
Responses to others due Saturday, April 17 by 11:59 pm.  
Complete Week 13 Quiz by 11:59 pm Sunday, April 18 by 11:59 p.m.

**Module 14 (April 19-25): “Cold War and a New Western World”**

Read Spielvogel Ch. 28 – pp. 659-684, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 22 by 11:59 pm.  
Responses to others due Saturday, April 24 by 11:59 pm.  
Complete Week 14 Quiz by 11:59 pm Sunday, April 25 by 11:59 p.m.

**Module 15 (April 26-May 2): “Age of Protest and Stagnation”**

Read Spielvogel Ch. 29 – pp. 685-704, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 29 by 11:59 pm.  
Responses to others due Saturday, May 1 by 11:59 pm.  
Complete Week 15 Quiz by 11:59 pm Sunday, May 2 by 11:59 p.m.

**Module 16 (May 3-9): “The Global Age”**

Read Spielvogel Ch. 30 – pp. 706-735, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, May 6 by 11:59 pm.  
Responses to others due Saturday, May December 8 11:59 pm.  
Complete Week 16 Quiz by 11:59 pm Sunday, May 9 11:59 p.m.

**Final Exam (May 10-12)**

Take the proctored final exam no later than Wednesday, May 12 by 4:00 pm MST.

## Hablemos Español Chapter 9

**(Provide the correct response for the following questions using the correct idiomatic expressions in Spanish)**

¿Qué hacemos ahora? ¿...?, nada. (for now?)  
¿Qué hay aquí? ¿...?, hay muchas cosas interesantes.  
(around here?) ¿Rompí el espejo? ¡...!, ten cuidado. (For heaven's sake!)  
¿Viene el presidente? Sí, ... estamos aquí. (that's why)  
Dígame, ¿para qué es un alarma? ¡Mira!, ..., si quieres despertar temprano, pones un alarma. (for example)  
¡No puedes ir al cine esta noche! ¡...!, ¡déjeme ir! (Please!)  
¿Tenemos que trabajar más? No, ... acabamos. (finally)  
¿Vuelan todas las aves? ..., sí, pero no todas vuelan. (in general)  
¿Es usted muy inteligente? ... que sí. (of course)  
¿Qué hacemos ahora? Acabamos el trabajo, alzamos las herramientas y, ...,descansamos.(finally)

**(Use *por* or *para* in the following statements)**

Vamos al cine ... la noche.  
Él tiene que estudiar ... una hora.  
Yo tuve que salir de la escuela ... un rato.  
Yo pagué \$39.00 ... un libro.  
¿Ustedes hicieron todo esto ... nosotros?  
Ellos vienen ... mí a las 3:00 PM.  
Mi tío fue ... el equipaje de mi primo hasta Phoenix.  
Tú pasaste ... mi casa ayer, ¿verdad?  
El ratón se metió ... el agujero de la pared.  
Yo mandé las cartas ... correo.  
Ella llamó a su madre ... teléfono.  
Ellos van a Georgia ... visitar a su familia.  
La cámara es ... sacar fotos.  
Mañana salgo ... España.  
Compré este vestido ... ti.  
Mi cuñado estudia ... ingeniero.  
Necesito los arreglos ... esta tarde.  
... él, todo está bien. Nunca se preocupa.  
... mí, es importante votar, ¿y ... ti?  
Yo voy ... el parque. (to)  
Yo voy ... el parque. (through)  
¿... qué vinieron ustedes?  
Nosotros venimos porque necesitábamos dinero.  
¿... qué vinieron ustedes?  
Nosotros venimos ... pedirte dinero.

**(Express the following statements changing the adjectives to adverbs)**

(inmediato) ¡Ven, ...!  
(lento) La tortuga camina ....  
(rápido) ¡Vamos, ...!  
(alegre) Ellos cantan ....  
(perfecto) Yo sé escribir ....  
(fácil) Esa tarea se hace ....  
(difícil) El perro anda ... porque está lastimado.  
(particular) Ese lugar es ... hermoso.  
(especial) Ellos hablan ... bien de ti.

(normal) Nosotros comemos ... en este restaurante.  
(tranquilo) El bebé duerme ....

**(Express the following statements in the subjunctive mood)**

Tú vas al cine. No quiero que ... al cine.  
Yo pongo la mesa. No, no ... la mesa.  
Él sale mañana. No creo que él ... mañana.  
¿Lo pienso bien? Si, yo quiero que tú lo ... bien.  
¿Buscamos los papeles? No, no los ... ustedes.  
¿Traigo los refrescos? No, no los ... tú.  
Ella sabe nadar. No creo que ella ... nadar.  
Él tiene dinero. No pienso que él ... dinero.  
¿Es feliz la vecina? No creo que ... feliz.

**(Express the following statements using the subjunctive form for the verb provided)**

(hablar) El profesor me aconseja que ... español.  
(comer) Yo te digo que ... saludablemente.  
(vivir) Tú deseas que ella ... con nosotros.  
(decir) Él insiste que usted ... la verdad.  
(hacer) Ellos nos mandan que ... la tarea bien.  
(oír) Nosotros necesitamos que ustedes ... todo.  
(poner) Mi madre nos pide que ... la mesa.  
(tener) El juez no permite que ... armas en la corte.  
(traer) Mi padre prohíbe que yo ... a mis amigos.  
(venir) Usted quiere que el autobús ... a tiempo.  
(ver) Beatriz nos recomienda que ... esta película.  
(buscar) Yo les sugiero que ... trabajo.  
(llegar) Es bueno que tu ... al museo hoy.  
(empezar) Es importante que Antonio ... la escuela.  
(pensar) Es imposible que él ... de esa manera.  
(devolver) Es indispensable que tú ... el dinero.  
(sentir) Es mejor que usted no ... dolor  
(pedir) Es necesario que tú... permiso primero.  
(dormir) Es preciso que ustedes ... en una carpa.  
(jugar) Es urgente que yo ... en este partido.  
(dar) El niño quiere que yo le ... un juguete.  
(estar) El profesor insiste que todos ... presente.  
(ir) Mi amigo me dice que yo ... con él.  
(saber) Yo no quiero que la consejera ... donde vivo.  
(ser) Nosotros deseamos que ustedes ... alegres.

**(Say the following vocabulary words in Spanish)**

(brochure, customs, airplane, flight, delay, arrival, to board, to land, to take off, stopover, to stand in line, departure, train, car, bus, digital camera, video camera, battery, forest, statue, island, lake, mountains, waterfall, a stay, view, manager, to scuba dive, souvenirs, to ride horseback, to fish, to tour)

## Escribamos Español Chapter 9 (English)

### Instructions for this activity:

#### With a partner:

1. Both partners study the correct Spanish sentence.
  - Partner one writes the Spanish sentence without looking at the Spanish.
  - Partner two corrects partner one's Spanish sentence.
2. Continue with sentences 2 through 21.
3. Partners may do half and half or alternate.

**Working individually:** Individual writes the Spanish sentences without looking at the Spanish, then corrects his own sentence.

#### Write the following sentences in Spanish using the prepositions *por* or *para*:

1. For now, I am going to write two letters.
2. Please wait for me until I get out of work.
3. Of course we are good friends.
4. Is that gift for me?
5. I passed by your house yesterday.
6. How much did you pay for that shirt?
7. I need two tickets for tonight's game.
8. This knife is for cutting bread.

#### Write the following sentences in Spanish using adverbs ending in *-mente*:

9. She did her homework easily. (fácil)
10. The man was walking slowly to his car. (lento)
11. They greeted us kindly when they saw us. (amable)

#### Write the following questions in Spanish and answer them in complete Spanish sentences:

12. Do you want me to open the door? (abrir)
13. Do you want her to bring us coffee? (traer)
14. Do you want them to return your scissors? (devolver)
15. Do I want you to sit here? (sentarse)
16. Does she prefer that I sleep late? (dormir)
17. Do you suggest that I read more? (leer)
18. Is it urgent that we go to the hospital? (ir)
19. Do you want us to be good students? (ser)
20. Do you want me to be home by nine? (estar)
21. Will you permit us to have a party? (tener)

## Escribamos Español Chapter 9 (Spanish)

### Follow instructions on the English page:

Write the following sentences in Spanish using the prepositions *por* or *para*:

1. Por ahora, voy a escribir dos cartas.
2. Por favor espera hasta que salga del trabajo.
3. Por supuesto que somos buenos amigos.
4. ¿Es ese regalo para mí?
5. Pasé por tu casa ayer.
6. ¿Cuánto pagaste por esa camisa?
7. Necesito dos entradas para el partido de esta noche.
8. Este cuchillo es para cortar pan.

Write the following sentences in Spanish using adverbs ending in *-mente*:

9. Ella hizo su tarea fácilmente. (fácil)
10. El hombre caminaba lentamente a su carro. (lento)
11. Nos saludaron amablemente cuando nos vieron.. (amable)

Write the following questions in Spanish and answer them in complete Spanish sentences:

12. ¿Quieres que yo abra la puerta? (abrir)
13. ¿Quieres que ella nos traiga café? (traer)
14. ¿Quieres que ellos te devuelvan tus tijeras? (devolver)
15. ¿Quiero que te sientes aquí? (sentarse)
16. ¿Prefiere ella que yo duerma tarde? (dormir)
17. ¿Sugiere usted que yo lea más? (leer)
18. ¿Es urgente que vayamos al hospital? (ir)
19. ¿Quiere usted que nosotros seamos buenos estudiantes? (ser)
20. ¿Quieren ustedes que yo esté en casa para las nueve? (estar)
21. ¿Nos permite tener una tertulia/fiesta? (tener)

## TÚ NOS LLENA DE ALEGRÍA Juan Ortega

*Tú presencia hace una diferencia en nuestra existencia todos los días.  
La belleza de tu naturaleza le trae una riqueza a nuestras vidas.*

Tu manera de ser, tu modo de comprender,  
carácter de buen humor, corazón lleno de amor,  
todo esto y mucho más, tú nos llenas de alegría.

Tu lindo sonreír, tu alegría de vivir,  
y tu generosidad, tu virtud y tu lealtad,  
todo esto y mucho más, tú nos llenas de alegría.

*Tú presencia hace una diferencia en nuestra existencia todos los días.  
La belleza de tu naturaleza le trae una riqueza a nuestras vidas.*

Tu manera de hablar, y tu modo de mirar,  
tu bondad y compasión, causa de admiración,  
todo esto y mucho más, tú nos llenas de alegría.

Un milagro eres tú, de humilde espíritu,  
y de un grande corazón que inspira esta canción,  
todo esto y mucho más, tú nos llenas de alegría.

*Tú presencia hace una diferencia en nuestra existencia todos los días.  
La belleza de tu naturaleza le trae una riqueza a nuestras vidas.*

---

Your presence makes a difference in our existence everyday. Your natural beauty brings wealth to our lives. Your way of being, your way of understanding, your character and good mood, and your heart so full of love, all this and much more, you fill us with joy. Your beautiful smile, your joy of living, and your generosity, your morals and loyalty, all this and much more, you fill us with joy. Your way of talking, and your way of looking, your kindness and compassion are a cause for admiration. All this and much more, you fill us with joy. You are a miracle with a humble spirit. You have a great heart that inspires this song, all this and much more, you fill us with joy.

**SOLAMENTE LA MANO DE DIOS (José Alfredo Jiménez) add accent marks**

Solamente la mano de Dios podra separarnos,  
nuestro amor es mas grande que todas las cosas del mundo.  
Yo se bien que nacimos los dos para siempre adorarnos,  
nuestro amor es lo mismo que el mar, cristalino y profundo.

Solamente la mano de Dios podra castigarnos,  
las demas opiniones mi cielo, me salen sobrando,  
yo sere para ti nada mas, te lo digo llorando.  
Cuando tu me trajiste tu amor, yo te estaba esperando.

Nadie sabe ni puede decir, las cosas de amores,  
porque todos se entregan borrachos de amor en el mundo.  
Es por eso que quiero gritar, sin matar ilusiones,  
que mi amor es lo mismo que el mar, cristalino y profundo.

Tu no puedes dejarme de amar, ni yo de adorarte,  
porque estamos unidos del alma, quien sabe hasta cuando.  
Solamente la mano de Dios podra separarnos,  
cuando tu me trajiste tu amor, ya te estaba esperando.

---

Only the hand of God can separate us,  
Our love is greater than all things on earth  
I know well that we were born to always adore each other,  
Our love is like the sea so clear and so deep.

Only the hand of God can chastise us,  
Other's opinions, my love, mean nothing to me.  
I will be for you alone, and I say that with tears.  
When you brought your love to me, I was waiting for you.

No one knows or can they speak about things of love.  
Because they give of themselves as drunks in a world of love.  
That is why I want to shout with undying illusion,  
That my love is the same as the sea, so clear and so deep.

You can not stop loving me, nor can I stop adoring you,  
Because our souls are joined, 'til when, no one knows.  
Only the hand of God can separate us,  
When you brought your love to me, I was waiting for you.

**Spanish 102 Chapter 9 Study Sheet**

What do the following words mean in English?	Spell the Spanish word:
1. el folleto _____	1. _____
2. el viajero _____	2. _____
3. el avión _____	3. _____
4. aterrizar _____	4. _____
5. esperar _____	5. _____
6. la gira _____	6. _____
7. la pila _____	7. _____
8. el bosque _____	8. _____
9. bucear _____	9. _____
10. pescar _____	10. _____

1. Answer correctly: ¿Quién es Fernando Botero? \_\_\_\_\_
2. Answer correctly: ¿En que ciudad está el Museo del Oro? \_\_\_\_\_
3. Write in Spanish: We travel through Mexico. \_\_\_\_\_
4. Write in Spanish: We travel to Mexico. \_\_\_\_\_
5. Write in Spanish: For example! \_\_\_\_\_
6. Write the correct Spanish Adverb for lento. \_\_\_\_\_
7. Write the correct Spanish Adverb for fácil. \_\_\_\_\_
8. Write in Spanish: We want you to come. \_\_\_\_\_
9. Write in Spanish: Don't ask for money! \_\_\_\_\_
10. Write in Spanish: It is important that you eat your food. \_\_\_\_\_

## Chapter Nine Work sheet

- Learn the spelling and meaning of the following words:

el folleto \_\_\_\_\_ aterrizar \_\_\_\_\_ recorrer \_\_\_\_\_  
\_\_\_\_\_ el bosque \_\_\_\_\_ montar a  
caballo \_\_\_\_\_

- The prepositions *por* and *para* both mean for in English, circle which is used when in the following:

- for what purpose? (¿por qué? ¿para qué?)
- for what reason? (¿por qué? ¿para qué?)

- Use *por* or *para* in the following sentences:

- We went through a storm. Pasamos \_\_\_\_\_ una tormenta.
- We traveled by plane. Viajamos \_\_\_\_\_ avión.
- Is it for me? ¿Es \_\_\_\_\_ mí?
- Did you do it for me? ¿Lo hiciste \_\_\_\_\_ mí?
- We go during the afternoon? ¿Vamos \_\_\_\_\_ la tarde.
- Finally! ¡ \_\_\_\_\_ fin!
- Gum is for chewing. Chicle es \_\_\_\_\_ mascar.
- We're leaving for England. Salimos \_\_\_\_\_ Inglaterra.

- Spanish adverbs that end in *-mente* are equivalent to the English adverbs that have what ending? \_\_\_\_\_

- Make the following adjectives adverbs:

lento \_\_\_\_\_ alegre \_\_\_\_\_ rápido \_\_\_\_\_  
fácil \_\_\_\_\_ profundo \_\_\_\_\_ silencioso \_\_\_\_\_  
\_\_\_\_\_

- Conjugate the following verbs in the present subjunctive tense:

Decir \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Tener \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Buscar \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- Fill in the blanks using the subjunctive tense with the following verbs of volition.

- He wants me to go. El quiere que yo \_\_\_\_\_.
- She suggests that they leave early. Ella sugiere que \_\_\_\_\_ temprano.
- We need for you to talk slowly. Necesitamos que \_\_\_\_\_ despacio.

## Cultural Questions 2 (Chapters 9-15) These require memorization

### Chapter 9

1. ¿Quién es Fernando Botero?
2. ¿Por qué es conocido?
3. ¿Cuáles son los países caribeños de Sudamérica?
4. ¿Cuáles son sus capitales?
5. ¿Quién es Shakira?
6. ¿Cuál es la nacionalidad de Shakira?
7. ¿En qué ciudad está el Museo del Oro?
8. ¿Quién escribió *El Amor en los tiempos de cólera*?

### Chapter 10

1. ¿Cuáles son los países sin mar?
2. ¿Cuáles son sus capitales?
3. ¿Dónde se encuentran los restos de la ciudad de Tihuanaco?
4. ¿Qué es el ñandutí?
5. ¿Qué es el embalse de Itaipú?
6. ¿Por qué es importante?
7. ¿Qué es el salar de Uyuni?
8. ¿Qué construyeron los jesuitas españoles en Paraguay?

### Chapter 11

1. ¿Cuáles cataratas son cuatro veces más grandes que las del Niágara?
2. ¿Qué festival importante se celebra en Sudamérica?
3. ¿Qué países representan El virreinato de la Plata?
4. ¿Cuáles son sus capitales?
5. ¿Quién es Cristina Fernández?
6. ¿Quiénes son los gauchos?
7. ¿Dónde viven los gauchos?
8. ¿Cuál es el baile típico de Argentina y Uruguay?
9. ¿Dónde hay glaciares en Sudamérica?
10. ¿En qué año fue fundada la ciudad de Colonia del Sacramento?

### Chapter 12

1. ¿Quién pintó el cuadro *Paisajes humanos No. 95*?
2. ¿Quiénes es Soledad O'Brien?
3. ¿Quién es Sandra Cisneros?
4. ¿Dónde nació ella?
5. ¿Quién es José Hernández?
6. ¿Quién es Ralph Alvarez?
7. ¡Nombra seis hispanos famosos!
8. ¿Cuál estado es oficialmente bilingüe en los Estados Unidos?
9. ¿Quién es Esmeralda Santiago?

### Chapter 13

1. ¿Qué significa la Alhambra?
2. ¿Quién es Antonio Gaudí?
3. ¿Qué iglesia diseñó Antonio Gaudí?
4. ¿Quién es Alejandro Sanz?
5. ¿Quién es Cristina Saralegui?
6. ¿Quién es Javier Bardem?
7. ¿Quién es Jorge Ramos?
8. ¿Cuáles son algunas de las Comunidades Autónomas de España?

### Chapter 14

1. ¿Quién es Plácido Domingo?
2. ¿Quién es Gustavo Dudamel?
3. ¿Qué ciudad es símbolo de la Colombia moderna?
4. ¿Quién es Joan Miró?
5. ¿Quién escribió "El Crimen Perfecto"?

### Chapter 15

1. ¿Quién es Sonia Sotomayor?
2. ¿Qué es el Observatorio "El Caracol"?
3. ¿Quiénes son Los Tigres del Norte?
4. ¿En qué países fue la civilización inca?
5. ¿Cuándo se celebra el Día de los Muertos?
6. ¿Qué región dominaban los guaraníes?
7. ¿Quién es Francisco Jiménez?

## Book Review Instructions

The I will be grading the book review based off the inclusion of and quality of three major parts.

### 1) Outline of the book's main argument

To do this well you should probably have all or most of the following:

- a. A quotation containing what you believe the main argument to be. If you cannot find a suitable thesis statement to quote, summarize the book's argument in one sentence and provide a few brief quotations (each no longer than a sentence) to support your contention.
  - b. What the sub-arguments are. Each chapter will likely have its own argument which, when all taken together, built up to the main argument. You should be able to identify the argument that each chapter makes, and explain how they come together to support the main argument.
  - c. Be able to provide a cursory outline of the whole book.
- ### 2) Description of the evidence
- a. You should describe at least one major example in detail and be able to explain how the author uses that example to support their main argument. What does that example prove, and why does it prove it?
  - b. You should also try to include less detailed descriptions of one or two other examples or other important pieces of evidence from the book. Especially if your detailed example doesn't quite cover the extent of the argument. You can be more cursory in your description of these examples and focus on how and why they support the main argument.
- ### 3) Synthesis and analysis
- a. You should be able to connect what you are reading in your book to something else from the course somehow. There are several ways you might make connections in your analysis:
    - i. Use a concept from *Beyond Engineering* or *The Golem* and talk about how it relates to the argument/case in your chosen book – i.e. use Pool to extend the argument of your chosen book
    - ii. Use a concept from your chosen book and talk about how it relates to an argument/case from *Beyond Engineering* or *The Golem* – i.e. use your chosen book to extend the argument made by these authors.
    - iii. Answer the question: what might the authors of *Beyond Engineering* or *The Golem* say about your review book, and what might the author of your review book say about our course texts?
    - iv. What are the contradictions and similarities between your review book and the *Beyond Engineering* or *The Golem*?

## Technical Specifications

1500-2000 words

12pt font, doubled spaced, 1 inch margins

APA formatting of in-text citations/works cited page

Must try to make writing align/flow stylistically

**LEARNING OBJECTIVES FOR THIS EXERCISE:**

1. Identify all of the anatomical structures listed in this exercise.
2. Clearly explain the location of the human heart and its attached blood vessels to a person who has never had an anatomy class.
3. Describe and identify the three primary histological layers of the heart.
4. Describe and identify the three primary histological layers of an artery.
5. Identify the primary brain stem structure that controls heart rate.
6. Identify the skeletal structures surrounding the heart, and how you can use these bony landmarks to define the boundaries of the heart on a living person.
7. Be proficient with the review questions

**INSTRUCTIONS:**

Read through this exercise and complete any activities that appear in the readings.

**SECTION 1: BACKGROUND INFORMATION**

**The heart is an organ of the cardiovascular system.** Using blood as the transport vehicle, this system functions to transport substances around the body that are vital to **homeostasis**. The contracting heart is the primary force that sustains blood movement through the system.

**SECTION 2: REVIEW MATERIAL**

You should review the following tissues:

- cardiac muscle
- smooth muscle
- general epithelial
- adipose
- general connective

You should also review the medulla oblongata, (if you have already done brain dissection in lab) which has some control over heart contraction rate, and the skeletal structures around the heart.

**SECTION 3: ORIENTATION**

Your heart is a somewhat cone shaped organ, approximately the size of your own clenched fist. The heart is located in the medial cavity of the thorax (the mediastinum). It is flanked

Name: \_\_\_\_\_

laterally by the lungs, posteriorly by the vertebral column, and anteriorly by the sternum. The apex (lower point) of the heart extends slightly to the left of the body's midline and rests on the diaphragm around the area of the fifth intercostal space (between the fifth and sixth rib). The base (upper broad surface) of the heart lies just below the second rib and points towards the right shoulder. Usually, the lower right chamber (the right ventricle) of the heart rests towards the front of the thorax.

#### SECTION 4: BASIC HEART ANATOMY AND BLOOD VESSELS

You should be able to identify structures on illustrations, such as those found in your textbook and worksheets. If you can not identify all of your structures, then you should get out your textbook and worksheets and start memorizing them now.

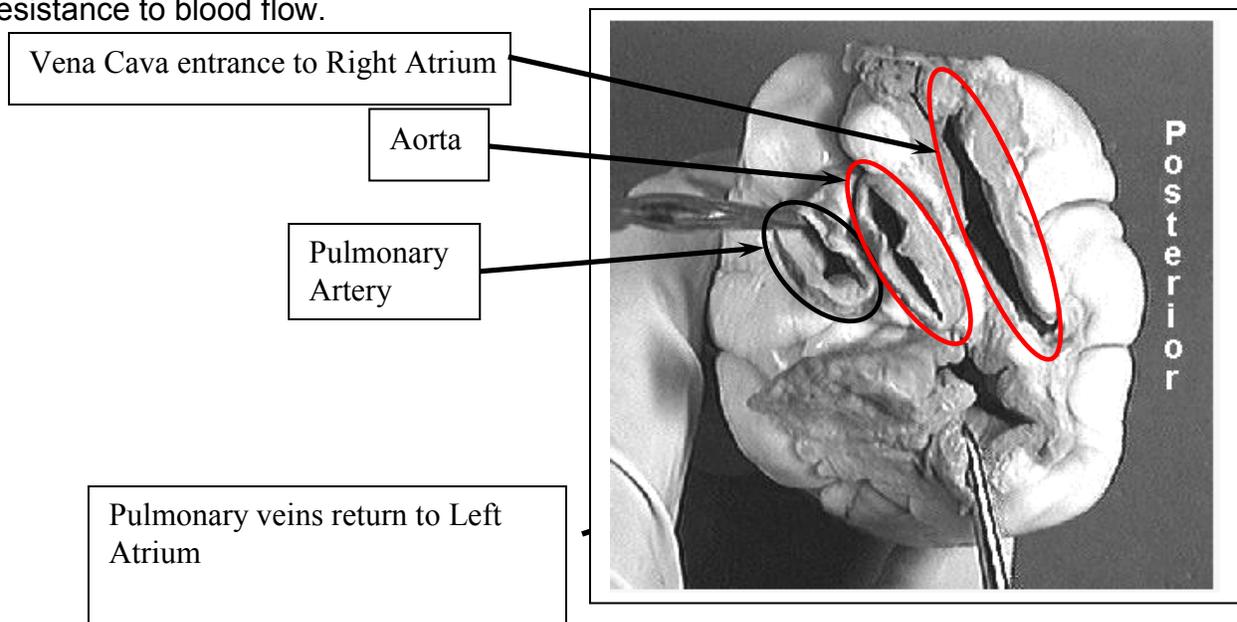
#### SECTION 5: ANATOMY OF AN ARTERY

Arteries are conducting vessels that carry blood away from the heart. The walls of arteries are constructed of three coats, or tunics. Starting outside and moving inward, the three "coats" are the tunica externa, the tunica media, and the tunica interna.

The tunica externa is the outermost coat. This layer is composed of fibrous connective or areolar tissue, and its primary function is to support and protect arteries.

The tunica media is the bulky middle coat and is composed primarily of smooth muscle (and elastic tissue). This layer regulates the diameter of an artery, which in turn alters resistance and blood pressure.

The tunica interna lines the lumen of an artery, and consists of a single layer of squamous cells. This layer of cells, along with its slight basement membrane, is called the endothelial layer. This endothelium is continuous with the endocardium, and is specialized to decrease resistance to blood flow.



Name: \_\_\_\_\_

**SECTION 6: SHEEP HEART DISSECTION**

Here are the basic steps you should follow when dissecting the sheep heart:

1. Gather your dissection equipment and a sheep heart.
2. Rinse the sheep heart thoroughly with cold water to remove excess preservatives and to flush out blood clots.
3. Observe the pericardium. If the pericardial sac is intact then remove the outer layer from its attachment points.
4. Carefully pull the **visceral pericardium (epicardium)** away from the **myocardium** (follow the same procedure described in step 3).
5. Examine the external surface of the heart. Notice the accumulation of adipose tissue. This adipose usually accumulates along the boundaries of the heart chambers and along the coronary arteries. Remove as much adipose as possible. Now you should be able to identify the apex (bottom left "point" of the heart) and the auricles (earlike flaps projecting from the atria).
6. Locate the pulmonary trunk and the aorta on the superior aspect of the heart. Clear the adipose away from these arteries. The pulmonary trunk divides into the left and right pulmonary arteries. The aorta will have a large branch coming from beneath the pulmonary trunk. This branch is the right brachiocephalic artery. The right brachiocephalic artery divides into the right subclavian and the right common carotid arteries. Notice the three distinct layers of all these arteries.
7. Starting at the apex and moving towards the base, make a coronal (frontal) cut through the heart. Stop cutting when your knife reaches the top portions of the atria.
8. Open the heart at the apex. Now you should be able to identify the remaining structures on your Hot List.
9. Notice that the heart is made up of three histological layers: the epicardium (which is the same as the visceral pericardium), the myocardium (literally "heart muscle"), and the endocardium ("inside the heart"). Locate the side with the thickest myocardial wall. This will orient you to the left side of the heart.
10. You should see that there are spaces (or "chambers") on the left and right sides of the lower heart. These are the left and right ventricles ("vent" referring to something coming out of the space, which is blood in this case).
11. You should also see a thick structure dividing the two ventricles, the bulk of which is comprised of **cardiac** muscle. This is the interventricular septum.
12. The ventricles are divided from the chambers directly above them by atrioventricular (or "AV") valves. These valves have flaps (or "cusps") to which "heart strings" attach. The left AV valve had two cusps, so it can be referred to as being a "bicuspid" valve. The right valve has three cusps, so it can be referred to as being a "tricuspid" valve.

Name: \_\_\_\_\_

13. The strings that attach to the AV cusps are called chordae tendinea.
14. The chordae tendineae are anchored to the ventricular walls via papillary ("nipple-like") muscles.
15. You will need to cut through the rest of your heart in order to identify the remainder of the Hot List structures.
16. Note that you will need to remove the right ventricular wall and cut into the pulmonary trunk in order to view the pulmonary valve (or right semilunar valve).
17. Properly dispose of all organic materials and clean your dissecting tools and trays before leaving lab

## SECTION 7: EXPLORING VALVE ACTION

If time allows, you can imitate blood flow through the heart and observe valve action by doing the following activity:

1. Obtain an intact heart and locate the superior vena cava (SVC). Use your scissors to cut along the walls of the SVC in order to open up the right atrium. Do not cut through the entire atrial wall. Only cut enough so you can see the interior of the chamber.
2. Observe the **right A.V. valve** (the right A.V. Valve has "three flaps" or is "tricuspid" in structure).
3. Slowly pour water into the right atrium and allow it to flow into the right ventricle.
4. Gently squeeze the right ventricle and watch the closing action of the right A.V. Valve **WARNING:** Do not squeeze the ventricle too roughly or too quickly. If you do then be prepared to have water squirted on your face, in your mouth, nose, eyes, etc.
5. Drain the water from the heart.
6. Now go to the pulmonary trunk and cut down the front of its wall until you see the **pulmonary semilunar valve**.
7. Pour some water into the pulmonary trunk so it runs towards the right ventricle. Observe the closing action of this valve.

When you are done with this activity, answer the following question: How is the closing action of atrioventricular (cuspid) valves different from the closing action of semilunar valves?

Name: \_\_\_\_\_

**SECTION 8: REVIEW QUESTIONS**

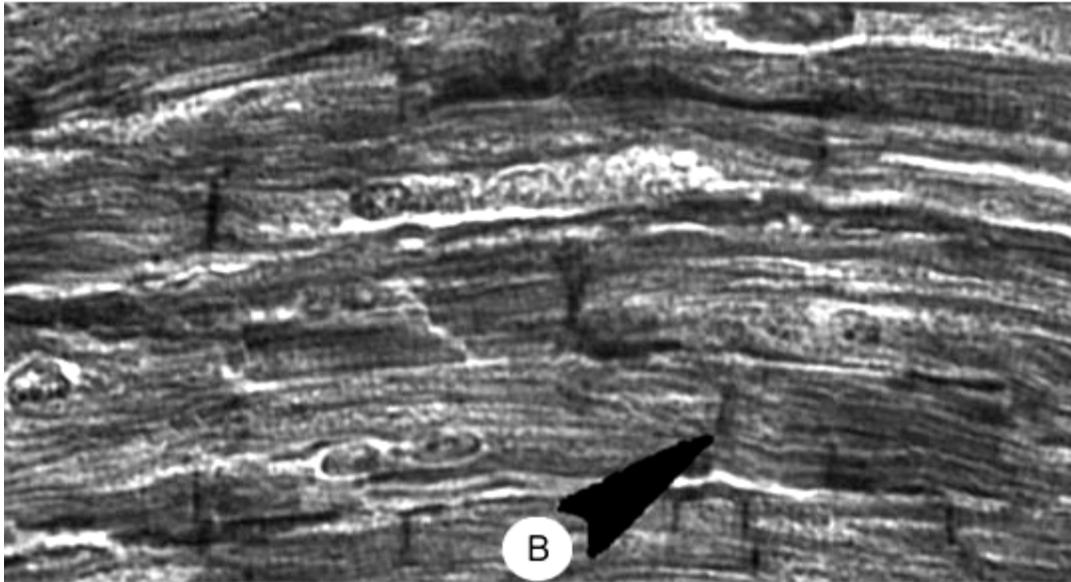
1. The heart is an organ of this body system. \_\_\_\_\_
2. What is the muscular layer of the heart is called? \_\_\_\_\_
3. What is the name of the sac surrounding the heart? \_\_\_\_\_
4. What type of tissue comprises the bulk of the myocardium? \_\_\_\_\_
5. What is the function of the heart? \_\_\_\_\_
6. What is the function of an artery? \_\_\_\_\_
7. From outermost to innermost, what are the three layers of an artery?  
\_\_\_\_\_
8. What is the function of a vein? \_\_\_\_\_
9. What is the name of the space in a blood vessel wherein blood flows?  
\_\_\_\_\_
10. What is the lining of the heart called? \_\_\_\_\_
11. What is the primary brain stem structure that controls heart rate.  
\_\_\_\_\_
12. What is the specific space in the thoracic cavity where the heart is located?  
\_\_\_\_\_
13. What bone protects the heart anteriorly? \_\_\_\_\_
14. The bulk of the heart rests on this side of the body. \_\_\_\_\_
15. The pericardium attaches to this structure inferiorly. \_\_\_\_\_
16. Which side of the heart as a thicker ventricular wall? \_\_\_\_\_
17. What layer of an artery consists mostly of smooth muscle? \_\_\_\_\_
18. What chambers of the heart function to receive blood from the veins?  
\_\_\_\_\_
19. The tunica interna is continuous with this layer of the heart.  
\_\_\_\_\_
20. What part of the heart rests just below the right second rib?  
\_\_\_\_\_
21. What are the bottom two chambers of the heart called? \_\_\_\_\_
22. What valves are located between the atria and the ventricles?  
\_\_\_\_\_
23. The apex of the heart points to this side of the body. \_\_\_\_\_
24. What is the branch of the aorta that divides into the right subclavian and right common carotid arteries? \_\_\_\_\_
25. What is the scientific term for the "heart strings" that extend from the AV cusps to the papillary muscles? \_\_\_\_\_
26. What structure divides the two ventricles of the heart? \_\_\_\_\_
27. The superior vena cava attaches to this heart chamber. \_\_\_\_\_
28. What is the largest artery of the human body? \_\_\_\_\_
29. What are the "ear-like" structures that extend from the atria? \_\_\_\_\_
30. The apex of the heart usually sits at the same approximate level as the space between these two ribs. \_\_\_\_\_

**SECTION 9: PRACTICE TESTS**

Test your knowledge with the following practice tests Real Heart Images

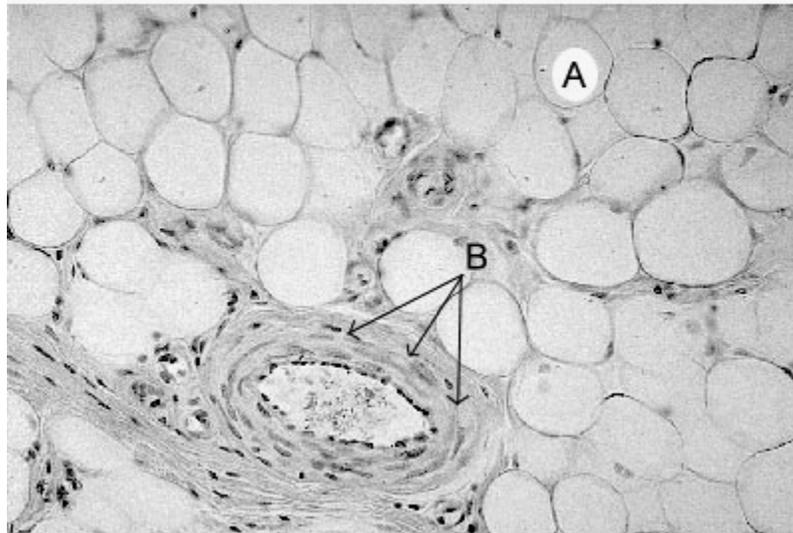
A) What type of tissue is this?

B) What is the arrow pointing towards?



A) What type of tissue is this?

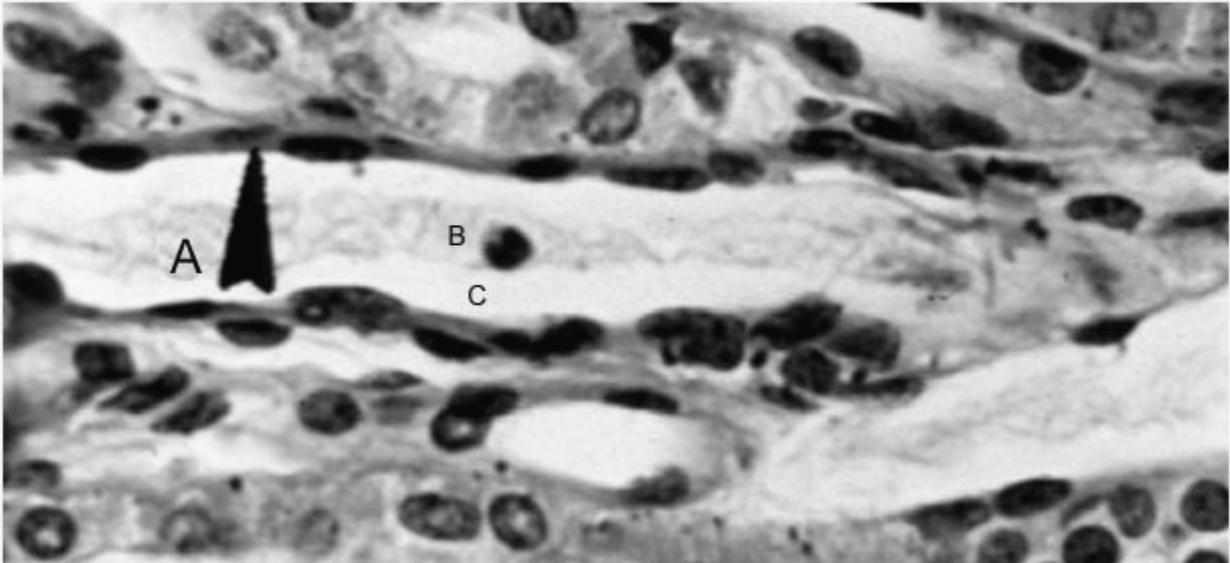
B) What do you think the arrow is pointing at?  
(Hint: Look at the different layers.)



Name: \_\_\_\_\_

This is a section of a blood vessel.  
Item "B" is on blood cells located within the vessel.

A) What layer is the arrow pointing at?  
C) What is this space called?

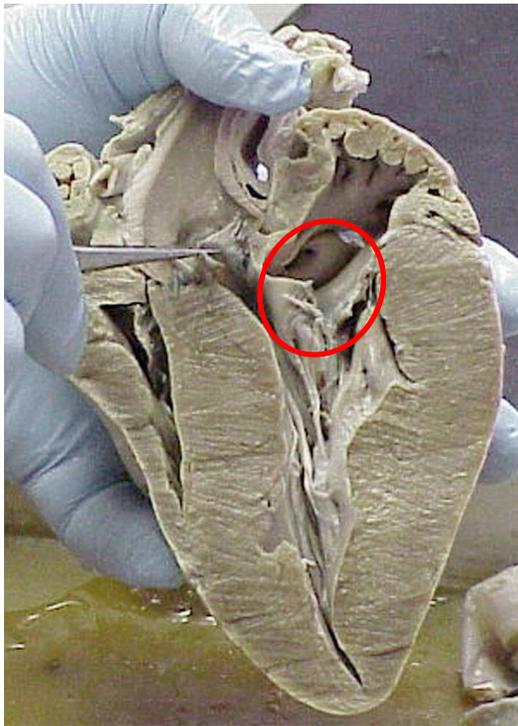


A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

Name: \_\_\_\_\_

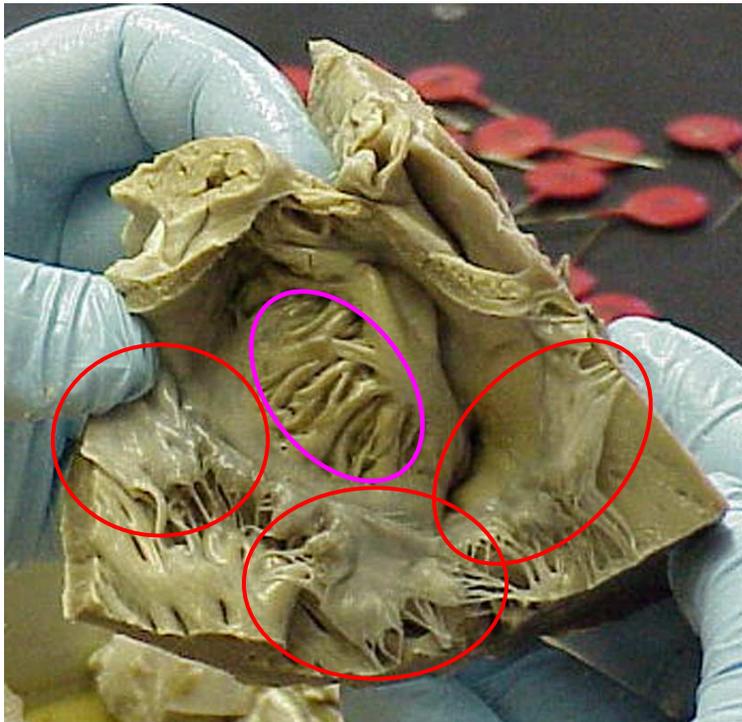


1. What structure are the tweezers holding?

\_\_\_\_\_

2. The two thin leaflets circled make up the

\_\_\_\_\_ valve.



3. The beams and bridges circled are called

\_\_\_\_\_

4. These three leaflet structures make up what structure?

\_\_\_\_\_

Name: \_\_\_\_\_

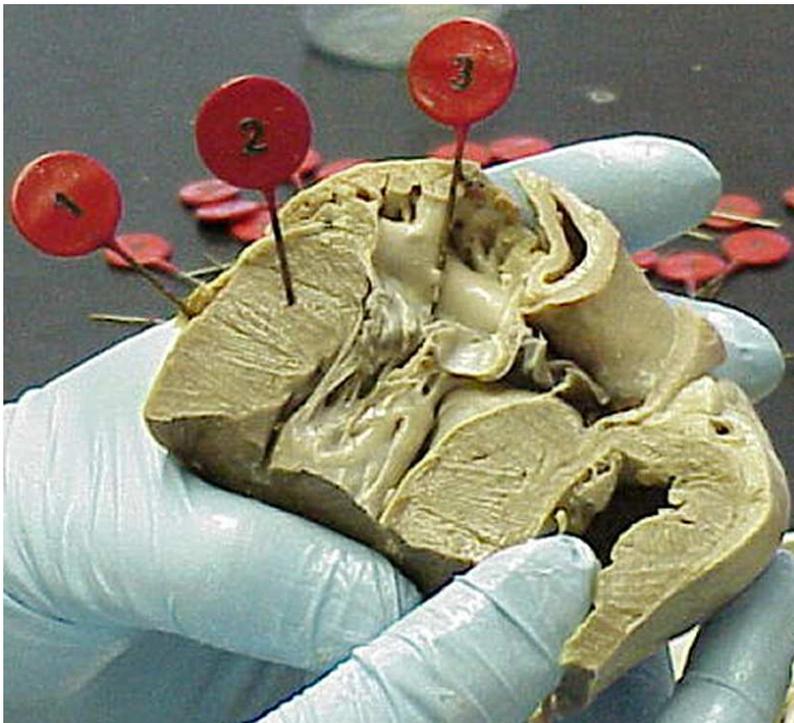


5. What are the small string like structures held by the tweezers?

\_\_\_\_\_

6. The chamber circled is the \_\_\_\_\_

\_\_\_\_\_



Tag 1. The outer layer of the heart is the

7. \_\_\_\_\_

Tag 2. The muscle mass is called the

8. \_\_\_\_\_

Tag 3. The inner layer of the heart is called the

9. \_\_\_\_\_

Name: \_\_\_\_\_



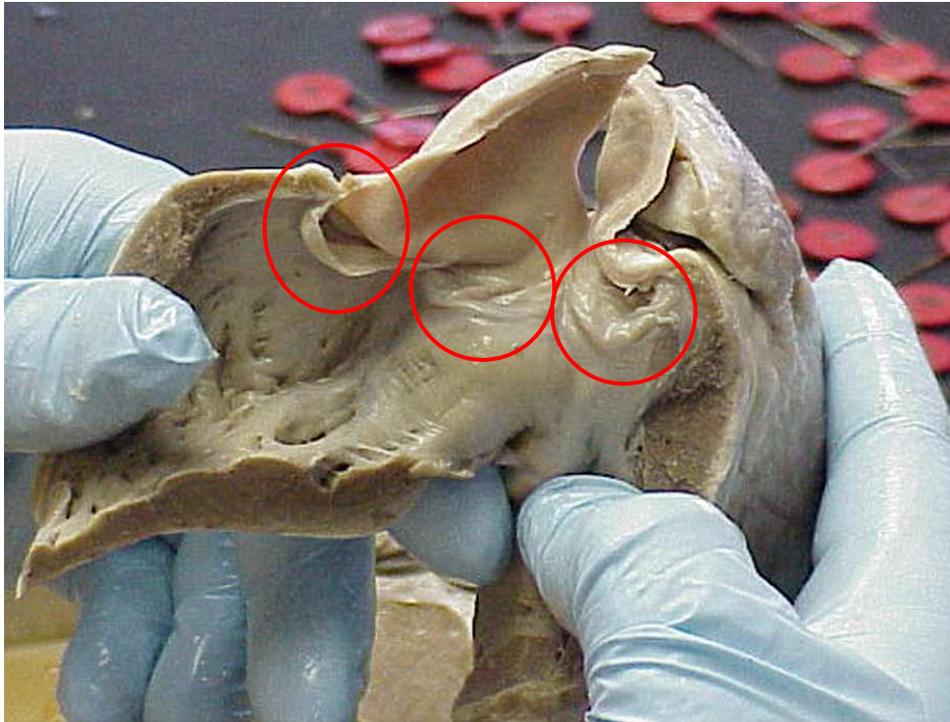
10. The structure in the grasp of the tweezers is the \_\_\_\_\_ valve.



11. The sheet-like structure being removed from the heart is the \_\_\_\_\_



Name: \_\_\_\_\_

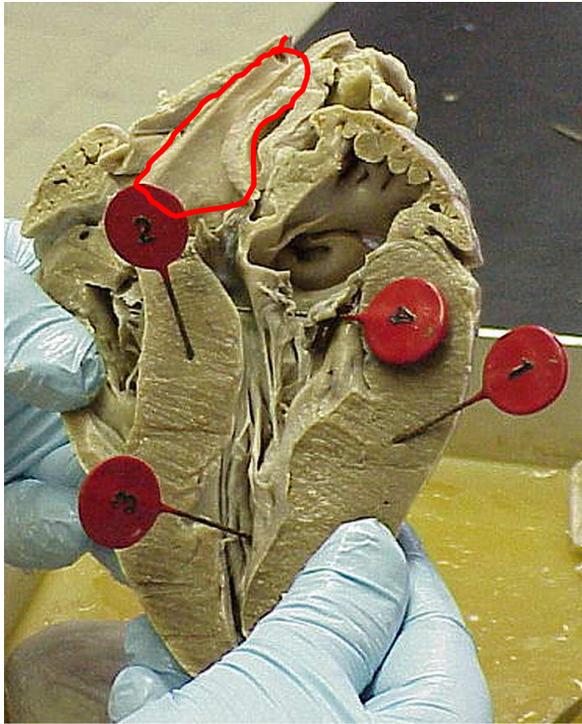


12. These three valve leaflets make up what valve? \_\_\_\_\_



13. This is another valve with similar structure to that above. What valve is it? \_\_\_\_\_

Name: \_\_\_\_\_



Tag 1. 14. This muscle mass is

the \_\_\_\_\_ of the

15. \_\_\_\_\_ ventricle.

Tag 2. This muscle mass is the intraventricular

16. \_\_\_\_\_

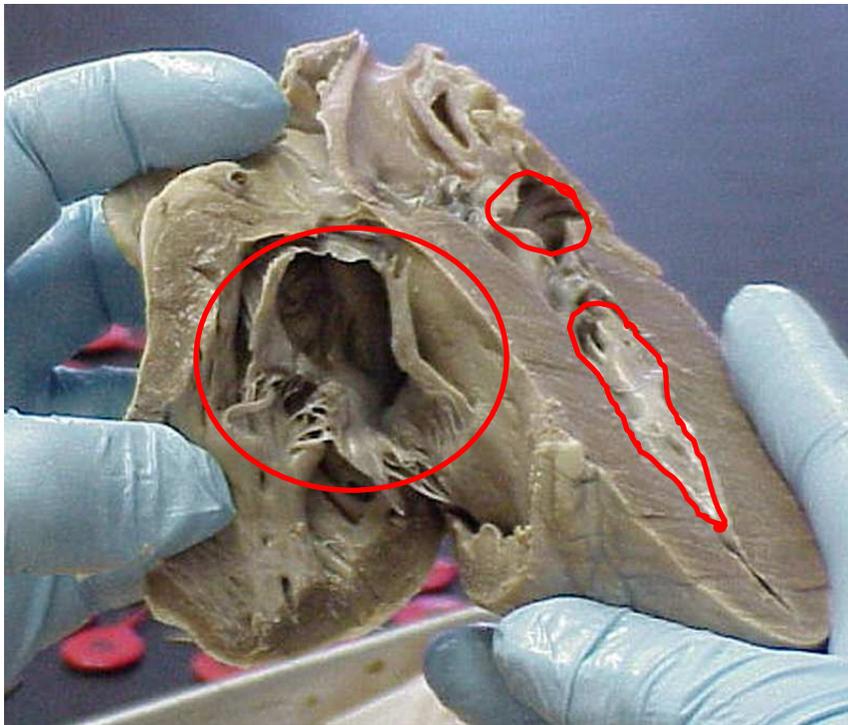
Tag 3. The ridges of tissue are called

17. \_\_\_\_\_

Tag 4. This is the

18. \_\_\_\_\_ valve.

19. The circled structure is the \_\_\_\_\_



20. Name the upper chamber:

\_\_\_\_\_

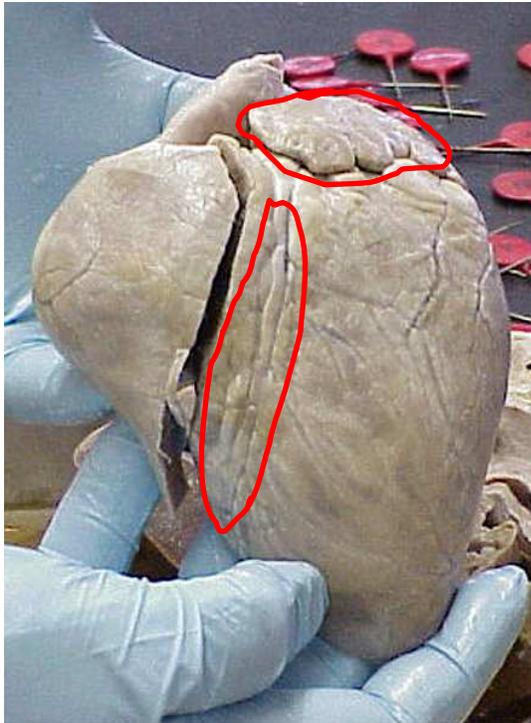
21. Name the Lower chamber:

\_\_\_\_\_

22. Name the three leaflet structure:

\_\_\_\_\_

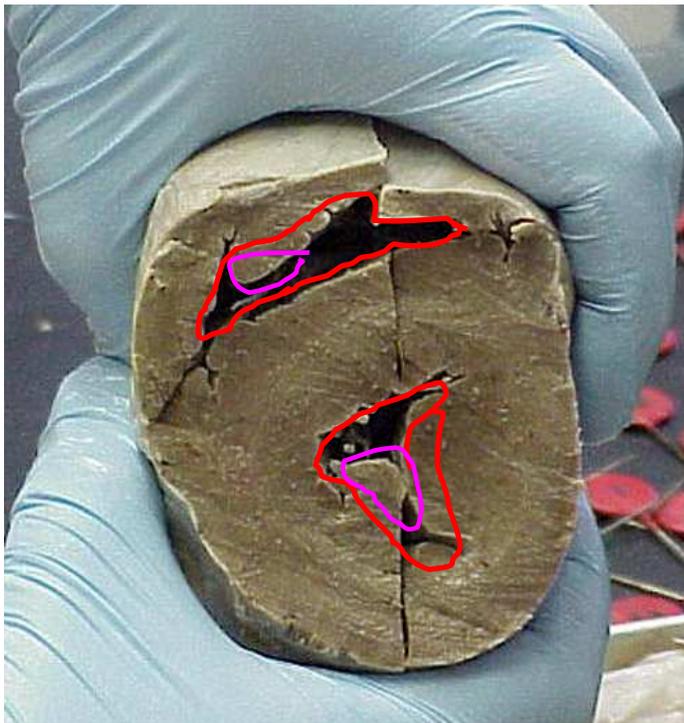
Name: \_\_\_\_\_



23. The upper circled heart portion is called the \_\_\_\_\_

24. The lower marked area is known as the:

\_\_\_\_\_ sulcus.



25. Name the upper chamber: \_\_\_\_\_

26. Name the lower chamber: \_\_\_\_\_

27. The muscular protrusions into the chambers are called the \_\_\_\_\_

\_\_\_\_\_ muscles.

## Music Appreciation - Unit I Exam

Enter the best answer for the following questions on the provided Scantron form.

### PART 1: Listening (5 pts.)

1. The musical excerpt features what brass instrument?
  - A. French horn
  - B. oboe
  - C. tuba
  - D. bassoon
  
2. The musical excerpt features what instrument type/family?
  - A. string
  - B. woodwind
  - C. brass
  - D. percussion
  
3. The musical excerpt is an example of which term/expression related to dynamics?
  - A. crescendo
  - B. decrescendo
  - C. ritardando
  - D. accelerando
  
4. The musical excerpt is in \_\_\_\_\_ meter.
  - A. duple
  - B. triple
  
5. The composition played is an example of \_\_\_\_\_ form.
  - A. binary
  - B. ternary
  - C. theme and variations
  - D. sonata

### PART 2: True/False (10 pts.)

6. Music can be defined as an art based on the organization of sounds in time.
  - A. True
  - B. False
  
7. Degrees of loudness and softness in music are called tempo.
  - A. True
  - B. False
  
8. Pitch is the highness or lowness of a sound.
  - A. True
  - B. False
  
9. Woodwind instruments are so named because they were originally made of wood.
  - A. True
  - B. False
  
10. A cadence refers to the organization of beats into regular groupings.
  - A. True
  - B. False
  
11. A collection of successive pitches is called meter.
  - A. True
  - B. False

12. A combination of three or more tones sounded at the same time is called a melody.  
A. True      B. False
13. Pieces using the major scale are said to be in a major key.  
A. True      B. False
14. Polyphonic texture consists of one melody only.  
A. True      B. False
15. The organization of musical ideas in time is called form.  
A. True      B. False

PART 3: Multiple Choice (30 pts.)

16. In music, a definite pitch is called a  
A. cadence.  
B. tone.  
C. key.  
D. octave.
17. The distance in pitch between any two tones is called  
A. duration.  
B. an interval.  
C. timbre.  
D. an accent.
18. The symphonic orchestra is made up of  
A. string instruments.  
B. woodwind instruments.  
C. brass and percussion instruments.  
D. all answers are correct
19. It is difficult to sing well because \_\_\_\_\_ than in speaking.  
A. singing demands a greater supply and control of breath  
B. wider ranges of pitch and volume are used  
C. vowel sounds are held longer  
D. all answers are correct
20. The element of music defined as the ordered flow of music through time, or more specifically, the particular arrangement of note lengths in a piece of music, is  
A. meter  
B. beat  
C. rhythm  
D. tempo
21. The \_\_\_\_\_ is a regular, recurrent pulsation that divides music into equal units of time.  
A. rhythm  
B. syncopation  
C. beat  
D. tempo

22. The term \_\_\_\_\_ refers to the rate of speed of the beat of the music.
- A. meter
  - B. dynamics
  - C. tempo
  - D. syncopation
23. A gradual slowing-down of tempo is indicated by the term
- A. accelerando
  - B. andante
  - C. ritardando
  - D. crescendo
24. Music notation indicates \_\_\_\_\_ in a piece.
- A. pitch
  - B. the duration of sounds
  - C. the duration of silence
  - D. all answers are correct
25. In musical notation, notes are written on a set of five horizontal lines called a
- A. bar.
  - B. staff.
  - C. stem.
  - D. clef.
26. Western music uses \_\_\_\_\_ letters of the alphabet to indicate pitch.
- A. the first seven
  - B. the last three
  - C. a wide variety
  - D. the first five
27. Melody may be defined as
- A. an emotional focal point in a tune.
  - B. a series of single notes that add up to a recognizable whole.
  - C. a resting place at the end of a phrase.
  - D. the organization of beats into regular groupings.
28. A melody is said to move by steps—or has a conjunct shape, if it moves by
- A. having rests between the notes.
  - B. large intervals/leaps/skips.
  - C. repeating the same notes.
  - D. adjacent/neighboring scale tones.
29. A smooth, connected style of playing a melody is known as
- A. legato.
  - B. glissando.
  - C. staccato.
  - D. vibrato.
30. A theme is
- A. a melody that serves as the starting point for a more extended piece of music.
  - B. the emotional focal point of a melody.
  - C. a resting place at the end of a phrase.
  - D. the repetition of a melodic pattern at a higher or lower pitch.

31. Harmony refers to
- A. a chord built on the first step of the scale.
  - B. living in peace with other people.
  - C. a pattern of beats per measure.
  - D. the way chords are constructed and how they follow each other.
32. The simplest, most basic chord used in western music is the
- A. cadence.
  - B. sequence.
  - C. dyad.
  - D. triad.
33. \_\_\_\_\_ in music adds support, depth, and richness to a melody.
- A. Rhythm
  - B. Tempo
  - C. Meter
  - D. Harmony
34. Key refers to
- A. any twelve random pitches.
  - B. the chromatic scale.
  - C. a central tone, scale, and chord.
  - D. a musical symbol placed at the end of the staff.
35. A simultaneous combination of tones that is considered unstable and tense is called a
- A. consonance.
  - B. progression.
  - C. dissonance.
  - D. disjunct.
36. In traditional western music, the \_\_\_\_\_ is the smallest interval between successive tones of a scale.
- A. octave
  - B. half step
  - C. whole step
  - D. quarter step
37. Musical texture refers to
- A. how many different layers of sound are heard at the same time.
  - B. what kind of layers of sound are heard (melody or harmony).
  - C. how layers of sound are related to each other.
  - D. all of the choices are correct.
38. The texture of a single melodic line without accompaniment is
- A. polyphonic.
  - B. contrapuntal.
  - C. monophonic.
  - D. homophonic.
39. Homophonic texture consists of
- A. two or more melodies of relatively equal interest performed simultaneously.
  - B. a single melodic line without accompaniment.
  - C. two or more different versions of the same basic melody performed simultaneously.
  - D. one main melody accompanied by chords (harmony).

40. Repetition is a technique widely used in music because it
- A. creates a sense of unity.
  - B. helps engrave a melody in the memory.
  - C. provides a feeling of balance and symmetry.
  - D. any of the choices are correct
41. Retaining some features of a musical idea/theme while changing others (e.g. varying the dynamics, tempo &/ or instrumentation) is called
- A. variation.
  - B. form.
  - C. repetition.
  - D. contrast.
42. Ternary form can be illustrated as \_\_\_\_\_.
- A. ABA
  - B. ABB
  - C. AAB
  - D. ABC
43. The form consisting of a musical statement (A) followed by a contrasting counterstatement (B) would be called
- A. ternary.
  - B. binary.
  - C. theme and variations.
  - D. all of the choices are correct
44. In music, \_\_\_\_\_ refers to a characteristic way of using melody, rhythm, tone color, dynamics, harmony, texture, and form.
- A. fashion
  - B. technique
  - C. style
  - D. convention
45. We know little about the music of very ancient civilizations because
- A. it is too difficult to be played today.
  - B. it was too primitive to interest later generations.
  - C. hardly any notated music has survived from these cultures.
  - D. there probably was almost none.

PART 4: Short Answer/Essay (3 pts.)

46. Why, or why not, are the sounds you're hearing considered music?

Unit I - Fall '18 EXAM KEY

Enter the best answer for the following questions on the provided Scantron form.

PART 1: Listening (7 pts.)

1. The musical excerpt features what woodwind instrument?  
**A French horn**  
b. oboe  
c. tuba  
d. bassoon
2. The musical excerpt features what instrument type/family?  
a. string  
b. woodwind  
**C brass**  
d. percussion  
e. keyboard
3. The musical excerpt is an example of which term/expression?  
**A crescendo**  
b. decrescendo  
c. ritardando  
d. pizzicato
4. The musical excerpt is in \_\_\_\_\_ meter.  
a. duple  
**B triple**
5. The composition played is an example of \_\_\_\_\_ form.  
a. binary  
b. ternary  
**C theme and variations**  
d. sonata

PART 2: True/False (10 pts.)

6. Music can be defined as an art based on the organization of sounds in time.  
**A. True** B. False
7. Degrees of loudness and softness in music are called tempo.  
A. True **B. False**
8. Pitch is the highness or lowness of a sound.  
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  - B. andante
  - C. ritardando**
  - D. crescendo
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- A. pitch
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  - C. the duration of silence
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  - B. sequence.
  - C. dyad.
  - D. triad.**
33. \_\_\_\_\_ in music adds support, depth, and richness to a melody.
- A. Rhythm
  - B. Tempo
  - C. Meter
  - D. Harmony**
34. Key refers to
- A. any twelve random pitches.
  - B. the chromatic scale.
  - C. a central tone, scale, and chord.**
  - D. a musical symbol placed at the end of the staff.
35. A simultaneous combination of tones that is considered unstable and tense is called a
- A. consonance.
  - B. progression.
  - C. dissonance.**
  - D. disjunct.
36. In traditional western music, the \_\_\_\_\_ is the smallest interval between successive tones of a scale.
- A. octave
  - B. half step**
  - C. whole step
  - D. quarter step
37. Musical texture refers to
- A. how many different layers of sound are heard at the same time.
  - B. what kind of layers of sound are heard (melody or harmony).
  - C. how layers of sound are related to each other.
  - D. all of the choices are correct.**
38. The texture of a single melodic line without accompaniment is
- A. polyphonic.
  - B. contrapuntal.

- C. **monophonic.**  
 D. homophonic.
39. Homophonic texture consists of  
 A. two or more melodies of relatively equal interest performed simultaneously.  
 B. a single melodic line without accompaniment.  
 C. two or more different versions of the same basic melody performed simultaneously.  
 D. **one main melody accompanied by chords (harmony).**
40. Repetition is a technique widely used in music because it  
 A. creates a sense of unity.  
 B. helps engrave a melody in the memory.  
 C. provides a feeling of balance and symmetry.  
 D. **any of the choices are correct**
41. Retaining some features of a musical idea while changing others is called  
 A. **variation.**  
 B. form.  
 C. repetition.  
 D. contrast.
42. Ternary form can be illustrated as \_\_\_\_\_.  
 A. **ABA**  
 B. ABB  
 C. AAB  
 D. ABC
43. The form consisting of a musical statement (A) followed by a contrasting counterstatement (B) would be called  
 A. ternary.  
 B. **binary.**  
 C. theme and variations.  
 D. all of the choices are correct
44. In music, \_\_\_\_\_ refers to a characteristic way of using melody, rhythm, tone color, dynamics, harmony, texture, and form.  
 A. fashion  
 B. technique  
 C. **style**  
 D. convention
45. We know little about the music of very ancient civilizations because  
 A. it is too difficult to be played today.  
 B. it was too primitive to interest later generations.  
 C. **hardly any notated music has survived from these cultures.**  
 D. there probably was almost none.

PART 4: Short Answer/Essay (3 pts.)

46. Are the sounds you're hearing considered music? Why, or why not?  
 They are sounds that are organized in an artistic way in time. Elements present include: rhythm (beat w/ rhythm pattern, pitch (contrasting high and low sounds), form (repetition of rhythmic pattern) and expression (contrasting loud and soft dynamics).

## Integumentary System Project: Writing a Clinical Case Study

### Task:

Select research one of the following disorders of the integumentary system. Once you have researched your disorder, write an original case study in a narrative format. A case study is an in-depth presentation of detailed information about a particular subject (medical patient), which frequently includes the accounts of subjects themselves. Case studies typically examine the interplay of all variables affecting the patient in order to provide as complete an understanding of the disorder as possible.

\*\*Type up your case study using a word processing program. Save your file and then upload it to BlackBoard when you are finished.

### Disorders:

Alopecia	Psoriasis	1 <sup>st</sup> -3 <sup>rd</sup> Degree Burn
Cold Sores	Acne	Cellulitis
Eczema	Melanoma	Anhidrosis
Rosacea	Chicken Pox	Congenital Hypertrichosis
Scleroderma	Athlete's Foot	Male-pattern Baldness
Vitiligo	Basal Cell Carcinoma	MRSA
Warts	Necrotizing Fasciitis	Staph Infection
Impetigo	Ringworm	Lice

### What Makes a Good Case Study?

- **A good case tells a story.** It must have an interesting plot that relates to the experiences of the audience. It must have a beginning, a middle, and an end.
- **A good case creates empathy with the central characters.** We should create empathy not only to make the story line more engaging but because the personal attributes of the characters will influence the way a decision might be made.
- **A good case includes quotations.** There is no better way to understand a situation and to gain empathy for the characters than to hear them speak in their own voices. Quotations add life and drama to any case. Quotations provide realism.
- **A good case is short.** It is easier to hold someone's attention for brief moments than long ones. Cases must be long enough to introduce the facts of the case but not so long as to bore the reader. If one must introduce complexity, let it be done in stages. First, give some data and then a series of questions and perhaps a decision point before more information is introduced. After all, that is the way life plays out...little bits at a time.

Above information taken from <http://ublib.buffalo.edu/libraries/projects/cases/teaching/good-case.html>.

### Suggested Steps:

- 1) Create a "real life," believable patient, and determine the initial facts about this patient. These would be name, age, marital status, ethnicity where relevant, gender, family, background taking the disorder into consideration.
- 2) Determine the patient's initial problem/symptoms, and subsequent issues that could arise as a result of the disorder or progression of the disorder.
- 3) Plan where the "actions" will take place. Home? Hospital? ER? Vacation? Work? Doctor's office? School?

4) Present facts in an iterative style (e.g. chronologically, as they present, or as the patient describes them, or with complications arising).

**Facts to include:**

- Initial presentation, crisis or catalyst for problem
- Results from tests, examinations
- Drugs prescribed for treatment, response to drugs, any side effects
- Differential diagnoses that may have initially presented (different diseases that could result in similar symptoms)
- Sources of the Disease: Congenital, Infectious, Traumatic, Metabolic

5) Generate questions around each section of the case study (approximately 2-4 questions per section/paragraph) for students to answer at a later date.

Possible questions:

- Identify the body structures/organ systems affected by this condition.
- Name possible causes for this disorder.
- Explain how symptoms show a direct relationship between the cause and the effects on the body structures.
- Identify similar or other possible diagnoses and confusing symptoms.
- Discuss meaning of test results.
- Present patient's future treatment and prognosis.

6) Include 1-2 pictures per section to enhance the reader's understanding of the concepts presented. You can insert an image into your document before you save & then upload to BlackBoard.

**Rubric for Case Study**

**Total: 50 Points**

	<b>Advanced 5</b>	<b>Proficient 3</b>	<b>Needs Improvement 2</b>	<b>Not Demonstrated 1</b>
<b>Required Information – Disease Facts</b> (Definition/Cause, Symptoms, Tests, Treatments, Prognosis)	All five facts are presented in the case study. Facts are accurate and reliable.	Four of the facts are presented in the case study. Facts are accurate and reliable.	Three of the facts are presented in the case study. Facts have inaccuracies and the information in some cases is not reliable.	Only one or two of the facts is presented in the case study or facts are completely inaccurate.
<b>Engages the Reader</b>	Establishes a situation to engage the reader which <i>includes</i> a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting.	Establishes a situation which <i>includes</i> a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting. The writing is not necessarily engaging.	Establishes a situation or context, but is lacking at least one of the following: a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting. Writing is not necessarily engaging.	Situation presented is incoherent or causes confusion. Lacks two or more of the following: a description of a “realistic” patient and relevant medical history, initial presentation/catalyst to current problem, and setting.
<b>Organization (Progression and Transitions)</b>	Logical progression of patient and disease process. Includes necessary details to assist in the transitions in time.	Progression of patient and disease process, but in some instances details are missing for transitions in time.	Patient is presented in various situations that imply the passage of time, but there is no logical progression of the disease process or sections seem unrelated.	Writing is not organized. There is no evidence to demonstrate the progression of the patient or the disease process. Situations are out of order.
<b>Word Choice</b>	Precise, vivid, natural language creates a clear and complete picture in the reader’s mind. Medical terminology is used correctly and explained when necessary. Dialogue sounds natural and is appropriate to the situation.	Correct, adequate word choice creates a clear picture in the reader’s mind. Medical terminology is used correctly, but not defined or explained where necessary. Dialogue sounds appropriate.	Ordinary word choice attempts to create a picture in the reader’s mind. Very little medical terminology is used, but is used correctly. Dialogue sounds forced.	Limited vocabulary prevents the reader from creating a picture in his or her mind. No medical terminology is used or it is used incorrectly. Dialogue is limited or not used.
<b>Writing Mechanics</b>	The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with one or two errors in grammar, punctuation, and/or spelling.	Three or more errors in spelling, punctuation, and/or grammar distract or impair readability.	Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader.
<b>Case Study Length</b>	Three to four paragraphs/sections and at least 10 comprehension or analysis questions. All questions enhance reader understanding of the disorder.	Three paragraphs/sections and only 8-9 comprehension or analysis questions. Most questions enhance reader understanding of the disorder.	Two paragraphs/sections and 5-7 comprehension or analysis questions. Some questions improve reader understanding of the disorder, but not all.	One paragraph/section or fewer than 5 comprehension or analysis questions. Some questions improve reader understanding of the disorder, but not all.

## New Mexico Military Institute – Live choral performance assessment

After participating in live performance it is important to evaluate what occurred from a performer's perspective. Musical performance is evaluated in real time by the audience and is reflected in applause, critical review, and public opinion. These types of assessments normally only take into account what occurs during one live performance event and are, in general, not as comprehensive nor informed in their assessment as the performer is able to be.

The performer knows all of the work it took to create the musical performance and was present during the entire rehearsal process. The performer is aware and appreciates the feedback that audiences give, but needs to assess the performance from their own perspective. This allows accountability and understanding of what occurred and why it occurred. There will never be a perfect performance, so if success is achieved it is important to understand why and how it was achieved. Equally valuable is to understand shortcomings of a performance in order to learn how to avoid them in future performances.

Attached you will find a rubric that breaks a performance down into three categories of tone, technique, and musicianship. Within those categories there are many sub areas that we have addressed in our learning of each musical work coupled with our ability to perform it. Those areas are listed below and room has been provided for you to write down any thoughts that you have for each sub area. After writing down your notes, use the attached rubric to rate our performance according to the five level divisional rating scheme ranging from poor to superior.

Posture

Breathing

Choral Tone/Timbre

Vowel Formation

Rhythm

Pitch Accuracy

Intonation

Dynamics

Phrasing

Text

Musical Style

Emotional Content

Expression

Contrast

Phrase shape

## Mercury in Tuna

Do you like to eat tuna? Many people do. Unfortunately, some of the tuna that people eat may contain high levels of mercury. Exposure to mercury can be especially hazardous to pregnant women and small children. How much mercury is safe to consume? That depends on your body weight and other physiological considerations. According to the Environmental Protection Agency (EPA), a 180 lb man would be safe eating a one 6-ounce can of tuna per week if the mercury content was less than 0.31 parts per million (ppm). For a 45-lb child, the same can of tuna would have to contain less than 0.08 ppm of mercury. The Food and Drug Administration (FDA) could request removing the product from store shelves if the mercury concentration in a 6-ounce can of tuna is higher than 1.00 ppm.

What is the typical mercury concentration in cans of tuna sold in stores? A study conducted by the Defenders of Wildlife set out to answer this question. The Defenders collected a sample of 164 cans from stores across the United States. They sent the selected cans to a laboratory that is often used by the EPA for mercury testing. A table of the entire results of the data is available on a shared Google Drive spreadsheet.

Questions:

- 1) What is the population of interest? What is the sample?
- 2) List the variables that were measured. Identify each as categorical or quantitative.
- 3) Create a bar graph that displays the country of origin for the whole sample.
  - a. About what percent originated from US waters?
  - b. Is this value a good estimate of all cans of tuna that originate in the US? Why or why not?
- 4) Create a histogram that displays the mercury concentration in the sampled cans of tuna. Write a few sentences describing the characteristics of this distribution.

Continue your examination of the mercury in tuna data by considering the question – Is there a difference in the mercury concentration (in ppm) in light tuna compared to albacore tuna? Create a 5-number summary for each type of tuna and corresponding side-by-side box plots.

- 5) Explain why the mean mercury content is much higher than the median value for the light tuna but not for the albacore tuna.
- 6) Confirm that any outliers in the boxplots can be identified by the  $1.5 \cdot \text{IQR}$  rule.
- 7) Write a few sentences comparing the distributions of mercury concentration for these two types of canned tuna.

In your discussion, remember to discuss shape, center, spread and any unusual values when you compare distributions of a quantitative variable.

## The Vending Machine Dilemma

Have you ever purchased a hot drink from a vending machine? The intended sequence of events runs something like this:

You insert your money into the machine and select your preferred beverage.

A cup falls out of the machine, landing upright in the dispensing zone.

Liquid pours out until the cup is nearly full.

You reach in, remove the cup with your chosen beverage and drink happily.

Sometimes things go wrong. The machine might take your money and not give you anything in return. Or the cup might fall over. More frequently, everything goes smoothly until the liquid begins to flow. It might stop flowing when the cup is only half full. Or the liquid might keep coming until your cup overflows. Neither of these results leaves the customer feeling satisfied.

The vending machine company wants to keep its customers happy. So, they have decided to hire you as a statistical consultant. They provide you with the following summary of important facts about their coffee vending machine:

- Cups hold 8 ounces.
- The amount of liquid dispensed varies according to a Normal distribution centered at a mean value that can be set in the machine.
- The standard deviation of the liquid dispensed by these machines has been found to be 0.2 ounces

Questions:

- 1) Suppose the company sets the machine's mean at 7.5 ounces. What per cent of the cups would overflow? Show your work.
- 2) If a cup contains too much liquid, a customer may get burned from a spill. This could result in a lawsuit against the company. Explain to the company president why setting the machine's mean dispensing volume at 7.0 ounces might be preferred to one setting it at a value of 7.5 ounces.
- 3) Customers may be irritated if they get a cup with what they consider to be too little liquid from the machine. At what value should the machine's mean be set to ensure that 90% of the cups contain at least 7 ounces?
- 4) Given the issue raised in the previous two questions, what mean setting for the dispensing machine would you recommend? Write a brief report to the vending machine company president that explains your results.

## Cricket Chirps and Air Temperature

Can the frequency of cricket chirps be used to predict the outdoor temperature? According to one of the founding fathers of communications engineering, George Washington Pierce, the answer is “yes”. During his career, Pierce invented several pieces of technology that earned him patents and a lot of money from companies like RCA and AT&T. When he retired, Pierce built a device that allowed him to record the sounds of various insects near his New Hampshire home. In 1948, he published his research findings in a book titled *The Song of Insects*. In this project, you’ll examine data that Pierce collected on the number of chirps per second of the striped ground cricket and the outdoor temperature in degrees Fahrenheit, see the table to the right.

Ambient Temperature (°F)	Cricket Chirps per second
88.6	20.0
71.6	16.0
93.3	19.8
84.3	18.4
80.6	17.1
75.2	15.5
69.7	14.7
82.0	17.1
69.4	15.4
83.3	16.2
79.6	15.0
82.6	17.2
80.6	16.0
83.5	17.0
76.3	14.4

Create a report by answering the following questions:

1. Which variable is the explanatory variable? Which is the response? Create a well-labeled scatterplot of the data. Describe the direction, form and strength the relationship. Are there any outliers?
2. Find the “best fit” line using linear least squares regression for these data. Draw this line on your graph. Write the equation for this line. Interpret the slope and y-intercept of the regression line in context of this problem.
3. Use the equation to predict the temperature when a cricket makes 15 chirps per second.
4. Construct the residual plot. Describe what you see in the plot and its consequences on your interpretation of the data.
5. Explain what the value of  $r^2$  tells you about this data set.
6. How well does the regression line fit the data? Explain your answer.
7. Would it be reasonable to use the equation to predict the temperature when a cricket makes 25 chirps per second? Explain.

## I'm Getting a Headache!

The makers of Aspro brand aspirin want to be sure their tablets contain the right amount of active ingredient (acetylsalicylic acid, aspirin). So, they inspect a random sample of 36 tablets from a batch of production. When the production process is working properly, Aspro tablets have an average of  $\mu = 320$  mg of aspirin. Here are the amounts of aspirin in mg of the 36 selected tablets:

319	328	321	324	322	320	324	321	320	324	322	317
321	320	322	318	326	316	316	326	325	320	316	319
319	321	322	319	326	320	324	320	318	321	322	318

What do these data tell you about the mean acetylsalicylic acid (aspirin) content of the tablets in this batch?

Should the company distribute the tablets produced in this batch to drugstores or dispose of the entire batch?

Create an appropriate Confidence Interval and a corresponding Hypothesis Test to answer these two questions, comparing your results from both procedures. Choose what you consider to be an appropriate significance level,  $\alpha$ , and compare it to a calculated p-value. Be sure to include appropriate graphical and numerical evidence to support your answers to the above questions and to check that the conditions for using these procedures are satisfied.

Write a memo to the company director of quality control about your conclusions. Be sure to interpret the results from your statistical analysis in context.

## **HIST 1150 Western Civilization I**

### **Sample Midterm and Final Exam Assessment Questions**

#### **Midterm Exam**

##### ***Objective Questions:***

1. All of the following factors helped to explain the decline of Mesopotamian civilization EXCEPT
  - a. environmental degradation.
  - b. population growth that outpaced agricultural production.
  - c. the lack of any clear leadership in Babylon. \*
  - d. harsh sandstorms and extreme heat.
  
2. When the Jewish faith accepted Yahweh's promise of rewards for those who did good, it became one of the first faiths to incorporate which concept?
  - a. give and take
  - b. ethics, or the study of good and evil \*
  - c. a supernatural deity
  - d. other worldliness
  
3. Which of the following is the most notable accomplishment of the Phoenicians?
  - a. the development of a sailing ship's rudder
  - b. the development of a magnetic compass as an aid to navigation
  - c. a rejection of international trade to focus on internal peace
  - d. the development of a phonetic alphabet for writing that became the basis for many languages \*
  
4. What is considered Classical Greek civilization's lasting legacy?
  - a. The Greeks spread their culture through trade.
  - b. Only Greek philosophy survived conquest by other cultures.
  - c. Romans adopted much of the Greek heritage. \*
  - d. Most of Greek culture was lost to history.
  
5. Which of the following is the best description of the period of Roman history called *Pax Romana*?
  - a. The Roman solution to the Carthaginian problem whereby Rome imposed peace through overwhelming military power.
  - b. The Roman adventure into the Hellenistic empires of the east to learn about how to have a kinder and gentler empire.
  - c. The period in the Roman Republic when Sulla became dictator.
  - d. A period of Roman history marked by relative peace and prosperity begun by Augustus Caesar that lasted about 200 years. \*

##### ***Essay Question:***

##### **Short Essay (3-4 full paragraphs – 25 points):**

Write a short essay that describes the content of Hammurabi's Law Code and traces its meaning and effect upon Mesopotamian society and government. What was the purpose of the code of laws, and what different parts of Mesopotamian society were addressed? Was the code of laws fair, or unduly harsh? Who do you think benefitted more from these laws, the wealthy and powerful, or the common people? Are there aspects of these laws that still appear in our modern law codes? Explain in detail and please use proper capitalization, punctuation, and spelling.

### **Essay Grading Rubric:**

#### ***Grading Criteria***

The essay covers the topic and all questions posed completely, provides specific examples and demonstrates analysis of meaning, meets the length and format requirement, and is written with proper capitalization, punctuation, and spelling.

**Excellent (25-23):** Meets all requirements, demonstrates a keen grasp of the material, and meets or exceeds length requirements with liberal use of specific examples.

**Above average (22-20):** Meets all requirements, demonstrates a significant grasp of the material, and meets length requirements with ample use of specific examples.

**Average (19-17):** Meets most requirements, demonstrates a sufficient grasp of the material, and meets or nearly meets length requirements with some use of specific examples.

**Below Average (16-15):** Meets few requirements, demonstrates a minimal grasp of the material, does not meet length requirements with little use of specific examples.

**Needs Improvement (14-0):** Meets few or no requirements, demonstrates a little or no knowledge of the material, does not meet length requirements with little or no use of specific examples with poor effort.

### **Final Exam**

#### ***Objective Questions:***

1. Which of the following is NOT one of the Five Pillars of Islam?
  - a. frequent and regular prayer to Allah
  - b. taking up arms against the infidel \*
  - c. a pilgrimage to Mecca if one is able
  - d. fasting at prescribed times
  
2. What happened to Islam as a result of Muhammad's death?
  - a. persecution for his followers
  - b. an uncertainty as to how to go about recording his verbal teachings

- c. a sharp division among the faithful as to how future leaders should be selected, and what their qualifications should be \*
- d. a great deal of concern among the faithful that God might no longer bless them
3. Which of the following was one of the many reasons for the rise of the feudal system in Europe?
- a. Feudalism reflected a need for widespread economic activity and the need for workers.
- b. Feudalism arose out of fears over more invasions and a desire for a sense of order and protection. \*
- c. Feudalism allowed for the growth of large military forces used for conquest of new lands.
- d. Feudalism was the result of the desire to impose Germanic customs on all of western Europe.
4. Which of the following was NOT a way a serf could gain freedom in Europe during the Middle Ages?
- a. Run away to the town and reside there for one year and a day.
- b. The Church lobbied the lord on the serfs' behalf. \*
- c. Work off the debt to earn freedom.
- d. Freedom was granted in the lord's will as reward for good service.
5. What was the greatest scandal of the Fourth Crusade?
- a. The crusaders lost Jerusalem to the Muslims.
- b. It resulted in the occupation of the Christian city of Constantinople by Crusaders. \*
- c. The Fourth Crusade led to a war with the Spanish.
- d. It hurt the reputation of Christians across the Muslim world.

**Essay Question:*****Short Essay (3-4 full paragraphs – 25 points):***

Write a short essay that describes the rise of Islam and the clash between Christian and Muslim worlds in the Crusades. Who established Islam, what did the Muslims believe, how did they spread their beliefs and culture? What was the role of the Catholic Church in Europe, what reasons drove the Crusades, and what was the outcome? Explain in detail and please use proper capitalization, punctuation and spelling.

**Essay Grading Rubric:*****Grading Criteria***

The essay covers the topic and all questions posed completely, provides specific examples and demonstrates analysis of meaning, meets the length and format requirement, and is written with proper capitalization, punctuation, and spelling.

**Excellent (25-23):** Meets all requirements, demonstrates a keen grasp of the material, and meets or exceeds length requirements with liberal use of specific examples.

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**Needs Improvement (14-0):** Meets few or no requirements, demonstrates a little or no knowledge of the material, does not meet length requirements with little or no use of specific examples with poor effort.



# 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>PSYC</b>
Number	<b>1110</b>
Name	<b>Introduction to Psychology</b>

## Contact Information

Name	Gordon Hodge
Title	Associate Chair for Undergraduate Ed
Phone	505 277-3019
Email	ghodge@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.*

## **PSYC 1110: Introduction to Psychology**

*This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology.*

### **Student Learning Outcomes:**

Upon completion of the course students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

## **Institution-specific Student Learning Outcomes**

*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.*

(see above)

## 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 PSYC 1110 resides: Social and Behavioral Science**

### Essential Skills in the Area:

#### 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:** Delineate a problem or question. Students state problem/question appropriate to the context.

**Evidence Acquisition:** Identify and gather the information/data necessary to address the problem or question.

**Evidence Evaluation:** Evaluate evidence/data for credibility (e.g. bias, reliability, and validity), probable truth, and relevance to a situation.

**Reasoning/Conclusion:** Develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation.

## **Personal and Social Responsibility**

**Intercultural reasoning and intercultural competence**

**Sustainability and the natural and human worlds**

**Ethical Reasoning**

**Collaboration skills, teamwork and value systems**

**Civic discourse, civic knowledge and engagement -- local and global**

## 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.*

**Communication:** *Genre and Medium Awareness, Application, and Versatility; Strategies for Understanding and Evaluating Messages; Evaluation and Production of Arguments.*

We prepare students for becoming conversant in all areas of psychology by providing them with information on what Psychology has discovered and its methods of discovery (see Appendix A). We want students to understand the breath of psychological knowledge and, equally important, how psychologists go about collecting data and explaining behavior (SLO 1: *Explain how the scientific method and psychological research methodologies are used to study the mind and behavior*). As indicated in SLO 2 (*Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology*), our resources allow us to offer students a very comprehensive account of Psychology by providing learning through reading and lectures and, especially, through multiple-choice Quiz-Enhanced Learning (for which we have published results in the APA peer-reviewed journal, *Journal of Experimental Psychology: Applied*, see Appendix D; information on this and other learning methods are presented in the Syllabus, Appendix A). From lectures and practicing with thousands of questions, students learn how to apply the scientific method to real-life situations and problems (SLO 3: *Explain how information provided in this course can be applied to life in the real world*; SLO 4: *Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society*). In addition to their performance on multiple-choice assessments (Quizzes, Chapter Tests, Quarterly and Final Exams), students show what they have learned in lectures by participating in class with iClickers (or by watching video lectures and participating by answering questions presented in the lectures at set times) and by participating in research conducted by Department researchers or by writing reviews of scientific journal articles. By participating in experiments and valuating journal articles, students learn how psychologists collect and evaluate data and how the findings are communicated (Appendix B). We assess their ability to communicate to us in writing by scoring their reports on journal articles and returning ways they could improve upon them (**Genre and Medium Awareness, Application**). Much of their score is based on how they interpret what the authors did, what they found, how they interpreted their findings, and implications for the students and society (**Strategies for Understanding and Evaluating Messages**). The Graduate Assistants who score the reports provide encouragement to students who challenge aspects of journal articles and provide suggestions as to how student criticisms could be strengthened (**Evaluation and Production of Arguments**). Because of class size (some sections have 300 to 450 students), we do not provide a direct forum for students to engage in verbal communication, but we do provide them with a number of ways to learn about Psychology so when they do communicate with others, they will know what they are talking (or writing) about and they will appreciate how other actors try to influence them through sometimes self-serving communications.

**Critical Thinking:** *Problem Setting; Evidence Acquisition; Evidence Evaluation; Reasoning/Conclusion.*

As a science and as a clinical discipline, psychology rests upon the tenets of the scientific method. Critical thinking is an intrinsic component of this method. All areas of Psychology—experimental or clinical—rely on the scientific method and critical thinking. We use in-class demonstrations and multiple-choice questions to illustrate how our beliefs—even our strongest ones—can be challenged by the use of the scientific method and critical thinking. Students learn about the principles of the scientific method and critical thinking from text materials and taking multiple quizzes (see previous narrative for details and Appendices A-D). We use lectures to illuminate the principles. For example, many of us have strong beliefs about which of two or more very similar products is better; e.g., “Pepsi is better than Coke.” The question (**Problem Setting**): “Is there a difference between the taste of Coke or Pepsi?” At one time, students actually tasted colas, which were presented in two cups from one of two masked cans labeled M or Q. More recently, we have students *imagine* tasting colas in the two cups. They were to choose the cup with the cola that tasted best (**Evidence Acquisition**). We look at the results to see if there was a difference in taste preference. Most students conclude this proves they can tell the difference between different colas. But in discussing the evidence, it is revealed that more students preferred the cola in the M cup when it was the *first* cola “tasted”; on occasions when Q was presented first, it won out (**Evidence Evaluation**). This suggests that it is not taste alone that determines preference, but simple *order of presentation* (**Reasoning/Conclusion**). When actual colas were tasted, students always chose M as long as it was presented first. (After all votes were in, the paper mask on the Q can was removed to reveal it was RC cola; the M can was unmasked—it too was RC!) The point of the demonstration (published in the APA peer-reviewed journal, *Teaching of Psychology*, see attached) is we must always think critically when asked to make choices. Our picks don’t matter so much when a cola is being selected but may matter more when we are asked to select between political candidates. We encourage students to use critical thinking when evaluating many “truths” or perplexing statements or positions (**Evidence Evaluation; Reasoning/Conclusion**). For example, correlational studies are often used to show differences in matters of interest to humans, which is fine, as long as we think critically about the nature of the correlation. Students are asked to explain why one of the highest correlations reported is between hand size and vocabulary size (i.e., the larger the hands, the greater the vocabulary). How could that be? The source of the relationship is between a developing baby’s hand *growth* and the concomitant acquisition of words. We find that combining heuristic methods from the text (Adaptive Learning, multiple quizzes) with active class participation (i.e., use of iClickers) leads to higher exam performance than traditional approaches.

**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.*

Psychology has always focused on the person and the ways in which others (e.g., family, peers, and society) influence the person and how the person may influence others. Because of our large class sizes (face-to-face sections have enrollments of 150-450), students learn about **personal and social responsibility** through lectures, use of in-class student-response devices (i.e., iClickers), multiple quizzes, chapter tests, and quarterly and final exams; assessments are all multiple choice (see Appendices A-D). From lectures and readings on gender differences (genetics and learning) to factors responsible for altruistic and prejudicial behaviors, students learn the roots and stems of **intercultural reasoning and intercultural competence**. We lay the groundwork for the development of intercultural reasoning by reviewing Kohlberg's theory of moral reasoning—universal or culturally dependent or modifiable? Students watch a video of Alaska Natives that dramatically reveals how language development can be culturally dependent. Some hear the story of an Intro Psych Peer TA who complained about a female student she was trying to help who seemingly refused to look her in the face and, so, was apparently not paying attention, and yet, when seen the next week, had employed the study methods described by the TA; the student being helped was Native American. Was this a failure of intercultural competence or something else? Social Psychology has long been the home of research on social influence and **ethical reasoning**. Asch's and Milgram's studies on social conformity are taught in many disciplines. Jane Elliot's report on how quickly her grade schoolers went from friends to divided groups based on arbitrary descriptions of character and ability—and how quickly the groups switched power positions, again based on arbitrarily assigned stereotypes, paints a poignant and disturbing picture of how humans seem ready to embrace stereotypes. On the other hand, through the influence of leaders, teachers, parents, and peers, more egalitarian views can emerge.

## **Additional Information**

### **Course Materials**

*NMHED requires that both a syllabus and a sample course assignment (project, paper, exam, etc.) from the course in question to be attached to the recertification form. Be sure and pick an assignment that correlates with the descriptions provided in the narratives above.*

### **Assessment Plan**

*When it is submitted to NMHED, each general education course will also have attached the assessment plan that is used for General Education Assessment at UNM. For more information on this process, please visit this [page](#) from UNM's Office of Assessment.*

## **COURSE MATERIALS**

Appendix A: Syllabus

Appendix B: Instructions for Research Reports

Appendix C: Final Exam Showing for Each question:

- SLO
- NMHED Essential Skills Area
- Topic
- Learning Objective
- Bloom's Taxonomy

Appendix D: Supportive Journal Articles:

- Effects of Reinforcement on Test-Enhance Learning in a Large, Diverse Introductory College Psychology Course
- The Virtual Cola Challenge

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# INTRODUCTION TO PSYCHOLOGY 1110

Syllabus – Fall 2020

Version 08/17/2020

Note: ALWAYS read **Announcements** on the Homepage.

## Professor

Dr. Gordon Hodge

Office: Logan Hall Room 176

Phone: 505 277-3019

All Office Hours through email:

Email: [ghodge@unm.edu](mailto:ghodge@unm.edu)

## Research Coordinator

Suzanne Vaccaro

Email: [svaccaro@unm.edu](mailto:svaccaro@unm.edu)

## Class Meeting Times and Place:

This is a completely **online** course.

## Course Description:

Introduction to Psychology 1110 is an introduction to the subjects of the scientific method, neuroscience, human development, sensation and perception, states of consciousness, learning and memory, thought and language, motivation and emotion, personality, abnormal behavior, therapy, and social behavior. In other words, PSYC-1110 covers about everything relating to you and me and everyone; it's about what we're made of and how we function; it's about all our similarities and differences; it's about neurons and muscles and hopes and dreams. In short, PSYC-1110 covers most everything about our lives. That's a lot of ground to cover in one semester; between the lectures and the textbook and the quizzes, we will cover the most important findings and ideas of psychology.

## Student Learning Objectives: By the end of the course you should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.
4. Explain how information provided in this course can be applied to life in the real world.

**A note on changes in Course Name and Numbering:** What has been called General Psychology is now called Introduction to Psychology. Its number used to be PSY105 but is now PSYC 1110. You may see references to PSY105; PSY105 is the same as PSYC 1110.

## The Syllabus

The Syllabus contains important information that will help you succeed in the course. Additional *equally* important information is provided on the Homepage (e.g., *How to Take Quizzes* and *What's My Grade*) and through announcements and emails. All of these resources are considered parts of the Syllabus.

## Required Materials

Course materials will be available to you *free* through September 4th at 5:00PM from Inclusive Access (IA). On the left side of the course Homepage, click on the link, “RedShelf Course Materials,” and follow the instructions.

1. **Proctorio Voucher.** Here’s how to get and activate the **required** Proctorio Access Code voucher:

- 1) **Only** use the **Google Chrome** browser for this course; other browsers will **not** work with Proctorio.
- 2) Copy down the Proctorio Access Code voucher from the RedShelf link on the Homepage. When you take the **Proctorio Pretest** on the Getting Started page, you should *type the code in*—do **not** cut-and-paste the code.
- 3) For more very important information on *using* Proctorio, see below under “**Proctorio.**”

We will be using Inclusive Access for your course materials. Everything you need will be available on the first day of class free through September 4th at 5:00PM. After the free-access first week of the course, your Bursar's Account will automatically be billed \$158.75 for Connect access and \$20.00 for Proctorio.

**Opting Out.** If you decide you do not want to purchase these materials, *which means you will not want to take this class*, you can opt-out of the Inclusive Access program by going to the RedShelf link in your UNM Learn course, clicking the View Course Materials button, scrolling down and clicking the grey opt-out button and following the prompts. If you opt-out by the add/drop deadline at the end of the second week your student account will not be charged. *If you opt-out, you will not be able to take this course.* If you have any questions concerning Inclusive Access, please reach out to the bookstore: [inclusiveaccess@unm.edu](mailto:inclusiveaccess@unm.edu) .

## Communication

Because of the large enrollment in PSYC-1110 sections, you must format your email Subject line like this:

Subject: Your First Name & Last Name/1110 - ###/Question Topic  
(Where ### = your 3-digit section number)

**You must format your Subject Line in this manner  
if you want us to respond. Thanks!**

Also important: please adjust your email program to keep your previous back-and-forth emails from you to us (sometimes called “threads”). Select the option in your email program that allows you to include previous emails in your responses to us. Thanks!

## Lecture Videos and Participation Reports

*Lectures are meant to stand alone as sources of information.* That is why you receive credit for watching the lectures. You get credit by *watching them in their entirety*; in other words, you must watch **ALL** of a Lecture to get credit. You will complete Participation Reports while concurrently watching the lectures; at the end of the semester, we check to make sure you have completed the Reports while you watched the videos. All you need to do to get over 500 points is to **watch** all of the Lecture Videos *while simultaneously completing Participation Reports.* **Watching** the lecture is the important part; answering the questions verifies your watching.

*To earn Participation points, you **must** watch the **entire** lecture while simultaneously answering Participation Report questions at the **same** relative times the questions are asked on the video.*

**Instructions for Completing Participation Reports.** Participation Report questions are multiple-choice; each question usually has its own lecture slide (i.e., you need to watch and listen to the entire lecture while answering the questions at the same relative times they were asked in the lecture). *The important part of Participation Reports is not, however, earning points by answering the questions. The important part is that you **watch the entire lectures**.* Times in which you answer the questions are recorded and compared with times they were asked in the videos. If you watch all of the lecture, answering the questions at the same relative times as they were asked during the lecture, you will receive full credit (unfortunately, if you do not follow these instructions you will lose over 500 points). There are 23 Lecture Videos; each is approximately 75 minutes in length. Here's how to watch them:

1. You can and should watch Orientation Lectures #01 and #02 right away.
2. *Before starting the video*, go to the Assessments page (link on left menu of the Homepage). Read ALL of the instructions on the Participation Reports folder and then open it and click on—but do not yet begin—the Report you want to complete. Click to open the Report for the video you want to watch. If you are using tabs on Chrome, use your pointer to pull the tab off of the main window; then you have two windows.
3. Keeping the Participation Report open, switch windows to the UNM Learn Homepage and click on the *Lecture Videos* link on the left menu. You will have two open windows: one shows the Report, which you'll click to Begin after you've started the video in the second window.
4. Read information on getting *help* and *support* found on the Lecture Videos page.
5. At the top left of the page, click on the link: **Lecture Videos for PSY 1110**.
6. If asked, provide your UNM NetID and Password information.
7. The Mediasite video page may take some time to load. The first time you use the site you may need to download the *SilverLight* application when asked to do so; it works on both PCs and Macs and is free to UNM students.
8. On the video page, select the lecture you want to view. You will need to use the scroll arrows in the upper right of the page to get to the lecture you want to watch.
9. The first Lecture is called "PSY 105\_001." Lecture numbers (e.g., PSY 105\_001) correspond to those posted on the Calendar for Lectures (e.g., Lecture #01). They are listed on the Calendar. [PSY 105 is the old name of PSYC 1110.]
10. To start the video, click on the Lecture's title (e.g., PSY 105\_001).

11. You must watch the *entire* video, which usually runs for 75 minutes or so. You may **not** answer the Participation Report questions before or after you've watched the video. *Your answers must be synched in time with when the questions were asked during the video lecture.*
12. You may skip information on dates; lectures were previously recorded and due dates do not pertain to this section of the course; you may fast forward through these parts. But advice on how to study, how to complete Research Reports, etc. is important and is presented near the beginning of the lectures.
13. You cannot speed up or skip the lecture material assigned. The time you spend on the lectures and the times you responded to questions are recorded and checked at the end of the semester. *You must stop the video when the lecture is finished; you cannot let it run to the end of time allowed.*
14. Follow these directions and you will receive credit. Remember, listening to the lecture is the important part; answers to the questions are less important. If you do not follow these instructions you will not receive credit.

### Important notes about Lecture Videos:

- Lectures were recorded in a previous semester; you may fast forward through calendar parts, but if you do, be watchful not to miss important information on course procedures (e.g., How do I determine my grade?) and Participation Report questions that may come before the Calendar.
- Participation Reports are **not** monitored with Proctorio. But the **time you spend** on the lectures and the **times you responded** to questions *are* recorded and checked at the end of the course. Points are only awarded if you followed directions.
- **Contrary** to what is said in the lectures, Chapter Tests or Quarterly Exams **cannot** be *retaken*.
- Occasionally, there may be technical difficulties (e.g., sound cuts out for several minutes); in most cases these problems, while annoying, should not impair your ability to complete Participation Reports.

## Attendance

Attendance is recorded as part of:

1. Earning Participation Report Points
2. Completion of quizzes in a timely manner
3. Taking tests and exams in a timely manner
4. Email correspondence with Instructors and GAs

A “timely manner” means on or around the posted DUE dates.

The *UNM Student Handbook* details attendance policies; attendance, as defined above, is required and failure to attend may result in you being dropped from the course. *If you have not made progress (i.e., no or little completion of assignments) by the end of the third week, you will be **dropped** from the course.*

## How to Succeed in PSYC-1110

Instead of having one or two exams, where the stakes are pretty high (that is, when all of your studying comes down to a couple of exams), your grade will be based on how well you perform on a lot of assessments which, by themselves, aren't worth that many points out of the total points possible *but* which all add up. That's why we call them *low stakes* — there's not a lot at stake on any one individual assessment; instead, your grade is based on the sum of all of these relatively low-stake opportunities.

Most points in the class can be earned by completing quizzes. Surprisingly, it turns out that we can learn lots of information faster and more efficiently if we answer questions than by simply reading or any other technique.

So, instead of reading your text a number of times or highlighting important parts, you can study by actually taking quizzes. You'll miss a lot in the beginning of each quiz set, but as you continue to take the quizzes (each is different), you'll find you start remembering the information. Quizzes are similar to flash cards, but we've already prepared them for you. Important: you cannot use Internet "quiz" sites.

Quizzes help you study better than just reading because reading a question that you then *think* about before coming up with an answer is a more powerful way of learning than simply reading a statement. Answering quiz questions is active learning: you read the question, think about it, then select an answer, then review your answer.

These are not just goofy opinions. These findings have been reported in the scientific literature by different labs, including our own. It's pretty hard to believe you can learn by taking quizzes, but it works.

The key to success in PSYC-1110 is completing quizzes *as instructed*. Most students agree that completing quizzes was the most important factor in their getting a good grade in the course. AND, most students *liked* taking the quizzes over other aspects of the course!

**How to succeed in Psych 1110:** Take the quizzes lots of times in the way described below. *To "take" a quiz means you read each question and all its alternatives; make a selection; and after answering all questions, you review the quiz questions and your answers before taking another quiz.*

A good strategy for studying for the tests and exams is to *read a chapter* and then keep taking the quizzes over and over until:

- ✓ You've seen all of the questions in that particular quiz set, and
- ✓ You've gotten perfect or near perfect (maybe you miss one question) scores several times in a row, and
- ✓ You finish the quizzes faster and faster until you reach an asymptote of high or perfect scores in a relatively short period of time (e.g., about 4-6 minutes).

Reading a question that you then *think* about before answering is a much more *active* and powerful way of learning than *passively* reading text.

## Learning and Assessment:

PSYC-1110 is structured so you have some flexibility in how you study and earn points. Apart from some general activities (e.g., Participation and Research Credits, Chapter Tests, Exams), there are different *Paths* you can choose from in completing the course:

**Path 1:** Complete Connect Mastery Quizzes A, B, and C. This is the most popular choice.

**Path 2:** Complete Connect LearnSmart Quizzes A and B and Mastery Quiz C. For students who prefer reading and learning from a textbook.

The following discusses how the various options differ. Everyone completes Participation and Research assignments, Quiz Cs, Chapter Tests, and Exams. And, as noted above, *if you have not made progress (i.e., no or little completion of assignments) by the end of the first week, you will be **dropped** from the course.*

## **Path 1. Connect Mastery Quizzes**

Where are Quizzes found? Chapter Mastery Quizzes (A, B, and C) are found on Connect. On the Assessments page you will access Quizzes from Chapter folders within the folder called, **Connect Chapter Quizzes and Chapter Tests and Exams**; Quizzes, Tests, and Exams are grouped by Chapter. Click on a title and the assessment will open in Connect. They are DUE at various dates and END the last day of the course. “DUE” means you should complete the assignment by that day. What if you don’t? You can still complete Quizzes until the last day of the semester (Quiz END date).

For each Chapter Test, you will complete three Mastery Quizzes on Connect (Quizzes A, B, and C) *multiple times*. For example, the first Chapter Test covers textbook Chapters 1 and 2. You will complete the first three Mastery Quizzes on Connect: 01/02QuizA (covers Chapter 01), 01/02QuizB (covers Chapter 02), and 01/02QuizC (covers Chapters 01 + 02). After this first set, Quizzes A and B each cover half of a Chapter Test’s material. See Appendix A.

You can see all of your scores for Quizzes on Connect: On Connect’s Left menu, click on Results. You can review all of your Quizzes; questions and answers. Scores are also listed near the end of Learn’s My Grades. Once completed, we do not provide access to Tests or Exams.

**Quiz C covers *all* of the material for the Chapter Test—it acts as a practice test; so, you should spend most of your time completing multiple Quiz Cs.** Although Connect shows you averages of all your Quiz attempts, we only count your highest score.

If you take each quiz multiple times (e.g., 6-10 times or so) and then take the Chapter Test, you can earn 100 points. But if you take the quizzes in an unapproved or dishonest manner, then you will not get *any points* for that Chapter (a loss of 100 points). Quizzes are *DUE* before each Chapter Test but you can continue to work on them until they *END* on the last day of the Final Exam. *(See the last page of the Syllabus for differences between Due and End dates in this course.)*

For each Mastery Quiz, 20 multiple-choice questions are randomly generated from a chapter pool of 100 or more possible questions. You will have 15 minutes to complete each quiz, which is worth 20 points. Each quiz is different. The more you take the quizzes, the more likely you will be familiar with all of the possible exam material. *Because each quiz is different, you should take the quizzes multiple times (e.g., 6-10 times or so); that way you stand the best chance of seeing most if not all of the types of questions that will appear on the Chapter Test. By preparing for the tests with the quizzes, you’ll have the best chance of **learning** the material and doing well on Chapter Tests.*

Getting an A in this course is pretty easy. Really. It begins by you taking each quiz multiple times, reviewing your answers, and then taking the Chapter Test. Taking the quizzes this way helps you learn the material. Your *best strategy* is to repeat taking quizzes as many times as needed until you get several with 90-100% correct scores on all three quizzes (A, B, and C) *before* taking a Chapter Test. After you’ve gotten 90-100% correct on a quiz, you should continue taking it several more times. *Why?* Because you want to see and remember ALL of the types of questions—and answers—that will appear on the Tests, Quarterly Exams, and the Final Exam before you actually take them. *But what if you’ve taken the quizzes lots of times and you are not getting the grade you want on the Chapter Tests? You should email a GA or me—we can help!*

*To “take” a quiz means you read each question and all its alternatives; make a selection; and after answering all questions, you review the quiz questions and your answers before taking another quiz.*

Some students find it useful to read the text material in the LearnSmart/SmartBook before taking the quizzes. It has embedded questions that you can choose to take or not (if you have chosen **Path 2**, then you *must* take the LearnSmart quizzes). Read through the material to get an overview of what the chapter is about. If you are using **Path 1** (i.e., Quizzes), after reading the text switch to taking Quizzes A, B, and C. If you want to take the LearnSmart quizzes and have them count instead of taking Quizzes A and B, you would use **Path 2** to complete the course (you would still need to complete all Quiz Cs).

## **Path 2. Connect LearnSmart Quizzes**

Where are they found? LearnSmart Quizzes are found in Connect. You will access them from Chapter folders in the Assessments folder called, **Connect Chapter Quizzes and Chapter Tests and Exams**; they are grouped by Chapter. They are available to take now and end the last day of the course.

Instead of taking quizzes A and B, you can read the LearnSmart eBook while you answer embedded quiz questions. This is an “adaptive learning” approach. The application moves you through the material as soon as you’ve gotten a number of selected questions correct. **You’ll also need to complete Mastery Quiz C (as in Path 1).** Then, as with all Paths, you’ll complete Chapter Tests and Exams, using Proctorio.

To read the LearnSmart text, open the folder on Assessments called:

### **Connect Chapter Quizzes and Chapter Tests and Exams**

Click on the Chapter you want, then on the LearnSmart module. Read the text and complete the embedded questions. Continue taking the questions until you score 100% (you can take breaks). **After completing the LearnSmart modules, you will still need to complete Quiz Cs.**

### **VERY IMPORTANT:**

You only need to complete *either*  
– Path 1: Quiz A + Quiz B + Quiz C *or*  
– Path 2: LearnSmart + Quiz C

You do *not* have to complete *both* Paths (although you may if you wish—we take your highest score). The maximum number of points you can earn for either the Mastery Quizzes (A and B) or the LearnSmart modules is 40 points. Although Connect shows you averages of all your Quiz attempts, we only count your highest score. Quiz C is worth 20 points. The Chapter Test is worth 40 points. So, each chapter, whether Path 1 or Path 2, is worth 100 points.

### **Both Paths: Chapter Tests. To get credit, you must activate Proctorio BEFORE taking Chapter Tests.**

Where are they found? Chapter Tests are in two parts: **Begin Proctorio** and **Chapter Tests**. You will access the **Begin Proctorio** parts from Chapter folders in the Assessments folder called, **Connect Chapter Quizzes and Chapter Tests and Exams**. The actual **Chapter Test** is found in the folder called **Chapter Tests and Exams** (click on the link on the Left menu of the Homepage).

Chapter Tests are available to complete any time, although you should plan on completing them by their **DUE** dates to stay on schedule. Chapter Tests **END** at 11:59PM on the last day of their respective Quarterly Exams (see the Calendar).

The 17 Chapter Tests cover the Syllabus Set plus all of the textbook’s chapters. For Paths 1 and 2, each Chapter Test has 50 questions and is worth 40 points. Chapter Tests are on Connect and may be taken one time (i.e., they cannot be retaken). The first Chapter Test covers Chapters 1 and 2. **You must activate Proctorio BEFORE taking Chapter Tests. If you do not, you will not receive credit. Credit will be subtracted at the end of the Semester. It is your responsibility to know and follow all instructions and rules.**

Activating the Chapter Tests is a two stage process, but **first**, *you need to open two windows on Chrome—one on the Assessments page and the other on the Chapter Tests and Exams Folder*, then follow these directions:

- 1) Activate Proctorio (see Appendix A)
  - a) Open the folder on Assessments called: **Connect Chapter Quizzes and Chapter Tests and Exams**
  - b) Click on the Chapter you want, then:
  - c) Read and follow the instructions on the **Begin Proctorio** folder for the “test” you will be taking (i.e., “How do I start Proctorio for Tests and Exams on Connect”). It’s not really a test, it is what we use to turn on Proctorio so you can get credit for taking a Chapter Test on Connect. We call it a **Proctorio Gateway**.
  - d) You **must** always activate Proctorio **before** you begin a Chapter Test on Connect. By starting the **Begin Proctorio** “test” or Gateway, you will start Proctorio. You must allow Proctorio (this “test”) to run while you take the Connect Chapter Test.
- 2) Start the Chapter Test on Connect (see Appendix B)
  - a) On your open Homepage, click on the Left-menu link, **Chapter Tests & Exam Folder**
  - b) Click on the Chapter Test you want to take.
  - c) This will open the Test on Connect.
  - d) When you’re finished, you can return to UNM Learn (aka *Blackboard*) and quit the **Begin Proctorio** “test” to turn off Proctorio (if you forget, it keeps running until the time limit expires and then quits).

*Quizzes, Chapter Tests, and Exams are **closed book**; you are not allowed to use your textbook or notes or other assistance to complete Quizzes, Chapter Tests, Quarterly Exams, or the Final Exam.*

**Syllabus Quizzes (A, B, C) plus the Syllabus Test** are worth a total of 100 points and are found on UNM Learn on the Getting Started page. Like Chapter Mastery Quizzes A, B, and C, you should take the quizzes multiple times. For the Syllabus Test only, you may take it as many times as you like. You must score at least 90% correct in order to see the link to Connect. **You must use Proctorio for the Syllabus Test.**

**Important Note:**

On the **Getting Started** page, Proctorio is automatically activated for assessments (e.g., the Syllabus Test) **BUT** you **must** use the Proctorio Gateways to activate Proctorio for Connect Chapter Tests and Exams.

## All Paths: Quarterly Exams and the Final Exam

To get credit, you must activate **Proctorio** BEFORE taking Exams; follow the instructions for taking Chapter Tests, above.

Where are they found? Quarterly Exams and the Final Exam are found on Connect within folders bearing their names (e.g., *Quarterly Exam 01*). They are available to take now and END on the last day of the course.

There are five Exams: Four Quarterly Exams (worth 150 points each) and the Final Exam (worth 250 points). Each Quarterly Exam covers the previously covered four Chapter Tests. The Final Exam is worth 250 points and covers all 16 Chapter Tests. Exams can be taken one time.

Quarterly Exams 1-4 consist of 50 multiple-choice questions; the Final Exam consists of 100 multiple-choice questions. Exams 1-4 emphasize material covered in the major sections of the course; the Final Exam is cumulative. Questions for the exams are similar to those from the pools of questions that make up the Mastery Quizzes. Occasionally, some of the exam questions are drawn directly from lectures. So, to do your best on Exams, you should get perfect or near perfect scores on all of the quizzes *and* know material from lecture participation (Participation Reports).

The Final Exam is required and cannot be made up. See Table 1, for how you can earn up to 200 XC points or more by taking the Final Exam.

## Research Credits: Experiments and Research Reports

The Psychology Department requires each student in Psychology 1110 to fulfill a research requirement by:

- participating as a subject in psychological experiments **OR** by
- reading and reporting on published psychological experiments **OR** by completing
- some combination of both.

By participating in studies (or Experiments) conducted by researchers in the Department of Psychology or by reading preselected journal articles, you can gain firsthand experience on how we conduct psychological research and how it is written up for publication. Because of **COVID-19** precautions, Experiment participation conducted in Logan Hall will involve special requirements, and you can continue to participate in online studies or you could complete Research Reports. *It is of course very important that you carefully read the instructions located on the **Research Credits** link on the Homepage.*

Each research credit is worth 40 points toward your total course grade. You can earn your four *required* research credits by completing four online studies or four Research Reports or some combination of both studies and Research Reports. To sign up for online studies or write Research Reports, follow the instructions on the Research Credits link on the Homepage. Research Reports are located on Learn on the **Assessments** page and have set END dates posted throughout the semester (see the Course Calendar). You must be 18 years of age or older to participate in an online study. If you are not yet 18, you can complete the research requirement with Research Reports.

If you have questions concerning Experiment Participation or using the sign-up website or getting credit for experiments or Research Reports, contact Suzanne Vaccaro ([svaccaro@unm.edu](mailto:svaccaro@unm.edu)).

### **Research Extra Credit (XC)**

As a *bonus* for completing 4 research credits, you will receive 40 XC points. If you complete 4 Research Reports or 4 studies or some combination of both, you will automatically receive the XC at the end of the semester. Also, you can complete up to 2 *additional XC Experiments or Research Reports*.

## Proctorio

The reason PSYC-1110 counts as a General Education requirement is because all New Mexico colleges and universities agree it is a seminal course that can help influence your future success. Regrettably, some students choose not to learn the material by not following instructions or by behaving in a dishonest manner. Over the last several years—before we began using Proctorio—approximately 15% of PSYC-1110 students had their final grades reduced at the end of the semester because of failure to follow instructions or behaving dishonestly. Consequently, students who thought they were getting As or were passing (at least a C) wound up getting much lower grades, sometimes failing the course. All of these students were given the same information you’ve been reading, but for these students, it didn’t seem to have any effect. We want everyone to *learn* the material in PSYC-1110, so in addition to the procedures indicated above, we’ve added Proctorio, a virtual proctor. Proctorio helps all students complete assignments in a similar manner.

### *What is Proctorio in brief?*

Click on this YouTube link for a one-and-a-half-minute description:

<https://www.youtube.com/watch?v=WoXmyxIJg0g&feature=youtu.be>

### *How to activate and use Proctorio*

**Proctorio** is a virtual proctoring application that will encourage everyone to follow instructions and learn the material. A description of its features can be found here (UNM | Virtual Proctoring General Information):

<http://online.unm.edu/help/learn/students/tests-and-assignments/virtual-proctoring/index.html>

>>> Click on the gray dropdown buttons to read all of the information.

### *How to get your system set up to take a virtually proctored test*

If you haven’t already, you need to install the Proctorio extension by installing Chrome (it only works with Chrome) and clicking on this address:

<https://getproctorio.com/>

When you complete the 3 steps, you’ll see a tiny gray shield next to your Google Chrome address bar.

If you have trouble with Proctorio, click on the shield for assistance. If you have *trouble getting Proctorio to work*, check Announcements on the Course Homepage or:

<http://online.unm.edu/help/learn/students/tests-and-assignments/virtual-proctoring/proctorio-issues.html>

**Use this address to learn how to take a Proctorio test (UNM | Taking Virtually Proctored Tests), which includes getting started, solving problems, and steps to follow in taking Proctorio-monitored Tests and Exams:**

<http://online.unm.edu/help/learn/students/tests-and-assignments/virtual-proctoring/taking-virtually-proctored-tests.html>

When you use Proctorio for *Connect* Chapter Tests and Exams, you will need to have *two windows open*; do **not** close them.

**VERY important information, tips, and rules on using Proctorio. In order to receive credit for Tests and Exams, you must follow these rules:**

- Although the assignments in the Getting Started folder do not need you to use the Proctorio Gateway, ALL **Connect** Chapter Tests and Exams require that you first activate Proctorio from within the Chapter folder in the Assessments page.
- You will be recorded (audio and visual) taking all Chapter Tests and all Exams. (Quizzes on Connect are not proctored.) Proctorio is a virtual proctor. The recordings will be checked by Graduate Assistants and me to make sure everyone is playing by the same rules, which include:
  - You should take the assessments in a **room by yourself**. *You cannot have other people in the room with you. (check with your GA if you are uncertain)*
  - You must make sure you have a light source above or facing you so you are illuminated. Do not have a light source behind you. Proctorio records head and eye movement, so we need to see your face. Light sources behind you will obscure your face.
  - Best practice: Sit in front of your computer screen, remain relatively still for the 15-20 minutes or so it takes most people to complete the tests. Keep your face oriented toward the test on the screen; avoid moving your head and eyes to look away from the screen; head or eye movements away from your screen will result in no credit. *We need to see your entire face.*
  - You cannot listen to music or watch television while taking an assessment.
- **If you do not follow these rules, your test or exam will not count.** Repeated failures to follow these rules and the behavioral rules set forth in Proctorio, I'm afraid, will lead to additional consequences, including being dropped from the course.
- What if you don't want to use Proctorio? Your Chapter Tests and Exams must be proctored to count, but you do not have to use Proctorio. Here's a link to alternative Proctoring Services:  
<http://online.unm.edu/student-resources/proctoring.html>  
For the most part, however, Proctorio is the most convenient form of proctoring.
- If you've already activated Proctorio by following the instructions above under Required Materials, you will now want to review the parts of this URL beginning with "**Completing the Precheck Process**" and on down. Not all assessments will use Proctorio; you can always tell when an assessment will be monitored because it will have the words "(Remotely Proctored)" added to its title.

## **What's My Grade?** *(see Appendix C for Graphic)*

Most students do well in PSYC-1110. That's because they understand how it works: lots of low-stakes Quizzes and other assignments. Because there are lots of assignments, it's important for you to keep track of how you're doing so you don't miss any points (they all count up). Following your work on Connect and on UNM Learn's My Grades will help keep you informed. Take a look at Appendix C and the section called, "What's My Grade," on the Homepage for information on checking and calculating your grade.

## Extra-Credit (XC) Completion Points

Of all the assessments, the Final Exam (located on Connect) is most important and is worth more points (250) than any other single assignment. Taking it makes you eligible for collecting 200 *XC Completion Points*.

Although the Final Exam is worth the most points, task completion of other work, of course, is also important. If you *complete* all of the Quizzes, Chapter Tests, Quarterly Exams, Participation Points, and *pass the Final Exam*, you can earn an additional 200 XC Completion Points. “Completion” is defined as you following the instructions, taking each assessment the required number of times and in the prescribed manner, and earning 73% or more of the *total* points available for each category. How this all comes together is shown in Table 1.

**Table 1. How XC Completion Points can influence Total Grade Points**

Source of Points	Option 1. Points Possible if Some Assessments Dropped	Option 2. Points Possible if all Assessments Completed	Option 3. XC Completion Points <sup>2</sup>
17 Quiz Sets (Mastery or LearnSmart)	1,000 <sup>1</sup>	1,020	50
17 Chapter Tests	600 <sup>1</sup>	680	50
Exams	450 <sup>1</sup>	600	50
Required Final Exam	250 <sup>3</sup>	250 <sup>3</sup>	50 <sup>3</sup>
Participation in Lectures	540	540	50
4 Research Credits	160	160	40
<b>TOTAL POINTS</b>	<b>3,000</b>	<b>3,250</b>	<b>3,490<sup>2,3</sup></b>

<sup>1</sup>You may drop some assessments without affecting your grade. See text for explanation.

<sup>2</sup>For Completion XC Points to count, you must complete all of the assessments in a category and have a cumulative score of at least 73%.

<sup>3</sup>You can earn up to 50 XC points by doing well on the Final Exam, which means it’s potentially worth 300 points. The number of points depends on how well you do on the Final Exam.

**Your Grade is based on 3,000 points!** If you take the required Final Exam, you may drop one 150-point Quarterly Exam, two 40-point Chapter Tests, and one 20-point Quiz without changing the point total used for Grade Calculation (3,000 points). However, as long as you take the required Final Exam, I’ll add in the above XC Completion Points. Your letter grade at the end of the semester is based on 3,000 points. We use a 90/80/70/60 (A/B/C/D/F) basis with fractionated grades to determine your grade, as shown in Table 3.

**Table 1** shows you the different ways you can accumulate points. Your grade is based on your total points divided by 3,000 possible points. Choosing Option 1 allows you to drop a Quarterly Exam, two Chapter Tests, and a Quiz set without losing any points. Option 2 is better. If you complete all assignments, your possible total climbs to 3,250, but I still calculate your grade based on 3,000 points. Option 3 is best. It’s based on Option 2 and assumes that you’ve completed *all* assignments (and getting an average of at least 73% for each category). If you also take the Final Exam, you’ll then receive 50 XC Completion points for each category you’ve successfully completed, and you’ll receive up to 50 more XC points based on how well you do on the Final.

You can use **Table 2** to see how you’re doing as the course progresses. It shows a running total of points for each assignment category (usually, a Chapter Test). You can get an idea of how you’re doing by *dividing* the score you have when a particular assignment is DUE *by* the Running Total points for that particular Chapter Test or Quarterly Exam. The resulting percentage corresponds to your approximate grade through that category.

Want to see how you're doing? And what areas you may want to focus more on. Table 2 (below) will help.

**Table 2. Running cumulated points grouped by Chapter Tests and Quarterly (Qtr) Exams:\***

RUNNING POINTS	Total Points	Syllabus	Test 01/02	Test03	Test04	Test05	Qtr Exam 01	Test06	Test07	Test08	Test09	Qtr Exam 02
Quizzes or LS	1020	60	120	180	240	300	300	360	420	480	540	540
Tests	680	40	80	120	160	200	200	240	280	320	360	360
QtrExams +Final	600						150	150	150	150	150	300
Participation	540*	36	72	108	144	180	180	216	252	288	324	324
Research Credits	160						40	40	40	40	40	80
Running Totals	3000	136	272	408	544	680	870	1006	1142	1278	1414	1604

RUNNING POINTS	Test10	Test11	Test12	Test13	Qtr Exam 03	Test14	Test15	Test16	Test17	Qtr Exam 04	Final	Total w/XC
Quizzes or LS	600	660	720	780	780	840	900	960	1020	1020		1070
Tests	400	440	480	520	520	560	600	640	680	680		730
QtrExams +Final	300	300	300	300	450	450	450	450	450	600	250	900
Participation	360	378	414	432	432	450	486	522	540	540		540
Research Credits	80	80	80	80	120	120	120	120	120	160		160
Running Totals	1740	1858	1994	2112	2302	2420	2556	2692	2810	3000 <sup>1</sup>	3250 <sup>2</sup>	3450 <sup>3</sup>

<sup>1</sup>3,000 points possible if all assignments are taken except the Final Exam (your grade is always based on 3,000 points)

<sup>2</sup>3,250 points possible if all assessments and the Final Exam are taken

<sup>3</sup>3,400 points possible if all assessments and the Final Exam are taken and after 200 Completion XC Points are added

How many points do I need in order to get the grade I want?

Table 3 shows you how many points you will need to earn a particular letter grade for the course.

**Table 3. Course Grades, based on cumulative points, will be determined as follows:**

POINTS	GRADE	POINTS	GRADE	POINTS	GRADE	POINTS	GRADE
2910-3000	A+	2610-2699	B+	2310-2399	C+	2010-2099	D+
2790-2909	A	2490-2609	B	2190-2309	C	1890-2009	D
2700-2789	A-	2400-2489	B-	2100-2189	C-	1800-1889	D-
						-1799	F

Your Course Grade is based on 3,000 points. For example, if your end total was 2790, your grade would be:  $2790/3000 = 93\%$ , which would be a letter grade of A. If your end total were 2190, your grade would be:  $2190/3000 = 73\%$ , which would be a letter grade of C.

### **Additional Extra-Credit (XC) Opportunities**

In addition to offering you different ways of doing well in the course (e.g., Mastery vs. LearnSmart quizzes), I *offer lots of XC!* For example, a past semester's top score was 3,724—724 *XC points!* I understand that sometimes you just didn't have time to study for a particular test or exam or perhaps the Internet didn't seem to be working. For these and other reasons, I will provide you with XC opportunities *to make up for occasions when you cannot otherwise earn points.* In addition to the 200 XC Completion Points you can receive for completing all work (see above for more information and Tables A and 1-3), I will announce additional XC opportunities from time to time, sometimes in Lectures or Lecture Videos and in "Things to Know" on the Homepage.

### **Connect and UNM Learn Scores**

Cumulated scores are listed on UNM Learn My Grades (see the left menu on the Homepage). In most cases, the row labeled "0000>> Grand Total (UNM LEARN + CONNECT)" will give you a quick estimate of how you're doing in the course. Individual scores (e.g., Quiz, Chapter Test, Quarterly Exam, Participation) are listed near the bottom of My Grades and on Connect *Results* (click on Connect's left menu).

**Use of Data.** During the semester, some of your quiz responses will be included in research evaluating the effectiveness of different modes of presenting information, including comparing online versus traditional presentations of psychological knowledge. The effectiveness of different modes of presenting information will be compared in aggregate across groups of students (sections of the course). These comparisons of how different groups of students perform on specific quizzes after viewing teaching material in various formats will be done without Pathing individual student performance and will not in any way affect any student's course grade. Your identity and your personal quiz performance will not be known to the research team.

### **Grade or Score Discrepancies**

If you believe there is a problem with your grade or score for any item posted on UNM Learn's "My Grades" page, you should contact me as soon as possible. If you don't check your grades, you may wind up with an incorrect grade that may impact your GPA or scholarship standing. Delays in contacting me may delay your grade being corrected. So, check you grades often and let me know when something looks wrong or you don't understand your score. I'll be happy to help!

### **Withdrawing (Dropping)**

Sometimes things don't work out or don't go according to plan. The University and I recognize that students may need to withdraw or drop a course for various reasons.

*Check with the Registrar's Office for official dates.* For 4-week sections, you have until the Friday of the first week of classes to drop a course on your own (by 5:00PM). This is also the deadline for deciding to "Opt-Out" of the Inclusive Access; once this deadline passes, you may not be able to get a refund for your materials. Your GPA will not be affected, no grade will appear on your transcript, and you may receive a refund (check with the Registrar's Office for details). However, there may be other consequences. *You must check with the Registrar's Office and a Financial Aid advisor to confirm times and conditions.*

You can find additional information on Grades, Withdrawing, and other subjects by using UNM's Fast Info, which you can access on the UNM Learn sign-in page. *If you drop a course, you take full responsibility for academic and financial consequences. So, check with the Registrar and a Financial Aid Advisor.*

## Make-up Work

Because of the way the course is structured, make-up work is almost never necessary. It is your responsibility to complete work by the posted END dates. If you do miss a Chapter Test or Quarterly Exam, you need to contact a GA. Research Reports and the Final Exam cannot be made up.

Because of the changing nature of COVID-19 emergency, the University may announce plans not covered here. Rest assured, both the University and I want you to be able to continue your academic plan.

## Academic Integrity

As members of the university community, we expect you to adhere to UNM rules and principles, as well as to specific PSYC-1110 rules and instructions. For example, dishonesty on quizzes, tests, exams, or participation; plagiarism (taking credit for someone else's work); and *any* disruptive or discourteous or dishonorable behavior cannot be tolerated. You must follow instructions and adhere to rules from GAs or the instructor. Consequences for not following these guidelines may be significant, including a zero score, being dropped from the course, being dropped with an F, and may include other actions, as well.

You must follow instructions and adhere to rules when taking Quizzes, Tests, and Exams and when completing Participation Reports. As noted above, any deviation will result in your receiving no credit for entire Chapter sets or for an entire Participation Assignment. The instructions are clear, and I expect you to follow them. *You are responsible for knowing and following course rules, instructions, and procedures.* I check your scores at the *end of the course* to confirm your compliance with the instructions and rules; any adjustments to your point total are made at that time.

Quizzes, Tests and Exams are **closed book**; you are not allowed to use your textbook or notes or Internet sources or any other assistance to complete Quizzes, Chapter Tests, Quarterly Exams, the Final Exam, or anything else. The computer tracks when and how much time you spend on each question; this data can be used to infer deviations from normal test-taking behavior. You may be contacted for an explanation if such variations occur. If you fail to follow instructions for completing Quizzes (see instructions on the Homepage) you may be assigned to a different learning Path or your points may be calculated based on your average rather than best score or you may receive zero points or other steps may be taken.

Chapter Tests and Exams are monitored using Proctorio. You will not receive credit if you do not follow Proctorio rules and procedures.

If you are unfamiliar with UNM rules and regulations regarding Student Conduct and Grievance Procedures, you can find this material in the *UNM Pathfinder* online at: <http://pathfinder.unm.edu/index.html>

## Accessibility Resources

The following is recommended language from the Accessibility Resource Center (Mesa Vista Hall 2021; 277-3506): In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact me as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on

the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

## **Title IX**

A Note About Sexual Violence and Sexual Misconduct: As a UNM faculty member, I am required to inform the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu) of any report I receive of gender discrimination which includes sexual harassment, sexual misconduct, and/or sexual violence. You can read the full campus policy regarding sexual misconduct at <https://policy.unm.edu/universitypolicies/2000/2740.html>. If you have experienced sexual violence or sexual misconduct, please ask a faculty or staff member for help or contact the LoboRESPECT Advocacy Center.

## **Respect the UNM Community by Preserving Health**

You have the ability to prevent the spread of COVID-19 and to preserve the health of fellow students, your instructor, staff and the community by following UNM health protocols. The UNM Provost Administrative Directive on Mandatory Student Face Covering and Symptom Reporting of July 9, 2020 requires that all students on UNM-Main and UNM branch campuses wear face masks in the face-to-face classroom and on campus unless they have a specific mask accommodation (confidentially documented with the Accessibility Resource Center). UNM Provost Administrative Directive is consistent with Governor Lujan Grisham's [Public Health Emergency Order](#) as amended, and the [Public Health Order of the New Mexico Health Secretary](#). It also requires daily participation in symptom screening through covidscreen, which will be sent via UNM e-mail.

## **Course Calendar** (Click on the Course Calendar link on the Homepage)

The Course Calendar is a critical part of the course. It is an active part of the course and is different than any other calendar you may have run into. ***You should read the Calendar and let me know if there's anything that's not clear.*** The Calendar provides you with a crucial way of keeping up with the large amount of work we'll be covering. If you fall behind more than a week, you should pull out all stops to get back on schedule.

Don't be daunted by the first page. It contains lots of information and tips on how to read and use the Calendar. You might first want to read all the information within boxes like this. In this course, on the Calendar we use the terms "DUE" and "END" to indicate when assignments should be completed to stay on track (DUE dates) and when they will no longer be available (END dates).

Most assignments are available—or will soon become available—from the first day. DUE dates are markers for you to use to keep up and to keep from falling behind. Quizzes are available for the entire 8 weeks. Research Reports have fixed END dates. Essentially, all assignments are available now (or will soon become available) and END on the last day of class at 11:59PM, June 27, 2020.

Read the next section of the Syllabus (below); then see how this system of DUE and END dates is represented on the Calendar. It would be an excellent idea to make your own calendar, showing when you'll make time to complete the reading LearnSmart (some students find taking the Quizzes as prescribed allows them to skip the text or read it sparingly); time for studying by using the Quizzes; then time for taking the Chapter Tests and Exams. Students often find it useful to take all three Quiz sets right before taking the Tests. And to review their Quiz C performance right before taking the Quarterly and Final Exams. It helps to have time allocated for these tasks beforehand.

## ***When Are Assignments DUE and when do they END?***

**For this course, there is a difference between “DUE” dates and “END” dates.** *DUE* dates help you keep up and on schedule but are flexible. *END* dates indicate when assignments are no longer available. For example, to stay on schedule and not fall behind, Quizzes are *DUE* on the dates of their Chapter Tests (taking quizzes is the primary way you have of studying for the Chapter Tests). But Quizzes remain open until their *END* date at the *end of the semester*. Essentially, except for *END* dates of Research Reports, assignments will soon become available and will *END* on dates posted on the Calendar at 11:59PM. (Where is the Calendar? See the *Course Calendar* link on the UNM Learn Homepage.)

1. **Quizzes and/or LearnSmart.** In order to keep on *schedule* (i.e., keep up to date), Quizzes are *DUE*—which means they should be completed—on the date of each Chapter Test. You should complete quizzes multiple times before you take the Chapter Test. Quizzes for all Chapters are available now or will soon become available on Connect. Results from thousands of students show if you take the quizzes multiple times (6-10 times or so for each Quiz) you will learn the material better and get high Chapter Test scores than studying in traditional ways. If you miss a *DUE* date for a Chapter’s Quiz Set completion, quizzes can still be *completed for full credit*. Quizzes and LearnSmart modules *END* (i.e., are no longer available) on the last day of the Final Exam at 11:59PM, which is the last day of class.
2. Chapter Tests are *DUE* on dates posted on the Calendar, and are available now. Chapter Tests *END* at 11:59PM on the date of their respective Quarterly Exams.
3. Quarterly Exams are due on dates posted on the Calendar. Quarterly Exams *END* at 11:59PM on dates posted on the Calendar.
4. The Final Exam *ENDs* at 11:59PM on December 10.
5. Participation Reports *END* at 11:59PM on the date of their respective Quarterly Exams.
6. Research Reports *END* on various dates posted on the Calendar and cannot be made up.
7. Experiment Participation *ENDs* on the last Friday of lectures, at 5:00PM.
8. The course *ENDs* on Thursday, December 10, at 11:59PM.

~

### **An important note on printing the Syllabus:**

The Syllabus may be corrected or modified, so any printed copy may become *out of date*. Corrections or changes will be posted on the Homepage, or sent by email.

~

NOTICE: *Some information may change.*  
*Always* check Announcements on the Homepage on UNM Learn for updates, corrections, or revisions.

## Appendix A: Steps in Taking Connect Quizzes, Chapter Tests, and Exams

1. Begin a Connect Quiz:
  - a. STEP 1: Complete taking Quizzes and/or LearnSmart, then Activate Proctorio
    - i. Click on **Assessments** [a] on the left menu of the Homepage, then follow the arrows.

**1) Click to see Chapter Folders**

**2) Click to see Quizzes, Tests, etc. for each Chapter**

**3) Click to see Quiz A; you'll be taken to Connect**

**4) Click to see LearnSmart (textbook) on Connect; for the first ChapTest, there are 2 modules, 1A (Ch1) and 2B (Ch2). You choose whether to take Quizzes A, B, & C -OR- LearnSmart +Quiz C.**

**5) General Instructions for starting Proctorio BEFORE beginning Test or Exam**

**6) Start Proctorio BEFORE ChapTest01/02. Do *not* close the Begin Proctorio "test". Instead click on link [b], above, then click on the ChapTest.**

See next page for starting **Begin Proctorio: Test01/02**. You *must* have Proctorio running while you take the actual Test on Connect to get credit.

**VERY IMPORTANT: READ BEFORE BEGINNING TEST OR EXAM <<<**

To get credit for Tests and Exams, you must FIRST turn on Proctorio by clicking on the following assessment called "Begin Proctorio: ChapTest01+02 (Remotely Proctored)"

>>> YOU MUST HAVE SCORED AT LEAST 90% ON THE SYLLBUS TEST TO TAKE THIS TEST <<<

DO NOT BEGIN UNTIL YOU ARE READY TO COMPLETE THE TEST OR EXAM. ONCE STARTED, IT CANNOT BE PAUSED OR RESTARTED.

**How do I start Proctorio for Tests and Exams on Connect?**

- Make sure you have two open windows or tabs both opened to UNM Learn.
- In one window or tab, click on the "Begin Proctorio" assessment in the appropriate folder for the Chapter Test or Exam (it is in the same folder that contains the Chapter Quizzes.)
- **Do NOT close or submit this open window**—when opened, it starts and keeps Proctorio running.
- In your second open window or tab, in the folder called "Chapter Test & Exam Folder," click on and complete the Chapter Test or Exam. (Note: your first opened window remains open while you complete the test or exam —that's how Proctorio monitors your test or exam.)
- When finished, return to your first window and click "Submit" to close Proctorio.

**Begin Proctorio: 01/02Test Chaps01+02 (Remotely Proctored)**

**VERY IMPORTANT: YOU MUST BEGIN PROCTORIO IN ORDER TO GET CREDIT FOR CONNECT TESTS AND EXAMS**

>>> YOU MUST HAVE SCORED AT LEAST 90% CORRECT ON THE SYLLABUS TEST TO TAKE THIS TEST <<<

**How do I start Proctorio for Tests and Exams on Connect?**

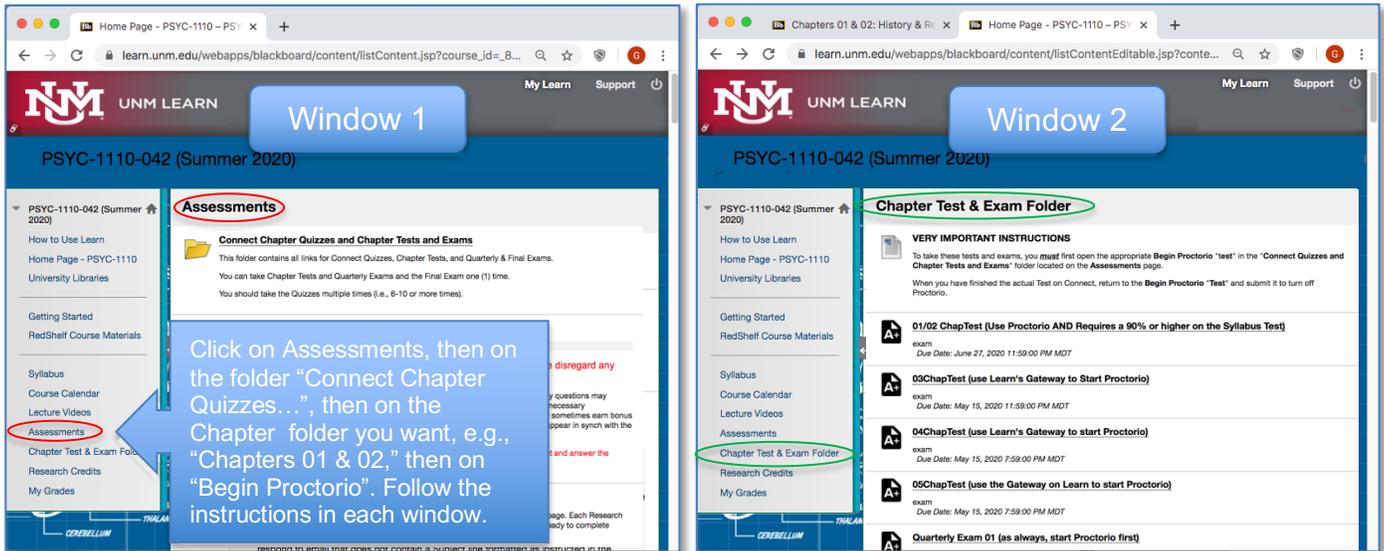
- Make sure you have two open windows or tabs both opened to UNM Learn.
- In one window or tab, click on the "Begin Proctorio" assessment in the appropriate folder for the Chapter Test or Exam (it is in the same folder that contains the Chapter Quizzes.)
- **Do NOT close or submit this open window**—when opened, it starts and keeps Proctorio running.
- In your second open window or tab, in the folder called "Chapter Test & Exam Folder," click on and complete the Chapter Test or Exam. (Note: your first opened window remains open while you complete the test or exam —that's how Proctorio monitors your test or exam.)
- When finished, return to your first window and click "Submit" to close Proctorio.

## Appendix B: Steps in Taking Connect Chapter Tests and Exams

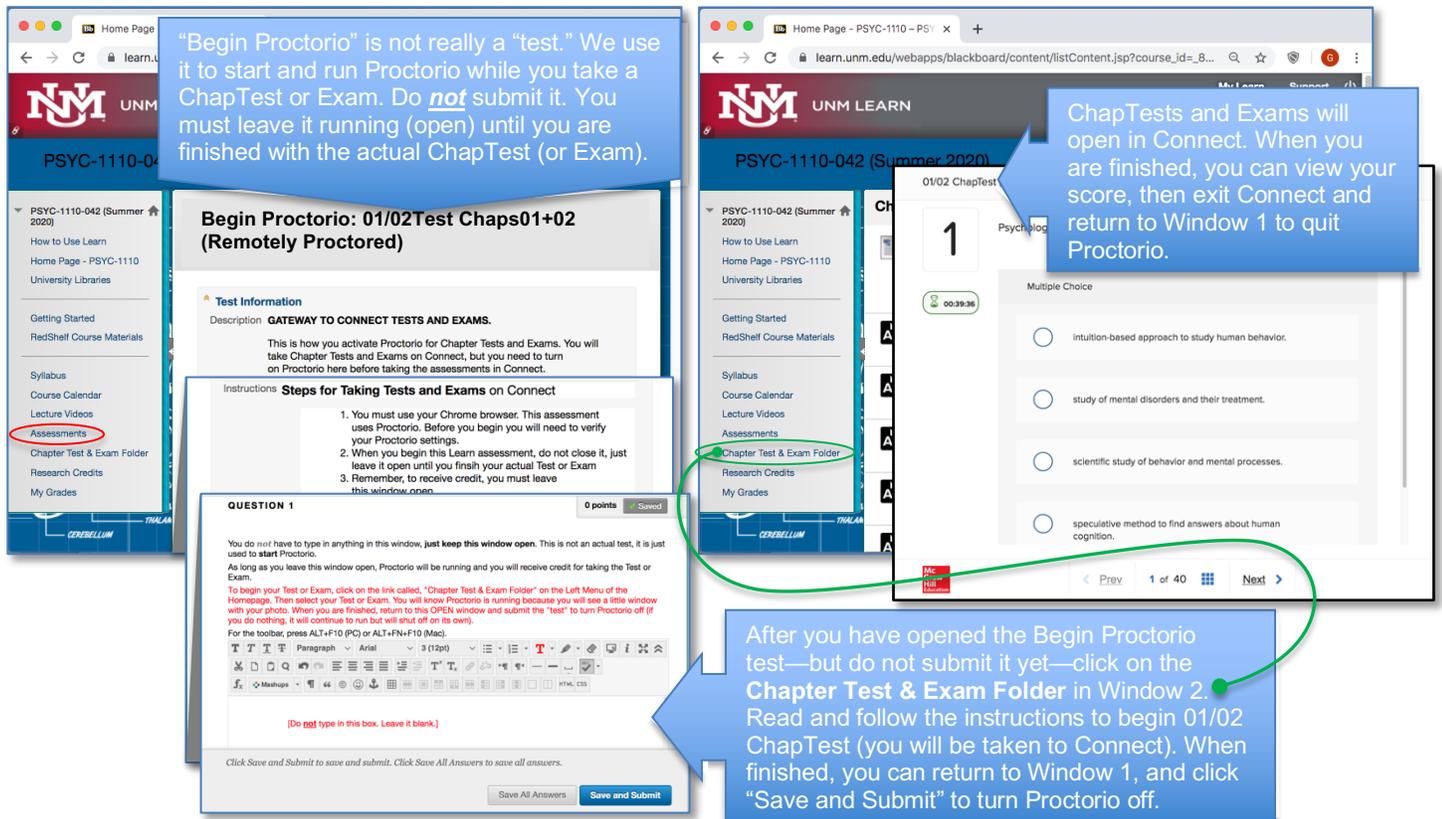
### 1. Begin a Connect Chapter Test or Exam:

#### a. STEP 2: After activating Proctorio, take the Test or Exam

- i. After completing the Quizzes and/or LearnSmart, make sure you have two open windows or tabs both opened to different windows in UNM Learn. The two tabs or windows should look like this:



#### b. After following the directions from the previous page, your two screens will look like this:



#### c. Follow this same procedure for all Chapter Tests, Quarterly Exams, and the Final Exam.

## Appendix C: What's My Grade? — Tips on Calculating Your Grade

PSYC 1110 has a lot of moving parts. You can choose which parts to complete for the grade you want. But you need to know how you're doing as we go along, as well as how to plan on how to get the grade you want. To stay up with assignments in the 4-week section, you need to know how you're doing the first day and every other day. Here are instructions for using Tables 1, 2 and 3, which are tied to the graphics on the last page.

### What's My Grade? (see graphic on the last page; start with [a])

- To see **how you're doing so far**, divide your current Grand Total (on My Grades) from **Table 2's** Running Totals (see [b]) for the most recent Chapter Test or Quarterly Exam you've completed. The result is your current percentage. For example:
  - Let's say you currently have 1520 points and the latest Chapter Test you completed was Test10. On Table 2, go to the column that says Test10 (see [c] on the PDF). At its bottom, the Running Total shows the points possible (see [d] on the PDF).
  - Up to ChapTest10, there were 1740 points possible (see [d])
  - Divide your current Grand Total by the current points possible from Table 2's Running Totals:
    - $1520/1740 = 87\%$ , a grade of B+ (we use a 90/80/70/60 scale)
- Pretty good so far! Keep working at this level and you'll probably do well in the class!

### How Many More Points Do I Need? (Open the PDF, start with [e])

- Your course grade is determined by how many points you have at the **end of the course, June 27th**.
- You can use **Table 3** (see [e]) in the Syllabus to see how many more points you need to get a particular course grade (for a **CR**, you need the equivalent of a C: 2190 points). For example:
  - Again, let's say you have 1520 points.
  - From Table 3, to get a C letter grade or to get a CR you need **2190 points** (see [f]).
  - Subtract your current points from **2,190** (a C grade):
    - $2190 - 1520 = 670$  additional points to get a C grade at the end of the course
    - To keep your B (Table 3 ([g]): 2490 points needed), you would need:  $2490 - 1520 = 970$  more points
    - To get an A (2790 [h] points needed), you would need:  $2790 - 1520 = 1270$  more points

### How can I get these points!?

#### Best Tip: Go back and finish past Quizzes, Chapter Tests, Exams, and Participation Reports

- Remember, you have until the last day of the Final Exam to get points for all assignments (Research Reports have different END dates)
- Be sure you've gotten maximum points for Quizzes or LearnSmart; total points possible for Quizzes is over 1,000
- Let's look again at **Table 2** (Open the PDF; see [i]). For each Test or Exam, the left columns (see [i]) of Table 2 show the Running Point Totals for Quizzes, Chapter Tests, Quarterly and Final Exams, Participation, and Research Credits. You can use this information to see what areas you need to spend more time on. For example:
  - Again, let's say you have 1520 points (from your Grand Total on My Grades).
  - *But this time, let's say the last ChapTest you completed was **Test 14*** (see [j])
  - Now, your performance up to this point would be  $1520/2420$  (points possible through Test 14) = 63%!
  - By using the first column of Table 2, by comparing your earned points in each category by the number of points possible, you can get an idea of where you need to look for more points. For example:

- Let's say you had 550 Quiz Points out of 840 possible (see [k]) through ChapTest14. Subtract 550 from 840 means you could get an additional 290 Quiz Points. Go back and get those points!
- Let's say you had 300 Test Points out of 560 possible (see [m]) through ChapTest14: 560 - 300 = 260 points not gotten. Check to make sure you've taken all of your Chapter Tests; although you cannot retake Tests or Exams, you can still take any Test or Exam you did not take.
- Let's say you have 320 Participation Points out of 450 possible (see [n]) through ChapTest14: 450-320 = 130 not gotten. Check to make sure you've completed all Participation Reports (you have two chances for each Report). **BUT BE SURE** you follow the strict instructions. If you do not spend an hour and 15 minutes or so on each report and you do not answer the questions when they were presented in the lecture, you will get a zero at the end of the course. If you show a pattern of not following these rules, you will get a zero for Total Participation Reports.
- Don't forget to take the 4th Quarterly Exam and the Final Exam for a total of 400 possible points.
- Remember, your Final Grade for this course will be calculated out of 3,000 points.

**More Extra Credit** What else? Let's look at **Table 1** in the Syllabus: You can get 290 extra-credit points *simply by completing your assignments with a C or better* (i.e., getting 73% of possible points per category). See the information that accompanies Table 1, above. Because you have until the end of the course to get points, these XC Completion Points are added after the course is over.

**Table 1** (from above). **How XC Completion Points can influence Total Grade Points**

Source of Points	Option 1. Points Possible if Some Assessments Dropped	Option 2. Points Possible if all Assessments Completed	Option 3. XC Completion Points <sup>2</sup>
17 Quiz Sets (Mastery or LearnSmart)	1,000 <sup>1</sup>	1,020	50
17 Chapter Tests	600 <sup>1</sup>	680	50
Exams	450 <sup>1</sup>	600	50
Required Final Exam	250 <sup>3</sup>	250 <sup>3</sup>	50 <sup>3</sup>
Participation in Lectures	540	540	50
4 Research Credits	160	160	40
<b>TOTAL POINTS</b>	<b>3,000</b>	<b>3,250</b>	<b>3,490<sup>2,3</sup></b>

<sup>1</sup>You may drop some assessments without affecting your grade. See text for explanation.

<sup>2</sup>For Completion XC Points to count, you must complete all of the assessments in a category and have a cumulative score of at least 73%.

<sup>3</sup>You can earn up to 50 XC points by doing well on the Final Exam, which means it's potentially worth 300 points. The number of points depends on how well you do on the Final Exam.

### Can I still get the grade I want?

The most conservative answer is that we do not know because we do not know you or your ability to focus on the course and possibly work harder in the time remaining. Many students have dramatically improved their grades between now and the end of the course, so it does seem possible.

Using Tables 2 and 3 (see instructions)

Continued: Table 2. Running cumulated points grouped by Chapter Tests and Quarterly (Qtr) Exams:

RUNNING POINTS	Test10	Test11	Test12	Test13	Qtr Exam 03	Test14	Test15	Test16	Test17	Qtr Exam 04	Final	Total w/XC
Quizzes or LS	600	660	720	780	780	840	900	960	1020	1020		1070
Tests	400	440	480	520	520	560	600	640	680	680		730
QtrExams +Final	300	300	300	300	450	450	450	450	450	600	250	900
Participation	360	378	414	432	432	450	486	522	540	540		540
Research Credits	80	80	80	80	120	120	120	120	120	160		160
Running Totals	1740	1858	1994	2112	2302	2420	2556	2692	2810	3000 <sup>1</sup>	3250 <sup>2</sup>	3450 <sup>3</sup>

<sup>1</sup>3,000 points possible if all assignments are taken except the Final Exam (your grade is always based on 3,000 points)

<sup>2</sup>3,250 points possible if all assessments and the Final Exam are taken

<sup>3</sup>3,400 points possible if all assessments and the Final Exam are taken and after 200 Completion XC Points are added

Table 3 shows you how many points you will need to earn a particular letter grade for the course.

Table 3. Course Grades, based on cumulative points, will be determined as follows:

POINTS	GRADE	POINTS	GRADE	POINTS	GRADE	POINTS	GRADE
2910-3000	A+	2610-2699	B+	2310-2399	C+	2010-2099	D+
2790-2909	A	2490-2609	B	2190-2309	C	1890-2009	D
2700-2789	A-	2400-2489	B-	2100-2189	C-	1800-1889	D-
						-1799	F

Your Course Grade is based on 3,000 points. For example, if your end total was 2790, your grade would be:

2790/3000 = 93%, which would be a letter grade of A. If your end total were 2190, your grade would be:

2190/3000 = 73%, which would be a letter grade of C.

Continued: Table 2. Running cumulated points grouped by Chapter Tests and Quarterly (Qtr) Exams:

RUNNING POINTS	Test10	Test11	Test12	Test13	Qtr Exam 03	Test14	Test15	Test16	Test17	Qtr Exam 04	Final	Total w/XC
Quizzes or LS	600	660	720	780	780	840	900	960	1020	1020		1070
Tests	400	440	480	520	520	560	600	640	680	680		730
QtrExams +Final	300	300	300	300	450	450	450	450	450	600	250	900
Participation	360	378	414	432	432	450	486	522	540	540		540
Research Credits	80	80	80	80	120	120	120	120	120	160		160
Running Totals	1740	1858	1994	2112	2302	2420	2556	2692	2810	3000 <sup>1</sup>	3250 <sup>2</sup>	3450 <sup>3</sup>

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<sup>2</sup>3,250 points possible if all assessments and the Final Exam are taken

<sup>3</sup>3,400 points possible if all assessments and the Final Exam are taken and after 200 Completion XC Points are added

## **COURSE MATERIALS**

Appendix A: Syllabus

Appendix B: Instructions for Research Reports

Appendix C: Final Exam Showing for Each question:

- SLO
- NMHED Essential Skills Area
- Topic
- Learning Objective
- Bloom's Taxonomy

Appendix D: Supportive Journal Articles:

- Effects of Reinforcement on Test-Enhance Learning in a Large, Diverse Introductory College Psychology Course
- The Virtual Cola Challenge

## Research Credits for Psychology 1110

For all General Psychology (105) courses at UNM, students are required to complete four (4) research credits. Research credits may be earned in one of two ways:

(1) completing **Research Reports** on formal psychology research studies (or other research studies that involve psychological factors) that have been published in peer-reviewed research journals. These reports must be submitted through our UNM Learn system (see the four assessments called *Research Reports* on the **Assessments** page), and they must follow the required format for questions and answers given there. Also, please see the additional information below on how to find appropriate research journal articles that you can use for a Research Report. **NOTE: You MUST use a pre-approved article (see below for a list); otherwise you will receive a zero.** For any questions about Research Reports, please contact a GA (see contact information on the Home Page).

or

(2) **Voluntary Participation** in ongoing research experiments conducted within and approved by the Psychology Department. Studies outside the department do not qualify for credit unless the experiment has a sponsor in our department. For any questions about experiment participation, please contact Suzanne Vaccaro ([svaccaro@unm.edu](mailto:svaccaro@unm.edu))

### **POLICIES AND OPTIONS:**

#### **(1) Research Reports.**

Credit is based on reading and writing a brief report on published research papers from psychology *journals*. Note that psychology research journals are quite different than popular news or psychology magazines. Your written reports must have summaries of hypotheses, methods, and results of completed research studies (*not* review articles). Be sure to follow all of the directions and answer all of the questions required for the Research Report (viewable on the UNM Learn **Assessments** page; they are numbered Research Report 1 through 4), then submit your report, just as you would submit an online Quiz.

Use the following steps to complete a Research Report. *You **must** use the articles listed below and you should follow these steps to find the article.*

- You can look up your selected journal article (chosen from those listed below) by using this link: **Electronic Journals**
- Click on the [PsychINFO 1887-Current link](#).
- Enter the title, journal, and authors in the search boxes (sometimes, the title alone will pull up the article)
- Read the entire article
  
- Go to the Assessments Page on Learn and select one of the four Research Reports.
- Answer all of the questions; save your answers.
- Research Reports will END at different times during the semester.
- **Please note:** research reports may take up to three weeks for grading and assignment of credit.

**List of Pre-approved Journal Articles.** Only the articles listed below may be used for Research Reports.

**Authors, Title of Article, Journal Name, Year, Volume, Page Numbers**

- Culler, R. E., & Holahan, C. J. (1980). Test anxiety and academic performance: the effects of study-related behaviors. *Journal of educational psychology*, 72(1), 16.
- Tran, T. B., & Joormann, J. (2015). The role of Facebook use in mediating the relation between rumination and adjustment after a relationship breakup. *Computers in Human Behavior*, 49, 56-61.
- Waller, E. M., & Rose, A. J. (2013). Brief report: Adolescents' co-rumination with mothers, co-rumination with friends, and internalizing symptoms. *Journal of adolescence*, 36(2), 429-433.
- Dixit, V, Kenswar, D. Coping Strategies and Psychological Defenses Used by Mentally ill Criminals, *SIS Journal of Psychiatry and Mental Health*, 2011, 18, 186-192
- Schleicher, H, Harris, K. The Role of Depression and Negative Affect Regulation Expectancies in Tobacco Smoking Among College Students, *Journal of American College Health*, 2009, 57, 507-512
- Howland, J, Rohsenow D, et al., The Acute Effects of Caffeinated Versus Non-Caffeinated Alcoholic Beverage on Driving Performance and Attention/Reaction, *Addiction*, 2011, 106(2), 335-341
- Feng D, Reed D, et al., Effects of TV in the Bedroom on Young Hispanic Children., *American Journal of Health Promotion*, 2011, 25(5), 310-318
- Buxton, M, Interpreting children's Mental Health Problems: How professionals conceptualise the common problems of children and young people affects the treatment they provide, *Mental Health Practice*, 2010, 14(3), 16-20
- Kelley, K, Murray, E, The effect of deception on motor cortex excitability, *Social Neuroscience*, 2009, 4(6), 570-574
- Fairburn, C, Stice, E, et al. Understanding persistence in bulimia nervosa: A 5-year naturalistic study, *Journal of Consulting and Clinical Psychology*, 2003, 71(1), 103-109.

**(2) Participation in Experiments.**

Your voluntary participation in experiments will not only enable faculty members and graduate students to carry out research projects which might otherwise not be possible, but will enable you to learn first-hand how human psychological research studies are done. At the website above, you will be able to view available experiments and available time-slots for participation. Be sure to write down all necessary contact information, and attend your appointment on time. After participating in an experiment, you will be provided with a brief description of its purpose and be encouraged to ask questions. Your participation is greatly appreciated and we are very aware of our debt to students like you who make our research possible. Your contribution can become a lasting part of scientific psychological literature. All research studies are carefully evaluated to comply with the ethical code of the American Psychological Association. Under no circumstances will experimenters employ unpleasant procedures without informing you of their intentions to do so, giving you the opportunity to decline to participate. Should you decide not to participate, you will still receive credit. When such procedures are planned, you will be notified on the sign-up sheets and, therefore, you will be able to avoid such experiments. Occasionally, because of the nature of an experiment, you may not be given all procedural information until after you have arrived and the experiment has started. Nevertheless, you will always be informed before any unpleasant procedure is used.

**For any experiment, you are always free to refuse to continue to participate at any time. This is your human right as a research participant and experimenters should respect the rights and integrity of human subjects. If you feel that you have been mistreated by a researcher, we ask that you immediately contact your instructor or the department research coordinator.**

Detailed instructions for scheduling participation is noted on the website. A single experiment for one credit should take no longer than 1 hour. Some may be longer, or require more than one session, but you should obtain one credit for each hour of participation.

In order to up for participation in research experiments, you must know your:

***Login ID (same as your UNM Learn login ID)***

***Student Research Credit Password (your ENTIRE 9-digit Student ID number)***

On the [UNM Research Credits Webpage](#) [[click the link](#)], you will be prompted to use your **Login ID** and your password (***your Student ID number***). After logging in, you will be able to view the currently available experiments and sign up for specific times that they are offered. You will be able to view all of the experiment information at this website, and it will have contact information for the researcher. When you sign up for an experiment, you will automatically receive a confirmation email which you should keep. See additional information below about Research Participation policies. If you have any difficulty with the system, you may contact the researcher directly, or contact the Department's Human Subjects Coordinator (see email address for the Coordinator on first page of the Syllabus).

Do not go to your instructor with record-keeping problems unless you cannot resolve them with the researcher, or with the coordinator above. Please do not wait until the end of the semester to straighten out any errors or discrepancies. Credits earned will be updated to Learn weekly, but you can also check the website itself for up-to-date assignment of credit. When you sign up, you should receive an immediate confirmation by e-mail (to your UNM e-mail address). Again, be sure that you note the:

DAY of the experiment

DATE and TIME you sign up for

PLACE WHERE YOU SHOULD REPORT

RESEARCHER'S NAME

and their CONTACT TELEPHONE NUMBER (in case you need to cancel)

***Late or missed appointments:*** you are responsible for keeping your appointments and arriving on time. If you are late for an experiment, or if you do not cancel within 24 hours (cancellation may also be done on the website), then you may miss your opportunity to participate in that particular study. Please do not miss your appointments. If something comes up, please call or email the researcher as soon as possible.

***If the researcher appears to be late:*** when you arrive at your appointment, make sure that you are at the correct room at the correct time. If the experimenter is not there, stay there at least 10 minutes past the appointment time. If the experimenter still has not arrived, leave a note on their door or with the main office and then immediately send an e-mail to the Research Coordinator (see email address for the Coordinator on first page of the Syllabus). Please report all of the details regarding your experiment. If researchers are late or miss appointments, you will receive a credit (+1) for your attempt to make the appointment. After completing an experiment, the researcher is required to assign credit within one week of your participation. This is done through the same website you use. Careful records are

maintained by the Research Coordinator. But occasional errors may occur, so you should also keep your own records on completed credits.

**Extra-Credit Opportunity:** As a bonus for completing your research credits, you can earn an additional fifth extra-credit worth 40 points. If you complete your credits by being in 4 Experiments and you do not miss an appointment or by successfully completing 4 Research Reports (scoring 85% or higher), you will automatically receive a fifth credit (worth 40 points). In other words, attend all of your appointments for Experiments without missing an appointment or successfully complete 4 Research Reports (scoring 85% or higher) or some combination of the two, earn 4 required research credits, and you'll receive a fifth credit as a bonus. If you miss an appointment for an Experiment you can still earn an extra-credit fifth credit, but you'll need to actually attend an experiment or complete a Research Report. ALSO, you can complete two additional Experiment Credits or Research Reports for extra credit (40 points each)

**DEADLINES:** The last day to participate in an experiment is the last day of classes, which is the Friday before Finals Week. No experiment credits will be accepted after 5:00PM on that date. Research Reports are due on the dates and times posted on the Course Calendar (Research Reports cannot be made up).

**Research Report Questions** Here's a list of questions from the Research Reports, along with point values.

1. *I understand what plagiarism means and that taking credit for another person's work is wrong and goes against the University's code of conduct.* If you do not understand what plagiarism means you should look up its meaning on the Internet before proceeding. If you disagree with the first sentence, you will not receive credit for your Report. (2 points)
2. For the research journal article you have chosen, enter the AUTHOR(s) names. (0.8 points)
3. Enter the TITLE of the research article. (0.8 points)
4. Enter NAME of journal (0.6 points)
5. Enter the YEAR the article was published (0.6 points)
6. Enter the VOLUME # of the journal (0.6 points)
7. Enter the PAGE numbers of the article (0.6 points)
8. What kind of research study was described (e.g., experiment, correlation, survey, case study, naturalistic observation)? (4 points)
9. Identify the type and number of participants and the groups they were in (if groups were used).(4 points)
10. In your own words, state the hypothesis or the goal of the research study. (6 points)
11. If the article describes an EXPERIMENT, identify and describe the independent and dependent variables. If the article describes some other type of research design (e.g., a correlation), describe the variables of interest in the study and how they were compared and evaluated. (6 points)
12. In your own words, describe the results and conclusions of the research study. (7 points)
13. What implications or applications can you see in this study for yourself and for society? (7 points)

## Research Report Grading Rubric

### Research Report Grading Rubric

Question (Points Possible)	Exceeds Standard	Standard	Nearly Meets Standard	Does Not Meet Standard or Missing
1. I understand what plagiarism means and that taking credit for another person's work is wrong and goes against the University's code of conduct. If you do not understand what plagiarism means you should look up its meaning on the Internet before proceeding. If you disagree with the first sentence, you will not receive credit for your Report. (2)	2: Agree	2: Agree	N/A	0: Disagrees with statement
2. Author(s) names. (0.8)	0.8: Authors are listed correctly	0.8: Authors are listed correctly	N/A	0: Done incorrectly or missing
3. Article Title (0.8)	0.8: Title is listed correctly	0.8: Title is listed correctly	N/A	0: Done incorrectly or missing
4. Name of Journal (0.6)	0.6: Journal listed correctly	0.6: Journal listed correctly	N/A	0: Done incorrectly or missing
5. Year published (0.6)	0.6: Year listed correctly	0.6: Year listed correctly	N/A	0: Done incorrectly or missing
6. Volume Number (0.6)	0.6: Volume number listed correctly	0.6: Volume number listed correctly	N/A	0: Done incorrectly or missing
7. Article Page Numbers (0.6)	0.6: Page numbers listed correctly	0.6: Page numbers listed correctly	N/A	0: Done incorrectly or missing
8. Type of Study (4) - (e.g., experiment, correlation, survey, case study, naturalistic observation)	4: thorough, correct description	3: correctly answered	2: answer contains partially incorrect response; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article
9. Participants (4) - Identify the type and number of participants, and the groups they were in (if groups were used)	4: thorough, correct description	3: correctly answered	2: Number and description of participants is provided, but no description of groups (if there were groups); OR only a partial answer; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article
10. Hypothesis/Goal (6) - In your own words, state the hypothesis or goal of the research study.	6: thorough, correct description	4: correctly answered	2: student describes study, but no description of the research goals or hypotheses; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article
11. Variables (6) - If the article describes an EXPERIMENT, identify and describe the independent and dependent variables. If the article describes some other type of research design, describe the variables of interest in the study. In all cases, describe how they were compared and evaluated.	6: thorough, correct description	4: correctly answered	1-3: student incorrectly defines the independent and/or dependent variable (if applicable), but describes variables of interest; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article
12. Results (7) - In your own words, describe the results and conclusions of the study.	7: thorough, correct description	5: correctly answered	1-3: student incorrectly identifies some aspect of the study (e.g. the conclusions) as the results; missing results OR conclusions; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article
13. Implications/Applications (7) - What implications or applications can you see in this study for yourself or for society?	7: Thorough, thoughtful reflection on the implications/applications of the study	5: Adequate reflection on the implications/applications of the study	1-3: inadequate or off-topic reflection of the study; answer contains spelling and/or grammar errors that make the response nearly; answer contains spelling and/or grammar errors; answer difficult to interpret.	0: done very incorrectly, left blank, copied directly from article

## **COURSE MATERIALS**

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Appendix B: Instructions for Research Reports

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- SLO
- NMHED Essential Skills Area
- Topic
- Learning Objective
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## PSYC 1110 FINAL EXAM

Notes:

### Student Learning Outcomes (SLOs):

Upon completion of the course students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

### NMHED Essential Skills (Social and Behavioral Science)

1. Communication
2. Critical Thinking
3. Personal and Social Responsibility

\* denotes correct answer

1. SLO 2,3,4; NMHED 3

Topic: Maslow's Hierarchy of Needs

Learning Objective: Explain Maslow's hierarchy of motivation.

Bloom's Taxonomy: Understand

1. According to Abraham Maslow, a major prerequisite for becoming self-actualized is having:
  - A) suffered in the past so one can truly appreciate the good aspects of life.
  - B) a major altruistic streak.
  - C) a very selfless nature.
  - D) \*all of one's lower-order needs fulfilled.

2. SLO 2,3,4; NMHED 1

Topic: Short-Term Memory

Learning Objective: Discuss how memories are stored.

Bloom's Taxonomy: Apply

2. A research participant is required to report as much of a poem as he can remember, immediately after having read the poem once. We would expect the greatest number of recall errors in lines:
  - A) \*in the middle of the poem.
  - B) at the beginning of the poem.
  - C) anywhere in the poem.
  - D) at the end of the poem.

3. SLO 2,3,4; NMHED 3

Topic: Emotion

Learning Objective: Define emotion and discuss its role in physical and psychological health.

Bloom's Taxonomy: Remember

3. "Fight-or-flight" responses entail activity of the \_\_\_\_\_ division of the autonomous nervous system.
  - A) somatic
  - B) parasympathetic
  - C) asympathetic
  - D) \*sympathetic

4. SLO 1,2,3,4; NMHED 1,3

Topic: Theories of Language Development

Learning Objective: Describe the developmental processes of language and the theories of language acquisition.

Bloom's Taxonomy: Remember

4. The theory that a genetically determined, innate mechanism directs language development is known as the \_\_\_\_\_ approach.

A) interactionist

B) \*nativist

C) learning-theory

D) prescriptive

5. SLO 2,3,4; NMHED 2,3

Topic: Extinction

Learning Objective: In classical conditioning, define acquisition, extinction, spontaneous recovery, generalization, and discrimination.

Bloom's Taxonomy: Apply

5. Which of the following scenarios exemplifies extinction?

A) Alexis uses cocaine. She finds that she is slowly losing her sense of smell.

B) \*Alexis is a former cocaine user. Now that she no longer uses cocaine, her hands no longer shake and her heart no longer pounds when she hears a car pull into her drive, like her dealer used to do in his car.

C) Alexis uses cocaine. She no longer feels quite the same rush as she did when she first started using.

D) Alexis is a former cocaine user in recovery. After a relapse, though, her hands shake and her heart pounds when she hears a car pull into her drive, like her dealer used to do in his car.

6. SLO 2,3,4; NMHED 2,3

Topic: Attachment

Learning Objective: Describe the physical and social development of the infant and child, including attachment issues, the role of the father, peer social relationships, and the influence of day care.

Bloom's Taxonomy: Understand

6. Based on Harlow's research with monkeys, identify which of the following would prove to be most effective in comforting a frightened infant or child?

A) Offering the child something good to eat

B) Leaving the child alone

C) \*Touching or holding the child

D) Talking to the child from a distance

7. SLO 2

Topic: Theories of Dreaming

Learning Objective: Explain the cycles of sleep and the nature and function of dreams.

Bloom's Taxonomy: Remember

7. The \_\_\_\_\_ focuses on the random electrical energy that the brain produces during REM sleep, possibly as a result of changes in the production of particular neurotransmitters.

A) dreams-for-survival theory

B) expectation fulfillment theory of dreaming

C) \*activation-synthesis theory

D) unconscious wish fulfillment theory

8. SLO 2, 3; NMHED 3

Topic: Attribution Biases

Learning Objective: Describe the main principles of social cognition, including schemas, impression formation, attribution, and biases.

Bloom's Taxonomy: Remember

8. In determining the causes of others' behavior, we overemphasize\_\_\_\_\_factors; this is the \_\_\_\_\_.
- A) situational; fundamental attribution error
  - B) \*dispositional; fundamental attribution error
  - C) situational; self-serving bias
  - D) dispositional; self-serving bias

9. SLO 2

Topic: REM Sleep

Learning Objective: Explain the cycles of sleep and the nature and function of dreams.

Bloom's Taxonomy: Understand

9. All of the following statements regarding REM sleep are true EXCEPT:
- A) \*the activity of skeletal muscles increases during REM sleep.
  - B) heart rate increases and becomes irregular during REM sleep.
  - C) breathing rate increases during REM sleep.
  - D) vivid dreams occur during REM sleep.

10. SLO 1,3; NMHED 2

Topic: Correlational Research

Learning Objective: Describe how correlational research determines the relationship between two sets of variables.

Bloom's Taxonomy: Apply

10. Using a sample of young adolescents, Dr. Poirot finds a correlation of +.55 between scores on a measure of neglectful or uninvolved parenting and scores on a measure of delinquent behavior. Which of the following might Dr. Poirot legitimately conclude?
- A) Uninvolved parenting is unrelated to delinquency.
  - B) \*Parenting that is more neglectful is related to a higher degree of delinquent behavior.
  - C) Parenting that is more neglectful is related to a lower degree of delinquent behavior.
  - D) Uninvolved parenting causes juvenile delinquency.

11. SLO 3; NMHED 2

Topic: OCD

Learning Objective: Distinguish among the various anxiety disorders, and obsessive-compulsive disorder, including their causes.

Bloom's Taxonomy: Apply

11. Sam washes his hands very frequently. In spite of this, he feels that his hands are not clean and that he might acquire a viral disease due to poor hygiene. Given this information, we can conclude that Sam has:
- A) \*obsessive-compulsive disorder.
  - B) cyclothymic disorder.
  - C) dyskinesia.
  - D) bipolar disorder.

12. SLO 3,4; NMHED 3  
 Topic: Attachment  
 Learning Objective: Describe the physical and social development of the infant and child, including attachment issues, the role of the father, peer social relationships, and the influence of day care.  
 Bloom's Taxonomy: Understand
12. In the context of the experiments conducted by Mary Ainsworth, the \_\_\_\_\_ attachment style describes an infant who exhibits distress at his mother's departure in the strange situation, but who is easily soothed on her return.
- A) ambivalent                      B) \*secure                      C) disorganized                      D) avoidant
13. SLO 3,4; NMHED 2,  
 Topic: Object Permanence  
 Learning Objective: Outline and describe the cognitive developmental stages identified by Jean Piaget, including criticisms of the stage approach.  
 Bloom's Taxonomy: Apply
13. To stop baby Rudy fussing for a sharp knife on the kitchen table, Rudy's mother put it in her apron pocket. "Out of sight, out of mind," she said, and it worked. Rudy's mother has capitalized on his lack of the concept of:
- A) conservation.    B) egocentrism.  
 C) reversibility.    D) \*object permanence.
14. SLO 1; NMHED 2  
 Topic: Correlational Research  
 Learning Objective: Describe how correlational research determines the relationship between two sets of variables.  
 Bloom's Taxonomy: Understand
14. A positive correlation indicates that:
- A) \*as the value of one variable increases, the value of the other increases.  
 B) little or no relationship exists between two variables.  
 C) one variable causes the other.  
 D) as the value of one variable increases, the value of the other decreases.
15. SLO 3,4  
 Topic: Intelligence  
 Learning Objective: Define intelligence.  
 Bloom's Taxonomy: Apply
15. Ashley, a psychology major, remarks that she has become interested in the study of intelligence. In other words, Ashley is interested in:
- A) the factors directing behavior toward a goal.  
 B) the ability to generate novel solutions to problems.  
 C) how behavior changes as a result of past experience.  
 D) \*the capacity to understand the world, think rationally, and use resources effectively.
16. SLO 2,3; NMHED 2  
 Topic: Personality and Heart Disease  
 Learning Objective: Review the evidence linking personality factors and emotional reactions to coronary heart disease.  
 Bloom's Taxonomy: Apply
16. Martha has a Type B behavior pattern. Which of the following characteristics is likely to be observed in Martha?
- A) \*Cooperation    B) Hostility  
 C) Time urgency    D) Competitiveness

17. SLO 2,4; NMHED 1

Topic: Theories of Language Development

Learning Objective: Describe the developmental processes of language and the theories of language acquisition.

Bloom's Taxonomy: Remember

17. The nativist approach to language acquisition is associated with:

- A) B. F. Skinner.
- B) Wolfgang Kohler.
- C) Benjamin Whorf.
- D) \*Noam Chomsky.

18. SLO 2,3,4

Topic: Drive Reduction Approaches

Learning Objective: Distinguish among the drive, incentive, and evolutionary approaches to understanding motivation.

Bloom's Taxonomy: Remember

18. Drive-reduction approaches to motivation are:

- A) theories suggesting that motivation is a product of people's thoughts, expectations, and goal.
- B) theories suggesting that we try to maintain certain levels of stimulation and activity.
- C) theories suggesting that motivation stems from the desire to obtain valued external goals.
- D) \*theories suggesting that a lack of some basic biological need produces a drive to push an organism to satisfy that need.

19. SLO 2,3; NMHED 1,2

Topic: Cognitive Dissonance

Learning Objective: Explain how attitudes are changed through persuasion, and describe how attitudes and behavior influence one another.

Bloom's Taxonomy: Remember

19. The mental conflict that occurs when a person holds two contradictory attitudes or thoughts is known as:

- A) \*cognitive dissonance.
- B) halo effect.
- C) social cognition.
- D) schema.

20. SLO 1,3; NMHED 2

Topic: Experimental Bias

Learning Objective: Identify possible sources of experimental bias in research.

Bloom's Taxonomy: Understand

20. A team of researchers conduct an experiment to test the effectiveness of a new drug in treating depression. The participants in the control group receive sugar pills without active ingredients, while those in the experimental group receive the new, antidepressant drug. In this example, the participants in the control group received:

- A) nothing.
- B) an anti-anxiety drug.
- C) \*a placebo.
- D) vitamins.

21. SLO 3

Topic: Classical Conditioning

Learning Objective: Define and describe classical conditioning.

Bloom's Taxonomy: Apply

21. Tim loves dill pickles. Now, the sight of a jar on the supermarket shelf makes his mouth water. In the terminology of classical conditioning, the sight of the jar is a(n)\_\_\_\_\_.

- A) neutral stimulus
- B) unconditioned stimulus
- C) \*conditioned stimulus
- D) conditioned response

22. SLO 1; NMHED 2

Topic: Key Issues and Controversies

Learning Objective: Discuss the development of psychology through the twentieth century and today.

Bloom's Taxonomy: Remember

22. We take size constancy for granted. However, strategies aimed at encouraging one to examine assumptions, evaluate assertions, and think more carefully are specifically called \_\_\_\_\_ techniques.

- A) \*critical-thinking
- C) REM

- B) cognitive
- D) common-knowledge

23. SLO 2

Topic: Absolute Threshold

Learning Objective: Distinguish between absolute threshold, just noticeable difference, and sensory adaptation. Bloom's

Taxonomy: Understand

23. One can detect a single drop of perfume diffused in an area the size of a one-bedroom apartment. This is due to:

- A) difference threshold.
- C) adaptation threshold.

- B) \*absolute threshold.
- D) psychophysical minimum.

24. SLO 2,3; NMHED 1

Topic: Compliance

Learning Objective: Define compliance, and describe how the foot-in-the-door technique, the door-in-the-face technique, and other sales tactics lead to compliance.

Bloom's Taxonomy: Apply

24. A magazine publisher asks you to commit to a brief trial subscription. Having committed to the trial subscription, you may be more likely to buy a full year-long subscription. This exemplifies the \_\_\_\_\_ compliance technique.

- A) \*foot-in-the-door
- C) that's-not-all

- B) door-in-the-face
- D) foot-in-the-mouth

25. SLO 2,3,4; NMHED 4

Topic: Attachment

Learning Objective: Describe the physical and social development of the infant and child, including attachment issues, the role of the father, peer social relationships, and the influence of day care.

Bloom's Taxonomy: Apply

25. At 12 months of age, Jordan is classified as a securely attached child by his pediatrician on the basis of the criteria set by Mary Ainsworth. Which of the following behaviors in the strange situation would be most consistent with this classification?

- A) \*Jordan is moderately distressed when his mother leaves him alone and is pleased when she returns.
- B) Jordan is unconcerned when his mother leaves and is uninterested when she returns.
- C) Jordan is very upset when his mother leaves, and he ignores her when she returns.
- D) Jordan is very upset when his mother leaves and seems both relieved and angry when she returns.

26. SLO 2  
 Topic: Neurotransmitters  
 Learning Objective: Name the key neurotransmitters and their functions and describe their known or suspected roles in behavior as well as in illnesses.  
 Bloom's Taxonomy: Remember
26. Which disorder is CORRECTLY paired with an associated neurotransmitter?  
 A) Schizophrenia: serotonin  
 B) Depression: glutamate  
 C) Alzheimer's disease: endorphins  
 D) \*Parkinson's disease: dopamine
27. SLO 4; NMHED 3  
 Topic: Cognitive Perspective  
 Learning Objective: Describe and distinguish the various perspectives of abnormality, and apply those perspectives to specific mental disorders.  
 Bloom's Taxonomy: Understand
27. A primary goal of treatment using the cognitive perspective on psychological disorders is to:  
 A) detect the genetic anomalies that cause abnormal behaviors.  
 B) use electroconvulsive therapy.  
 C) use the technique of trephination for the purpose of treating mental illnesses.  
 D) \*explicitly teach new, more adaptive ways of thinking.
28. SLO 1; NMHED 3  
 Topic: Experimental Bias  
 Learning Objective: Identify possible sources of experimental bias in research.  
 Bloom's Taxonomy: Remember
28. In a \_\_\_\_\_, both the participant and the experimenter who interacts with the participant is unaware of the nature of the drug that is being administered.  
 A) placebo experiment  
 B) control treatment  
 C) \*double-blind procedure  
 D) single-blind procedure
29. SLO 2,3,4  
 Topic: Psychodynamic Therapies  
 Learning Objective: Define psychotherapy and characterize the main types of psychotherapy.  
 Bloom's Taxonomy: Remember
29. \_\_\_\_\_ is treatment in which a trained professional—a therapist—uses psychological techniques to help someone overcome psychological difficulties and disorders, resolve problems in living, or bring about personal growth.  
 A) Phototherapy  
 B) Physiotherapy  
 C) Biomedical therapy  
 D) \*Psychotherapy
30. SLO 2  
 Topic: Memory Retrieval  
 Learning Objective: Define memory and identify its basic processes.  
 Bloom's Taxonomy: Apply
30. When answering such questions as "Who was your date to the junior prom?" or "Which costume did you wear last Halloween?" you are relying most explicitly on the memory process of:  
 A) \*retrieval.  
 B) storage.  
 C) encoding.  
 D) potentiation.

31. SLO 4; NMHED 2,3  
 Topic: Intelligence  
 Learning Objective: Describe the alternative views of intelligence, including Sternberg's triarchic theory and Gardner's theory of multiple intelligences.  
 Bloom's Taxonomy: Understand
31. In what way do more recent theories of intelligence differ from those offered earlier in psychology's history?
- A) \*More recent theories propose that there may be multiple forms of intelligence, rather than just one.
  - B) More recent theories propose that there may be a single broad factor underlying every aspect of intelligence.
  - C) More recent theories tend to dismiss the notion that cultural differences are important to the definition of intelligence.
  - D) More recent theories claim that people who did poorly on one test tended to do poorly on others as well.
32. SLO 1  
 Topic: Experimental Research  
 Learning Objective: Understand how experimental research can establish cause and effect relationships.  
 Bloom's Taxonomy: Understand
32. The purpose of random assignment is to:
- A) determine whether two variables are related.
  - B) combine the results of a number of similar studies.
  - C) determine how likely it is that the results of a treatment were due to chance.
  - D) \*ensure that participant characteristics are equivalent across the various groups.
33. SLO 2  
 Topic: How Neurons Fire  
 Learning Objective: Identify the parts of a neuron, and explain how they transmit information.  
 Bloom's Taxonomy: Understand
33. A rule that guarantees the solution to a problem when it is correctly applied is termed as a(n):
- A) algorithm.
  - B) premise.
  - C) \*heuristic.
  - D) syllogism.
34. SLO 2  
 Topic: How Neurons Fire  
 Learning Objective: Identify the parts of a neuron, and explain how they transmit information.  
 Bloom's Taxonomy: Understand
34. Dendrite is to axon what \_\_\_\_\_ is to \_\_\_\_\_.
- A) reuptake; action potential
  - B) action potential; reuptake
  - C) \*receiving; sending
  - D) sending; receiving
35. SLO 2,3; NMHED 2  
 Topic: Antipsychotic Drugs  
 Learning Objective: Name and describe drugs used in the treatment of abnormal behavior, and discuss the problems and controversies surrounding their use.  
 Bloom's Taxonomy: Understand
35. Which drug class is matched with the correct neurotransmitter action?
- A) Mood stabilizers—increase norepinephrine activity
  - B) Antidepressants—increase activity of GABA
  - C) \*Antipsychotics—block dopamine receptors
  - D) Antianxiety drugs—inhibit serotonin reuptake

36. SLO 2,3  
 Topic: Categorizing Stressors  
 Learning Objective: Identify the major categories of stressors and their consequences.  
 Bloom's Taxonomy: Understand
36. The number of hassles people experience is \_\_\_\_\_ correlated with the frequency of such problems as the flu, a sore throat, and backaches. The number of uplifts people experience is \_\_\_\_\_ correlated with the frequency of these sorts of problems.
- A) not; negatively  
 B) not; not  
 C) positively; not  
 D) \*positively; negatively
37. SLO 2  
 Topic: Perception; Sensation  
 Learning Objective: Define sensation and perception.  
 Bloom's Taxonomy: Understand
37. Which of the following statements is TRUE of sensation and perception?
- A) \*Sensation involves the activation of sense receptors; perception involves interpretation.  
 B) Sensation and perception are essentially synonyms.  
 C) Perception generally precedes sensation in our processing of a stimulus.  
 D) Sensation involves the interpretation of a stimulus, whereas perception does not.
38. SLO 2,3,4; NMHED 2,3  
 Topic: Temperament  
 Learning Objective: Describe the four parenting styles and their effect on children's social development.  
 Bloom's Taxonomy: Understand
38. Which of the following constructs primarily reflects that "nature" is more influential than "nurture"?
- A) Attachment style  
 B) Choice of friends  
 C) Choice of mother tongue  
 D) \*Temperament
39. SLO 2,3,4; NMHED 2,3  
 Topic: Observational Learning  
 Learning Objective: Define observational learning and outline its basic processes.  
 Bloom's Taxonomy: Remember
39. Bandura's Bobo doll experiment was intended to demonstrate:
- A) stimulus control training.  
 B) shaping.  
 C) \*observational learning.  
 D) latent learning.
40. SLO 2,3,4; NMHED 2,3  
 Topic: Prejudice  
 Learning Objective: Explain how prejudice originates and what can be done to minimize its impact.  
 Bloom's Taxonomy: Understand
40. Psychologists have found that prejudice and discrimination may be reduced by:
- A) decreasing contact among ingroup and outgroup members.  
 B) making values and norms against prejudice less conspicuous.  
 C) \*educating people about other groups.  
 D) encouraging stereotype vulnerability.

41. SLO 1; NMHED 2

Topic: Hypotheses

Learning Objective: Distinguish between theory and hypothesis.

Bloom's Taxonomy: Apply

41. The sayings "Opposites attract" or "More people prefer Pepsi to Coke" would be examples of a(n):
- A) operational definition.
  - B) correlation.
  - C) theory.
  - D) \*hypothesis.

42. SLO 1; NMHED 3

Topic: Insight

Learning Objective: Describe the heuristics used for generating possible solutions to problems, and explain how solutions should be evaluated.

Bloom's Taxonomy: Remember

42. The study of insight is associated with the German psychologist \_\_\_\_\_; he studied problem solving among \_\_\_\_\_.
- A) Kohler; humans
  - B) \*Kohler; chimpanzees
  - C) Wundt; cats
  - D) Wundt; humans

43. SLO 2,3,4; NMHED

Topic: Classical Conditioning

Learning Objective: Define and describe classical conditioning.

Bloom's Taxonomy: Apply

43. Alexis uses cocaine, which activates her sympathetic nervous system. Expecting her dealer, her hands shake and her heart pounds when she hears a knock on the door. Which alternative below correctly identifies the neutral stimulus, the CS, and the UCS?
- A) Neutral stimulus—cocaine; CS—knock on the door; UCS—cocaine
  - B) \*Neutral stimulus—knock on the door; CS—knock on the door; UCS—cocaine
  - C) Neutral stimulus—knock on the door; CS—knock on the door; UCS—pounding heart
  - D) Neutral stimulus—knock on the door; CS—cocaine; UCS—cocaine

44. SLO 2,3,4

Topic: Theories of Dreaming

Learning Objective: Explain the cycles of sleep and the nature and function of dreams.

Bloom's Taxonomy: Remember

44. According to Freud, the \_\_\_\_\_ content of dreams is the disguised meanings of dreams, hidden by more obvious subjects.
- A) evident
  - B) manifest
  - C) \*latent
  - D) apparent

45. 2,3,4

Topic: Reinforcement

Learning Objective: Explain operant conditioning.

Bloom's Taxonomy: Apply

45. Which of the following scenarios exemplifies negative reinforcement?
- A) Maria now buys a different brand of cigarettes to get two packs for the price of one.
  - B) \*Vanna fastens her seatbelt as soon as she gets in her car to stop the annoying alert sound.
  - C) Drake no longer cuts class, now that his parents confiscated his iPod.
  - D) Nate no longer arrives late at work following a reprimand from his boss.

46. SLO 2,4

Topic: Personality Development

Learning Objective: Summarize personality development according to Freud.

Bloom's Taxonomy: Remember

46. The \_\_\_\_\_ is the raw, unorganized, inborn part of personality whose sole purpose is to reduce tension created by primitive drives related to hunger, sex, aggression, and irrational impulses.
- A) conscience                      B) \*id                      C) superego                      D) ego

47. SLO 2,3

Topic: Sleep Problems

Learning Objective: Recognize the major sleep disorders.

Bloom's Taxonomy: Remember

47. Rhiannon sleepwalks and sometimes sleep talks, which both occur during \_\_\_\_\_ of sleep.
- A) stage 2                      B) \*stage 4                      C) stage 1                      D) stage 3

48. SLO 4

Topic: Structuralism

Learning Objective: Name and summarize the key characteristics of the major approaches to psychology.

Bloom's Taxonomy: Remember

48. \_\_\_\_\_ is a procedure used by Wundt to study the structure of the mind in which subjects are asked to describe in detail what they are experiencing when they are exposed to a stimulus. For example, you might explain why two colas taste differently to you.
- A) \*Introspection                      B) Internal observation  
C) Intervention                      D) Inner perception

49. SLO 2,3; NMHED 3

Topic: Prosocial Behavior

Learning Objective: Define aggression and altruism, and identify factors that may trigger aggressive behavior and factors that foster altruistic behavior.

Bloom's Taxonomy: Understand

49. Which of the following is TRUE of people's tendency to help someone in an emergency?
- A) When more than one person witnesses an emergency situation, the sense of diffusion of responsibility reduces among the bystanders.
- B) If there are many people present in an emergency situation, they believe that responsibility for intervening cannot be shared.
- C) When there are many potential helpers in an emergency situation, each individual feels substantial personal responsibility.
- D) \*The more people who are present in an emergency, the less personally responsible each individual feels.

50. SLO 1,2,3

Topic: Scientific Method

Learning Objective: Outline the steps of the scientific method.

Bloom's Taxonomy: Remember

50. The approach used by psychologists to systematically acquire knowledge and understanding about behavior and other phenomena of interest is called:
- A) the trial and error method.                      B) the educated guessing method.  
C) the informed speculation method.                      D) \*the scientific method.

51. SLO 2

Topic: Mood Disorders

Learning Objective: Describe the mood disorders and their causes.

Bloom's Taxonomy: Remember

51. Mood disorder refers to:

- A) \*a disturbance in emotional experience that is strong enough to intrude on everyday living.
- B) an actual loss of information from memory that typically results from a physiological cause.
- C) a form of amnesia in which the individual leaves home and assumes a new identity.
- D) an actual physical disturbance, such as the inability to use a sensory organ.

52. SLO 2

Topic: DSM-5

Learning Objective: Explain how and why clinicians classify psychological disorders.

Bloom's Taxonomy: Understand

52. The advantage of the *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition, is that:

- A) \*it is primarily descriptive and does not specify the cause or reason for a problem.
- B) it does not rely too much on the medical perspective on abnormal behavior.
- C) it does not label an individual as abnormal and thereby avoids a dehumanizing, lifelong stigma.
- D) it considers the degree to which people display psychologically disordered behavior rather than compartmentalizing them into inflexible categories.

53. SLO 2,3,4; NMHED 2

Topic: Drive Reduction Approaches

Learning Objective: Distinguish among the drive, incentive, and evolutionary approaches to understanding motivation.

Bloom's Taxonomy: Understand

53. Why do drive-reduction approaches fail to offer a complete account of human motivation?

- A) \*People are sometimes motivated to increase rather than decrease their level of stimulation.
- B) Drive-reduction approaches are vague about what, or even how many, primary drives exist.
- C) Drive-reduction approaches offer much better explanations of behaviors motivated by secondary drives than of behaviors motivated by primary drives.
- D) Homeostasis does not accurately describe the mechanism by which primary drives operate.

54. SLO 1,3; NMHED 2

Topic: Independent and Dependent Variables

Learning Objective: Understand how experimental research can establish cause and effect relationships.

Bloom's Taxonomy: Apply

54. Doctors Garcia and Maher are conducting an experiment on the effects of marijuana (THC) on memory. Participants are randomly assigned to a THC or a no-THC group; their recall of items on a word list is later assessed. Which pair correctly identifies a variable in this experiment?

- A) THC—dependent variable
- B) Word recall—dependent variable
- C) Word recall—experimental variable
- D) \*THC—independent variable

55. SLO 2

Topic: Stimulants

Learning Objective: List the primary types of psychoactive drugs and their characteristics.

Bloom's Taxonomy: Remember

55. Which of the following drugs is NOT a stimulant?

- A) Caffeine
- B) \*Alcohol
- C) Cocaine
- D) Methamphetamine

56. SLO 4; NMHED 2,3  
 Topic: Humanistic Approaches  
 Learning Objective: Describe and evaluate the humanistic approaches to personality development.  
 Bloom's Taxonomy: Remember
56. Which approach to personality takes the most optimistic view of people's nature—that individuals are essentially "good"?
- A) \*Humanistic                      B) Evolutionary                      C) Biological                      D) Learning
57. SLO 2,3; NMHED 2,3  
 Topic: Sexual Orientation  
 Learning Objective: Discuss theories regarding the development of sexual orientation.  
 Bloom's Taxonomy: Understand
57. Which of the following is TRUE of homosexuality and bisexuality?
- A) Bisexuals and homosexuals hold equivalent ranges and types of attitudes about themselves that are dependent on their sexual orientation.  
 B) There is no relationship between sexual orientation and hormones.  
 C) \*There is no relationship between sexual orientation and psychological adjustment.  
 D) Compared with heterosexual men or women, gay men have a smaller anterior commissure.
58. SLO 1  
 Topic: Reliability and Validity  
 Learning Objective: Distinguish between reliability and validity with regard to psychological and intelligence testing.  
 Bloom's Taxonomy: Remember
58. The property by which tests measure consistently what they are trying to measure is known as \_\_\_\_\_.
- A) validity                      B) specificity                      C) sensitivity                      D) \*reliability
59. SLO 2,3,4  
 Topic: Intelligence  
 Learning Objective: Define intelligence.  
 Bloom's Taxonomy: Remember
59. \_\_\_\_\_ is the single factor for mental ability assumed to underlie intelligence in some early theories of intelligence.
- A) \*The g-factor                      B) The p-factor                      C) The m-factor                      D) The i-factor
60. SLO 4; NMHED 2,3  
 Topic: Effectiveness of Therapy  
 Learning Objective: Evaluate the effectiveness of psychotherapy.  
 Bloom's Taxonomy: Understand
60. Which of the following statements is most TRUE?
- A) Psychotherapy can safely be said to be beneficial for everyone.  
 B) The effectiveness of the different treatments is the same in all cases.  
 C) \*Different forms of therapy work best in different situations.  
 D) People who don't attend therapy do just as well as people who do.

61. SLO 2,3,4

Topic: Behavior Modification

Learning Objective: Describe behavior modification.

Bloom's Taxonomy: Understand

61. Which of the following is TRUE of classical conditioning?

- A) \*It applies to involuntary behavior.
- B) According to classical conditioning, organism voluntarily operates on its environment to produce a desirable result. After behavior occurs, the likelihood of the behavior occurring again is increased or decreased by the behavior's consequences.
- C) Its basic principle is that reinforcement increases the frequency of the behavior preceding it; punishment decreases the frequency of the behavior preceding it.
- D) According to classical conditioning, reinforcement leads to an increase in behavior.

62. SLO 2,4; NMHED 2,3

Topic: Gender Differences

Learning Objective: Identify differences in personality factors and cognitive abilities between men and women.

Bloom's Taxonomy: Understand

62. Which of the following is TRUE about differences between men and women?

- A) \*Men and women are more similar than dissimilar to one another in most respects.
- B) The differences that have been found tell us a lot about individual men and women.
- C) The differences between men and women are just as large as we are often prone to imagine them to be.
- D) The differences between men and women are larger than popular stereotypes would have us believe.

63. SLO 2,3,4

Topic: Coping

Learning Objective: Describe coping strategies, including defense mechanisms, social support, hardiness, and related strategies.

Bloom's Taxonomy: Remember

63. Which of the following refers to unconscious strategies that people use to reduce anxiety by concealing the source from themselves and others?

- A) Cataclysmic events
- B) Type B behavior patterns
- C) Subjective well-being tactics
- D) \*Defense mechanisms

64. SLO 2,3,4

Topic: General Adaptation Syndrome

Learning Objective: Describe and illustrate Selye's general adaptation syndrome.

Bloom's Taxonomy: Remember

64. Which of the following sequences correctly orders the stages of the general adaptation syndrome, from first to last?

- A) Alarm → exhaustion → resistance
- B) Exhaustion → resistance → alarm
- C) \*Alarm → resistance → exhaustion
- D) Resistance → alarm → exhaustion

65. SLO 2,3,4; NMHED 3  
 Topic: Prenatal Environmental Influences  
 Learning Objective: Explain genetic abnormalities and environmental influences that affect prenatal development.  
 Bloom's Taxonomy: Apply
65. Barney's mother gave birth to him when she was 25 years old. She drank heavily during her pregnancy. As a result, Barney is short. He also has learning disorders and displays some facial abnormalities. Which of the following condition is Barney most likely suffering from?  
 A) \*Fetal alcohol syndrome  
 B) Down syndrome.  
 C) Phenylketonuria  
 D) Tay-Sachs disease
66. SLO 2,3,4  
 Topic: Shaping  
 Learning Objective: Outline the schedules of reinforcement and define the operant view of generalization and discrimination, superstitious behavior, and shaping.  
 Bloom's Taxonomy: Apply
66. Mrs. Martin, a third-grade teacher, is instructing cursive writing. At first, she reinforces even crude attempts to reproduce letters with an encouraging word; as time goes on, though, she reinforces only well-formed letters. By reinforcing progressively better attempts at writing letters, Mrs. Martin is using:  
 A) stimulus control training.  
 B) behavior modification.  
 C) \*shaping.  
 D) discrimination training.
67. SLO 2,3,4; NMHED 3  
 Topic: Conformity  
 Learning Objective: Define social influence and conformity, and describe the factors that influence conformity.  
 Bloom's Taxonomy: Remember
67. \_\_\_\_\_ refers to a change in behavior or attitudes brought about by a desire to follow the beliefs or standards of other people.  
 A) Dissonance  
 B) Incongruity  
 C) Schema  
 D) \*Conformity
68. SLO 2,3,4; NMHED 2,3  
 Topic: Jung's Collective Unconscious  
 Learning Objective: Discuss the contribution made by Freud, the criticisms of the psychoanalytic theory of personality, and the contributions made by the neo-Freudians.  
 Bloom's Taxonomy: Remember
68. According to Carl Jung, \_\_\_\_\_ are universal symbolic representations of a particular person, object, or experience (such as good and evil).  
 A) stereotypes  
 B) subtypes  
 C) prototypes  
 D) \*archetypes
69. SLO 2,3,4; NMHED 2,3  
 Topic: Psychoanalytic Theory  
 Learning Objective: Summarize personality development according to Freud.  
 Bloom's Taxonomy: Understand
69. According to Freud, much of our behavior is motivated by:  
 A) \*the unconscious.  
 B) conscious experiences.  
 C) semiconscious processes.  
 D) the subconscious mind.

70. SLO 2,3,4; NMHED 2,3

Topic: Stigma of Labeling

Learning Objective: Explain how and why clinicians classify psychological disorders.

Bloom's Taxonomy: Understand

70. The results of Rosenhan's classic study illustrate that:

- A) the brains of people with depression show significantly less activation when they view photos of human faces displaying strong emotions.
- B) determining who is psychologically disordered is always a clear-cut, accurate process.
- C) \*placing labels on individuals powerfully influences the way mental health workers perceive and interpret their actions.
- D) learned helplessness is a learned expectation that events in one's life are uncontrollable.

71. SLO 2,3; NMHED 3

Topic: Gender Roles

Learning Objective: Differentiate between sexuality and gender.

Bloom's Taxonomy: Remember

71. \_\_\_\_\_ include the set of expectations regarding the appropriate behavior of men, on the one hand, and women, on the other.

- A) Gender schemas
- B) Gender scripts
- C) Gender stereotypes
- D) \*Gender roles

72. SLO 2,3,4; NMHED 2,3

Topic: Psychoanalytic Perspective

Learning Objective: Describe and distinguish the various perspectives of abnormality, and apply those perspectives to specific mental disorders.

Bloom's Taxonomy: Remember

72. Which perspective on psychological disorders primarily argues that psychological disorders stem from childhood conflicts over opposing wishes regarding sex and aggression?

- A) Humanistic perspective
- B) \*Psychoanalytic perspective
- C) Sociocultural perspective
- D) Medical perspective

73. SLO 2,3; NMHED 2

Topic: Cannon-Bard Theory

Learning Objective: Summarize the key points of the various theories of emotion.

Bloom's Taxonomy: Remember

73. According to the \_\_\_\_\_ theory of emotion, emotions are determined jointly by a nonspecific kind of physiological arousal and its interpretation, based on environmental cues.

- A) \*Schachter-Singer
- B) James-Lange
- C) Maslow
- D) Cannon-Bard

74. SLO 2,3,4; NMHED 2,3

Topic: Nature and Nurture

Learning Objective: Define developmental psychology.

Bloom's Taxonomy: Apply

74. Laura and Celia are identical twins. They were adopted at birth by different families and raised in different environments. However, there are a lot of behavioral similarities between them. In the context of developmental psychology, which of the following best explains this phenomenon?

- A) Their similarities are a result of differences in nurture.
- B) Their similarities reflect the opposition that nurture poses to nature.
- C) \*Their similarities reflect the influence of nature on development.
- D) Their similarities prove that they were not affected by their genetic makeup.

75. SLO 2

Topic: Long-Term Memory

Learning Objective: Discuss how memories are stored.

Bloom's Taxonomy: Remember''

75. Our ability to recall an item from a list depends on where, in the list, the item occurs. This is the \_\_\_\_\_ effect.

A) item order

B) cereal position

C) list memory

D) \*serial position

76. SLO 2,3; NMHED 3

Topic: Prenatal Environmental Influences

Learning Objective: Explain genetic abnormalities and environmental influences that affect prenatal development.; Describe the physical and social development of the infant and child, including attachment issues, the role of the father, peer social relationships, and the influence of day care.

Bloom's Taxonomy: Remember

76. A teratogen is:

A) a genetic or chromosomal abnormality that may produce a developmental disorder.

B) \*an environmental agent that can produce a birth defect.

C) a fertilized egg that undergoes rapid cell division.

D) any physical defect in an unborn child.

77. SLO 2,3,4; NMHED 2

Topic: Psychoanalytic Theory

Learning Objective: Summarize personality development according to Freud.

Bloom's Taxonomy: Understand

77. In the view of psychoanalytic psychologists, why do dreams, fantasies, and slips of the tongue offer important data?

A) Dreams, fantasies, and slips of the tongue allow us to observe the contents of the unconscious mind directly.

B) \*Dreams, fantasies, and slips of the tongue offer clues to the contents of the unconsciousmind.

C) Dreams, fantasies, and slips of the tongue allow us to observe the contents of the preconscious mind directly.

D) Dreams, fantasies, and slips of the tongue offer clues to the contents of the conscious mind.

78. SLO 2,3

Topic: Mental Images

Learning Objective: Define cognition, and explain the processes involved in thinking.

Bloom's Taxonomy: Apply

78. Clint is mentally rehearsing his golf swing in his mind's eye. Based on mental imagery, which of the following statements is most accurate?

A) \*Clint's mental rehearsal should improve his golf swing. Performing the task involves the same network of brain cells as the network used in mentally rehearsing it.

B) Clint's mental rehearsal should improve his golf swing. The brain areas active during Clint's mental rehearsal should be different than those active when Clint actually swings the golf club.

C) Clint's mental rehearsal should do little to improve his golf swing. The brain areas active during Clint's mental rehearsal should be different than those active when Clint actually swings the golf club.

D) Clint's mental rehearsal should do little to improve his golf swing. The brain areas active during Clint's mental rehearsal should be the same as those active when Clint actually swings the golf club.

79. SLO 2,3,4  
 Topic: Schedules of Reinforcement  
 Learning Objective: Outline the schedules of reinforcement and define the operant view of generalization and discrimination, superstitious behavior, and shaping.  
 Bloom's Taxonomy: Remember
79. In general, \_\_\_\_\_ schedules of reinforcement yield high response rates.  
 A) \*variable-ratio  
 B) fixed-ratio  
 C) fixed-interval  
 D) variable-interval
80. SLO 2,4  
 Topic: Classical Conditioning  
 Learning Objective: Define and describe classical conditioning.  
 Bloom's Taxonomy: Understand
80. In classical conditioning, how are the neutral stimulus and the conditioned response related?  
 A) The conditioned stimulus becomes the neutral stimulus.  
 B) \*The neutral stimulus becomes the conditioned stimulus.  
 C) They are the same thing; the terms are interchangeable.  
 D) They are not related; they are completely different stimuli.
81. SLO 2,3,4  
 Topic: Learned Helplessness  
 Learning Objective: Describe coping strategies, including defense mechanisms, social support, hardiness, and related strategies.  
 Bloom's Taxonomy: Understand
81. Agreeing with the statement "Sometimes I feel like I can't do anything about my life" would reflect:  
 A) problem-focused coping.  
 B) \*learned helplessness.  
 C) emotion-focused coping.  
 D) emotional insulation.
82. SLO ;2,3,4 NMHED 2,3  
 Topic: Asch's Experiment  
 Learning Objective: Define social influence and conformity, and describe the factors that influence conformity.  
 Bloom's Taxonomy: Understand
82. According to Asch's pioneering work on conformity, which of the following statements is TRUE?  
 A) \*Having just one person present who shares the minority point of view is sufficient to reduce conformity pressures.  
 B) Conformity refers to behavior that occurs only in response to direct social pressure.  
 C) The more attractive a group appears to its members, the lesser its ability to produce conformity.  
 D) Groups that unanimously support a position show the least pronounced conformity pressures.
83. SLO 3,4; NMHED 3  
 Topic: Attraction  
 Learning Objective: Define interpersonal attraction, and describe the factors that contribute to friendship and liking.  
 Bloom's Taxonomy: Understand
83. Which of the following is TRUE of the factors that initially attract two people to each other?  
 A) Repeated exposure to a person is often not sufficient to produce attraction.  
 B) \*Proximity leads to liking.  
 C) Chances are that one becomes bored of those who live geographically closest to him or her.  
 D) The less similar others are, the more we like them.

84. SLO 2

Topic: Reinforcement

Learning Objective: Explain operant conditioning.

Bloom's Taxonomy: Remember

84. The process by which a stimulus increases the likelihood that a preceding behavior will be repeated is called:

- A) learning.
- B) habituation.
- C) spontaneous recovery.
- D) \*reinforcement.

85. SLO 2,3,4

Topic: Homeostasis

Learning Objective: Distinguish among the drive, incentive, and evolutionary approaches to understanding motivation.

Bloom's Taxonomy: Remember

85. What is homeostasis?

- A) \*The body's tendency to maintain a steady internal state
- B) The psychological representation of primary needs
- C) A theory of need reduction
- D) The diffusion of fluids into a cell

86. SLO 2,3

Topic: Amnesia

Learning Objective: Describe major memory impairments.

Bloom's Taxonomy: Remember

86. In \_\_\_\_\_ amnesia, memory is lost for events preceding an injury or accident; in \_\_\_\_\_ amnesia, memory is lost for events following an injury or accident.

- A) retroactive; proactive
- B) anterograde; retrograde
- C) \*retrograde; anterograde
- D) proactive; retroactive

87. SLO 2,3

Topic: Peripheral Nervous System

Learning Objective: Discuss the functions of the nervous system's main divisions.

Bloom's Taxonomy: Remember

87. People whose \_\_\_\_\_ has been surgically cut to stop seizures are called \_\_\_\_\_.

- A) corpus callosum; dual brain patients
- B) hypothalamus; deep-brain patients
- C) limbic system; bicameral patients
- D) \*corpus callosum; split-brain patients

88. SLO 2

Topic: Peripheral Nervous System

Learning Objective: Discuss the functions of the nervous system's main divisions.

Bloom's Taxonomy: Remember

88. The part of the autonomic division of the nervous system that acts to prepare the body for action in stressful situations, engaging all the organism's resources to respond to a threat is known as the \_\_\_\_\_.

- A) apathetic division
- B) somatic division
- C) parasympathetic division
- D) \*sympathetic division

89. SLO 2,3,4; NMHED 2,3

Topic: Parenting Styles

Learning Objective: Describe the four parenting styles and their effect on children's social development.

Bloom's Taxonomy: Apply

89. Maura and Trish are eighth graders who have been caught smoking. Maura's parents yell at her and refuse to let her explain things. They ground her for a month and take away her television and Internet privileges for two months. Trish's parents talk to her about their disappointment and concern; additionally, they make her spend every afternoon for a week at the library, researching the dangers of smoking and discussing her findings with them each night at dinner. Most likely, Maura's parents are \_\_\_\_\_ and Trish's are \_\_\_\_\_.

A) authoritative; permissive

B) permissive; authoritative

C) authoritarian; permissive

D) \*authoritarian; authoritative

90. SLO 2,3; NMHED 2,3

Topic: Cognitive Abilities

Learning Objective: Identify differences in personality factors and cognitive abilities between men and women.

Bloom's Taxonomy: Remember

90. Which of the following conclusions is probably most reasonable regarding gender differences in cognition?

A) Gender differences in cognition are nonexistent.

B) Gender differences in cognition are large and pervasive.

C) \*Gender differences in cognition are minimal, showing up in only a few specific tasks.

D) Gender differences in cognition aren't real; they are just stereotypes.

91. SLO 2,3

Topic: Split Brain

Learning Objective: Explain what split-brain research reveals about the functions of the brain's two hemispheres.

Bloom's Taxonomy: Remember

91. Which of the following statements is most accurate in the context of lateralization of language?

A) It is most likely right-lateralized.

B) \*It is most likely left-lateralized.

C) The control of language is shared equally between the hemispheres.

D) The lateralization of language varies dramatically from one person to another.

92. SLO 2,3,4

Topic: Psychodynamic Therapies

Learning Objective: Define psychotherapy and characterize the main types of psychotherapy.

Bloom's Taxonomy: Remember

92. Today therapists use a(n) \_\_\_\_\_ approach to therapy, which means they use a variety of methods with an individual patient.

A) behavioral

B) \*eclectic

C) psychoanalytical

D) existential

93. SLO 2,3,4; NMHED 2  
Topic: Personality and Heart Disease  
Learning Objective: Review the evidence linking personality factors and emotional reactions to coronary heart disease.  
Bloom's Taxonomy: Apply
93. Kim is aggressive, competitive, and ambitious. Lonnie is relaxed, cooperative, and patient. Morrie is anxious, tense, and pessimistic. Which individual is correctly paired with the behavior pattern he or she reflects?
- A) \*Lonnie—Type B  
B) Kim—Type C  
C) Kim—Type D  
D) Morrie—Type A
94. SLO 2  
Topic: Speed of Transmission  
Learning Objective: The action potential  
Bloom's Taxonomy: Remember
94. Regarding action potentials, which of the following statements is TRUE?
- A) After the impulse has passed through a particular section of the axon, negative ions are pumped out of that section, and its charge returns to positive while the action potential continues to move along the axon.  
B) As the impulse travels along the axon, the movement of ions causes a change in charge from positive to neutral in successive sections of the axon.  
C) Just after an action potential has passed through a section of the axon, a neuron can fire again immediately if it receives appropriate stimulation.  
D) \*The action potential moves from one end of the axon to the other like a flame moving along a fuse.
95. SLO 2  
Topic: Narcissistic Personality Disorder  
Learning Objective: Describe the personality disorders and their causes.  
Bloom's Taxonomy: Remember
95. Narcissistic personality disorder is characterized by a(n):
- A) inability to develop a stable sense of identity.  
B) tendency to submit to demeaning treatment.  
C) \*exaggerated sense of self-importance.  
D) disregard for religion.
96. SLO 2,3,4; NMHED 3  
Topic: Obesity  
Learning Objective: Define obesity, differentiate between biological and social factors associated with hunger, and discuss the roots of obesity.  
Bloom's Taxonomy: Understand
96. People's perceptions of what an ideal body looks like:
- A) have always emphasized thinness.  
B) have remained constant over time.  
C) \*vary from one culture to another.  
D) emphasize the perfect ratio of height and weight.

97. SLO 2

Topic: Short-Term Memory

Learning Objective: Discuss how memories are stored.

Bloom's Taxonomy: Understand

97. Grouping pieces of information together to expand the effective capacity of short-term memory is termed\_\_\_\_\_.

- A) consolidating                      B) compacting                      C) \*chunking                      D) clumping

98. SLO 2

Topic: Color Vision

Learning Objective: Compare the theories of color vision.

Bloom's Taxonomy: Understand

98. Suppose you stare at an illustration of the American flag for a while, then glance at a blank white page. The red stripes look green when you glance at the blank page because:

- A) \*the receptor cells for the red component of the pairing become fatigued.  
B) cones responsive to green light begin firing.  
C) cones responsive to red light stop firing.  
D) the receptor cells for the green component of the pairing begin to adapt.

99. SLO 2

Topic: Discrimination

Learning Objective: In classical conditioning, define acquisition, extinction, spontaneous recovery, generalization, and discrimination.

Bloom's Taxonomy: Apply

99. June's cat runs to the kitchen at the sound of the electric can opener, which she has learned is used to open her food when her dinner is about to be served. The cat does not run when a blender is used, although it sounds similar. June's cat is demonstrating stimulus:

- A) control.                      B) generalization.                      C) diffusion.                      D) \*discrimination.

100. SLO 2

Topic: Heuristics

Learning Objective: Describe the processes involved in reasoning, forming judgments, and making decisions.

Bloom's Taxonomy: Understand

100. Which of the following is TRUE of heuristics?

- A) If applied appropriately, a heuristic guarantees a solution to a problem.  
B) \*In cases where algorithms are not available, we may use heuristics.  
C) Heuristics decrease the likelihood of success in finding a solution.  
D) Heuristics never lead to errors.

## **COURSE MATERIALS**

Appendix A: Syllabus

Appendix B: Instructions for Research Reports

Appendix C: Final Exam Showing for Each question:

- SLO
- NMHED Essential Skills Area
- Topic
- Learning Objective
- Bloom's Taxonomy

Appendix D: Supportive Journal Articles:

- Effects of Reinforcement on Test-Enhance Learning in a Large, Diverse Introductory College Psychology Course
- The Virtual Cola Challenge

# Effects of Reinforcement on Test-Enhanced Learning in a Large, Diverse Introductory College Psychology Course

Michael C. Trumbo and Kari A. Leiting  
The University of New Mexico

Mark A. McDaniel  
Washington University

Gordon K. Hodge  
The University of New Mexico

A robust finding within laboratory research is that structuring information as a test confers benefit on long-term retention—referred to as the *testing effect*. Although well characterized in laboratory environments, the testing effect has been explored infrequently within ecologically valid contexts. We conducted a series of 3 experiments within a very large introductory college-level course. Experiment 1 examined the impact of required versus optional frequent low-stakes testing (quizzes) on student grades, revealing students were much more likely to take advantage of quizzing if it was a required course component. Experiment 2 implemented a method of evaluating pedagogical intervention within a single course (thereby controlling for instructor bias and student self-selection), which revealed a testing effect. Experiment 3 ruled out additional exposure to information as an explanation for the findings of Experiment 2 and suggested that students at the college level, enrolled in very large sections, accept frequent quizzing well.

*Keywords:* testing effect, retrieval practice, classroom learning, education

Traditionally, lecture, discussion, and study are geared toward acquisition of knowledge, and testing is viewed as a way to assess the degree of mastery over such knowledge (Graue, 1993). Tulving (1967), however, demonstrated that tests themselves might be conducive to learning, rather than simply serving as neutral assessment events. Shortly thereafter, additional research demonstrated that incorporating a testing event during a learning phase is likely to enhance recall following a delay, relative to a learning

phase that includes study events but no testing (Hogan & Kintsch, 1971). Since Tulving's work, additional studies have supported the notion that testing enhances long-term retention, relative to the benefit of repeated study (e.g., Hogan & Kintsch, 1971; Karpicke & Roediger, 2007; Thompson, Wenger, & Bartling, 1978; Wheeler, Ewers, & Buonomano, 2003; see Roediger & Karpicke, 2006a for a review). Despite robust and replicated findings, research in this domain has largely failed to translate into practice (Glover, 1989; Pashler, Rohrer, Cepeda, & Carpenter, 2007; Roediger & Karpicke, 2006a).

Translating findings from laboratory studies to classroom practice may be hindered by the issue of ecological validity. Laboratory settings control exposure to information, often limiting exposure to a single session (e.g., Glover, 1989; Kang, McDermott, & Roediger, 2007), while classroom learning often involves repeated, varied, and spaced presentation of integrated content through multiple methods (e.g., lecture, homework, reading). Additionally, laboratory research often utilizes identical questions for initial and final tests (e.g., Kang et al., 2007; Roediger & Marsh, 2005), but course instructors may wish to vary the questions used on quizzes and tests (as we did in the current Experiments 2 and 3). A recent survey of nearly 200 introductory psychology teachers indicated that identical quiz and test questions are highly atypical in a college classroom environment (Wooldridge, Bugg, McDaniel, & Liu, 2014).

Despite possible lack of ecological validity, early testing effect research within classroom settings has been encouraging (Carpenter, Pashler, & Cepeda, 2009; Duchastel & Nungester, 1982; Sones & Stroud, 1940; Swenson & Kulhavy, 1974) and has produced a nascent body of research demonstrating that the testing effect may occur under real-world circumstances. Research using actual

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Michael C. Trumbo, Department of Psychology and Psychology Clinical Neuroscience Center, The University of New Mexico; Kari A. Leiting, Department of Psychology, The University of New Mexico; Mark A. McDaniel, Department of Psychological and Brain Sciences, and the Center for Integrative Research on Cognition, Learning, and Education, Washington University; Gordon K. Hodge, Department of Psychology, The University of New Mexico.

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Correspondence concerning this article should be addressed to Gordon K. Hodge, Department of Psychology, University of New Mexico, MSC03 2220, Albuquerque, NM 87131-0001. E-mail: ghodge@unm.edu

graded course assessments has revealed testing effects in college courses (e.g., Bjork, Little, & Storm, 2014; McDaniel, Wildman, & Anderson, 2012) as well as middle and high school classrooms (McDaniel, Agarwal, Huelser, McDermott, & Roediger, 2011; McDaniel, Thomas, Agarwal, McDermott, & Roediger, 2013; McDermott, Agarwal, D'Antonio, Roediger, & McDaniel, 2014; Roediger, Agarwal, McDaniel, & McDermott, 2011).

Under some circumstances, however, quizzing does not seem to benefit learning. In contrast to the findings of McDaniel and colleagues (2012), Daniel and Broida (2004) found online quizzes ineffective at the college level relative to in-class quizzes, unless certain conditions were imposed (e.g., random assignment of questions from a larger test bank, limited time per quiz attempt). Bell, Simone, and Whitfield (2015) found that the use of online quizzing failed to improve in-class quiz and exam scores for introductory psychology students.

It is likely that the context and the particulars of quiz implementation matter. While findings for upper level college courses (e.g., research methods, Bjork et al., 2014; child and adolescent development, Daniel & Broida, 2004; psychology statistics, Lyle & Crawford, 2011) have demonstrated quizzing benefit, students in upper level courses are more likely to exhibit mastery goals which are predictive of course success (Harackiewicz, Barron, Tauer, & Elliot, 2002). To date, only one study (McDaniel et al., 2012) has found a benefit of implementing Web-based frequent low-stakes testing as a graded course component in an introductory level college course under controlled conditions (i.e., benefit of quizzing over restudy; see Glass, Brill, & Ingate, 2008 and Glass, 2009 for benefit of online and in class quizzes in a large introductory psychology course but without a control condition). It is worth noting that this benefit occurred in the context of a small ( $N = 16$  in Experiment 1 and  $N = 27$  in Experiment 2), entirely online course (McDaniel et al., 2012), making it uncertain if the findings would extend to an introductory level face-to-face course populated with hundreds of students as examined in the current work.

Although online quizzes provide the opportunity to incorporate frequent low-stakes testing into a course without sacrificing class time (Brothen & Wambach, 2001), teachers may shy away from the time and monetary investment required to adopt experimentally devised testing approaches to their real-life classrooms unless there is a clear indication that there is a benefit to doing so. Demonstration of a quizzing benefit in a large introductory college course that is both demographically and motivationally diverse is a critical step in determining generalizability of findings.

With these considerations in mind and to extend the practicality of online testing, the current work utilized required web-based, low-stakes, randomly generated, multiple-choice quizzes that provided correct-answer feedback following completion of each quiz attempt in the context of a large face-to-face introductory college-level course. Students were allowed an unlimited number of attempts for each set of quizzes leading up to a chapter test to take advantage of the benefits of frequent testing and overlearning (i.e., continuing to review information following successful recall), which has been found to increase the probability of future successful recall (Driskell, Willis, & Copper, 1992; Foriska, 1993).

There are a number of ways students may engage in retrieval practice, including flashcards, practice problems in textbooks, and classroom participation questions. These procedures allow students the opportunity to assess their degree of mastery over ma-

terial, and are commonly used in this self-testing capacity (Hartwig & Dunlosky, 2012; Kornell & Bjork, 2007; Yan, Thai, & Bjork, 2014). However, college students list repeated reading of material as their most frequent study method and perceive restudying information to be the most effective study strategy (Karpicke, Butler, & Roediger, 2009; Yan et al., 2014). This is consistent with the predictions that students make during the course of laboratory research involving retrieval practice, in that students typically predict that restudy of information will maximize long-term retention, whereas retrieval practice is thought to be the weakest strategy (Agarwal, Karpicke, Kang, Roediger, & McDermott, 2008; Karpicke & Blunt, 2011; Karpicke & Roediger, 2007). Ideally, students would voluntarily engage in optimal study strategies, but students do not appear to exhibit awareness of the mnemonic benefits of testing as a method of learning material, and often use testing instead purely as an assessment device.

Previous research comparing between course sections has demonstrated a benefit of implementing required quizzes relative to a section for which quizzes were not available (e.g., Daniel & Broida, 2004) and relative to restudy (e.g., McDermott et al., 2014). To our knowledge, no one has examined the extent to which students will engage in quizzing as a study strategy if quizzes are made available but not required as part of a course grade. When students learn material, even with the expectation of being tested on it, many students may require extrinsic motivation to invest a sufficient amount of time studying (Benware & Deci, 1984), particularly in an introductory-level course in which intrinsic motivation to master material may be lacking (Harackiewicz et al., 2002).

In Experiment 1, we provided a study strategy (quizzes) for students while we concomitantly manipulated extrinsic motivation to take quizzes. We required quizzes as part of the course grade in one section and made quizzes an optional study aid in another section. Extrinsic reinforcement in a classroom environment is most effective when presented on multiple occasions and when it is contingent on quality of performance rather than mere participation (Akin-Little, Eckert, Lovett, & Little, 2004). To that end, we provided extrinsic reinforcement in the quizzes-required section by giving a performance-based number of points for each quiz completion and allowing an unlimited number of quiz attempts. Our hypothesis was requiring quizzes in this fashion would motivate students to take them more often and obtain higher scores, leading to greater mastery of material as measured by test performance.

## Experiment 1: Required Versus Optional Quizzing

### Method

**Participants.** Participants were 722 male and female students enrolled in two daytime sections of Introduction to Psychology at the University of New Mexico (UNM). They received course credit for their participation. While ethnicity data were not collected for this course, the ethnic composition of undergraduate students at UNM at the time of data collection was 50.5% Caucasian, 33.1% Hispanic, 6.4% American Indian, 3.4% Asian American, 2.7% African American, and 3.9% other or no response; approximately 58% of undergraduates at UNM identified as female (Office of Institutional Analytics [OIA], 2005).

**Design.** The experimental variable was whether quizzes were required or optional. The term *quiz* throughout this article is used to describe preparatory low-stakes online tests that students completed between exams. Material covering the entire textbook's 17 chapters was divided into 15 units. For each of these units, Mastery Quiz A covered the first section of the unit and Mastery Quiz B covered the second. In addition, each unit was covered by a review quiz. Students in Section 001 ( $n = 427$ ) were required to take weekly quizzes that covered material from each unit for course credit (labeled the *quizzes-required section*). Students in Section 002 ( $n = 295$ ) were not required to take weekly quizzes; however, they were made available if students wanted to take them to study for the tests (labeled *quizzes-optional section*). The quizzes for both sections consisted of the same questions, and both sections had the same lectures and instructor. Students in both sections were told of the value of taking quizzes and were encouraged to take quizzes multiple times.

There were four tests administered over the course of the semester. The first three tests emphasized material in the three sections of the course; the fourth test was a cumulative final. We dropped students' lowest test scores, including the final. We randomized quiz questions and alternative answers for all experiments. Exam questions were identical to quiz questions. We used four versions of tests, which we distributed so that no two students sitting next to each other received the same version. We proctored and checked student IDs.

**Procedure.** This research was conducted in compliance with the university's Internal Review Board. Students received online access to a quiz during the week each chapter was being covered. They logged onto the course at their discretion to take the quiz. We instructed students that they could use the quizzes to study for tests. Additionally, we informed students not to refer to their textbook or lecture notes while taking quizzes, as this constitutes academic dishonesty (cheating).

WebCT served as the platform for online quiz administration. The quizzes for each unit became available by the day of the first lecture in the corresponding unit. Quiz questions were available all at once, allowing for backtracking. Students were given 15 min to

complete each quiz. They were not required to respond to each question. Correct answer feedback for all questions appeared after the student quit or finished the quiz. There was no limit on the number of times students could take each quiz. Students had approximately one week to complete each successive quiz set; the last set was due before the test covering those quizzes. In the quizzes-required section, quiz scores counted for 45% of the students' final grades. The students' best scores on each of the three quizzes were summed, with a possible 88 points per unit (1 point possible per question, 20 questions for each of the two mastery quizzes; and 2 points possible per question, 24 questions for each review quiz).

We administered tests in class using paper and pencil. Each test consisted of 50 multiple-choice items. The scores on the four tests counted for a total of 50% of student final grade for those in the quizzes-required section and 94% of student final grade for those in the quizzes-optional section. Although we informed students of their grades on the tests, we allowed them to view their graded test by appointment only. To receive credit for the course, the university required a grade of C or higher; receiving a grade of C- or lower would result in the student not receiving credit for completing a university undergraduate core course requirement.

## Results

**Quiz performance.** Students in the quizzes-required section took the quizzes more frequently ( $M = 4.19$   $SD = 2.35$  vs.  $M = 0.65$   $SD = 1.04$ ),  $t(720) = 24.21$ ,  $p < .001$ ,  $d = 1.83$ , 95% confidence interval [CI] [1.66, 2.01], obtained higher best scores on the quizzes ( $M = 14.92$   $SD = 4.73$  vs.  $M = 2.60$   $SD = 3.43$ ),  $t(720) = 35.84$ ,  $p < .001$ ,  $d = 2.72$ , 95% CI [2.5, 2.92], and spent more time on the quizzes (in minutes:seconds,  $M = 7:26$   $SD = 2:47$  vs.  $M = 1:22$   $SD = 1:37$ ),  $t(720) = 33.58$ ,  $p < .001$ ,  $d = 2.55$ , 95% CI [2.31, 2.73], than students in the quizzes-optional section. As shown in Table 1, this effect reflected consistent differences between sections within grade-outcome levels. Students who attained As in the quizzes-required section took more quizzes, spent more time, and achieved higher best scores than

Table 1  
*Experiment 1: Quiz Performance by Section and Course Grade*

Course grade	<i>M (SD)</i>			
	A	B	C/C+	C- or below
Average number of attempts*				
Required	5.67 (2.66)	4.88 (1.98)	4.14 (1.58)	2.57 (1.69)
Optional	2.35 (2.07)	.76 (.69)	.45 (.72)	.41 (.69)
Average time (min)*				
Required	8:14 (2:16)	8:59 (2:05)	8:09 (1:45)	5:10 (2:39)
Optional	3:17 (2:04)	1:46 (1:23)	0:58 (1:05)	1:02 (1:32)
Average best score: mastery quizzes* <sup>a</sup>				
Required	18.89 (.99)	17.35 (1.62)	15.43 (2.32)	9.78 (4.50)
Optional	8.75 (5.52)	3.25 (2.59)	1.82 (2.18)	1.65 (2.46)
Average best score: review quiz* <sup>b</sup>				
Required	47.14 (2.70)	45.65 (4.86)	43.25 (7.57)	40.32 (10.4)
Optional	30.77 (18.06)	25.41 (16.11)	23.52 (18.5)	21.11 (15.0)

<sup>a</sup> Out of 20 points possible. <sup>b</sup> Out of 48 points possible.

\* Indicates a significant difference ( $p < .001$ ) between the value in the quizzes-required section and the value in the corresponding cell for the quizzes-optional section for each of the final course grades.

students who received As in the quizzes-optional section; this pattern was true for the other grades, as well. Differences ( $t$  tests) were significant overall, as well as between section grade levels, all  $ps < .001$  (see Table 1).

**Test performance.** Pearson correlation was conducted to examine the relationship between total quiz points and total test points. For both sections, attaining higher best quiz points was correlated with higher test points,  $r = .76, p < .001$ ;  $r = .37, p < .001$ , respectively. A  $t$  test on total exam scores showed that students in the quizzes-required section ( $M = 76.98\%$ ,  $SD = 18.46\%$ ) obtained higher scores on the tests,  $t(720) = 3.93, p < .001, d = 2.90, 95\% \text{ CI } [2.68, 3.10]$ , than students in the quizzes-optional section ( $M = 63.44\%$ ,  $SD = 4.69\%$ ).

Two one-way analyses of covariance were conducted to determine if there were statistically significant differences between sections on exam performance, one controlling for the number of quiz attempts and one controlling for average best quiz scores. Students in the quizzes-required section had higher scores on the tests than students in the quizzes-optional section even after controlling for number of quiz attempts,  $F(1, 719) = 375.64, p < .001, \eta_p^2 = 0.34$ , and after controlling for average best quiz scores  $F(1, 719) = 717.04, p < .001, \eta_p^2 = 0.49$ .

**Final grade performance.** There were significant differences in end of the semester course grades between the quizzes-required section and the quizzes-optional section,  $\chi^2(3, N = 722) = 44.19, p < .001$ . Follow-up chi-square tests were conducted and found that there were significantly more students in the quizzes-required section who achieved an A as a final course grade (21%) than in the quizzes-optional section (8%),  $\chi^2(1, N = 120) = 5.34, p = .020, d = 0.43$ . Additionally, there were significantly more students in the quizzes-optional section who received a C– or below (53.9%) in the course compared to students in the quizzes-required section (32.9%),  $\chi^2(1, N = 299) = 5.141, p = .023, d = 0.26$ . A  $t$  test on final grade percentage confirmed that students in the quizzes-required section ( $M = 74.7\%$ ) had higher course grades at the end of the semester than students in the quizzes-optional section ( $M = 66.7\%$ ),  $t(720) = 5.32, p < .001, d = 0.40, 95\% \text{ CI } [0.25, 0.55]$ .

Finally, a one-way analysis of covariance was conducted to determine if there was still a statistically significant difference between sections on final course performance after controlling for average best quiz scores. Students in the quizzes-required section had better final grade performance than students in the quizzes-optional section even after controlling for average best quiz scores  $F(1, 719) = 36.48, p < .001, \eta_p^2 = 0.048$ .

## Discussion

Including required quizzes as part of the graded course assignments had a substantial impact on course outcome measures, as indicated by test scores and final grades. Most students who were not required to take quizzes were not apparently intrinsically motivated to take them and were not reinforced by completing them in the absence of performance-based course points, as shown by completion of fewer quizzes, less time spent on each quiz attempt, and lower best scores in the quiz-optional section (see Table 1). This pattern was consistent between sections within each grade-outcome level, demonstrating results were not biased by high performing students in the quizzes-required section or by low

performing students in the quizzes-optional section. Students in the quizzes-required section had higher average best scores across all grade levels, typically with lower standard deviations than students in the quizzes-optional section. As there was a difference in test scores between sections after controlling for quiz attempts and best scores, a difference in final grades between sections remains even if the contribution of tests to final grades were to be equally weighted between sections. Students extrinsically motivated to take quizzes, as a group, consistently performed much better than students without extrinsic motivation. Results from our large and diverse population of students corroborates previous findings demonstrating students tend to score lower on tests when they do not take online quizzes (Kibble, 2007) or when they take fewer quizzes (Angus & Watson, 2009).

Presumably, students in both sections were motivated to obtain a high final grade in the course by performing well on the tests. In the absence of consistent performance-based reinforcement, students in the quizzes-optional section failed to utilize the quizzes as a study method to the same degree as their quiz-required counterparts. This demonstrates that students in an introductory psychology course may need extrinsic reinforcement to take advantage of quizzing, as they do not appear to find completion of quizzes intrinsically rewarding, despite the benefit quiz completion confers on test scores. These findings are consistent with survey research indicating that students typically engage in suboptimal study strategies such as highlighting (Bell & Limber, 2010) and rereading material (Hartwig & Dunlosky, 2012), so it may be necessary for instructors to require frequent testing as part of a course to take advantage of the testing effect. Likely labeling a method of learning as “optional” undermines the idea that such a method is a valuable learning tool. Additionally, students in the quiz-optional section may have viewed quizzing as an avoidable burden, and therefore failed to complete them to minimize the workload of the course.

The correlations between quizzes and tests illustrate how quiz performance predicts test performance and, by implication, course grades. Teachers and students are most concerned with grades. Structuring a course to include quizzes leads to higher scores across different course components and, eventually, higher grades. Teachers can use correlational information to highlight the benefit of quiz taking. Providing timely feedback of this sort to students may prove a more compelling source of motivation for students to take quizzes rather than engage in other study strategies.

Even when controlling for number of quiz attempts and best quiz scores, students in the quizzes-required section performed better on tests than students in the quizzes-optional section. It is possible, therefore, that requiring quizzes has an indirect effect on test performance by encouraging diligent study habits (i.e., it may not be quizzes per se that improve performance). Additionally, although students chose a section in which to enroll, we did not inform them of course procedures beforehand; nevertheless, it is possible that a form of self-selection contributed to results. The instructor was the same for both sections, raising the possibility of instructor bias (although quizzes and tests were multiple-choice, allowing for objective grading, lack of instructor blinding potentially introduced differences in lecture delivery or student interaction). Although using a separate control section offers design advantages, insofar as required quizzing helped students we were reluctant to withhold quizzes from controls when testing additional

hypotheses. Further, exam questions were identical to quiz questions, limiting our ability to gauge conceptual learning.

We designed Experiment 2 with these concerns in mind. We split students within a single course section into groups that received selective exposure to particular information via an online delivery system. In this fashion, evaluation of a pedagogical manipulation controls for selection bias (via random group assignment within a single section) as well as instructor bias (all students receive the same lectures from the same instructor), and all students were able to benefit from the putative advantages of required quizzing. Also, exam questions were constructed so that they were not identical to quiz questions. We hypothesized that a testing effect would be evident when controlling for the influence of these factors, while allowing all students to benefit from the testing effect.

## Experiment 2: Evaluation of a Within-Course Manipulation

### Method

**Participants.** Participants were 715 male and female students enrolled in a daytime section of Introduction Psychology at UNM. They received course credit for their participation. The ethnic composition of undergraduate students at UNM at the time of data collection was 46.0% Caucasian, 35.1% Hispanic, 6.8% American Indian, 4.0% Asian American, 3.2% African American, and 4.9% other or no response; approximately 57% of UNM undergraduates identified as female (OIA, 2008).

As may be expected in any large college course, students joined and left the class over the semester, and sometimes failed to complete assignments; the number of students who dropped or added the course was not tracked, and only students who completed the unit exam for a given unit were included for purposes of analyses. This resulted in 398 students to be included in the analysis.

We randomly assigned students to one of two groups to counterbalance quizzed and not quizzed content. The quizzed content for one group was not quizzed for the other group and vice versa. Given that students were randomly assigned to these counterbalancing groups, and that overall performances across these groups were statistically equivalent (see Results section), there is no reason to suspect that one group was differentially impacted by late adding/dropping students or students failing to complete assignments.

**Design.** All students were required to complete 3 quizzes (Mastery Quiz A, Mastery Quiz B, and Review Quiz). There were 11 unit exams, which we administered at the end of each unit, 6 days (on average) after lecture introduction of the material. Quizzes counted for 33% and unit exams for 50% of total points.

Across quizzes, wording of question stems remained the same but the order of the four alternative answers was randomized. The specific questions that appeared on each quiz attempt were randomly selected from larger subsets consisting of 98 possible questions (on average) for each mastery quiz (20 questions per quiz; 1 point per question) and 106 possible questions (on average) for each review quiz (16 questions per quiz; 2 points per question).

Of the possible questions, five critical questions (so called because related corresponding questions in the exams would probe

for student memory) could appear on Mastery Quiz A and five others could appear on Mastery Quiz B. All 10 critical questions could appear on the review quiz, which consisted of questions from Mastery Quizzes A and B. The set of possible questions was divided into smaller groups based on topics within a given textbook chapter. The number of questions selected from each group depended on the perceived importance of the topic by the course instructor. Presentation of all possible critical quiz questions on each quiz attempt was not guaranteed due to the random selection of questions on each quiz attempt.

Each critical quiz question was paired with a corresponding exam question. We selected quiz questions from the first volume of the exam bank (Brink, 2008) that accompanied the required textbook (Myers, 2007). The relationships between the corresponding quiz and exam questions varied. For some corresponding questions, the stem of the quiz question became the answer to the exam question. In other cases, the quiz question directly tested knowledge of the fact and the exam question tested application of the fact. See Table 2 for example quiz and exam questions. At the end of each unit, students took the unit exam consisting of 50 multiple-choice questions with four alternatives (one correct answer, three lures) from the second volume of the exam bank (Brink, 2008). These questions consisted of 10 critical questions that were associated with the quiz-item sets and 10 critical questions that were not associated with the quiz-item sets. The 10 questions not associated with the quiz-item sets counted as extra credit. The remaining 30 questions on the unit exam were not associated with the quiz manipulation (all of these questions were potentially related to quizzed items); these 30 questions were drawn from items common to both groups.

**Procedure.** This research was conducted in compliance with the university's Internal Review Board. We randomly assigned students to either of two conditions at the start of the semester.

Table 2  
*Experiment 2: Example Question From Quiz, Exam; Experiment 3: Brief Statement*

Question Type	Example Question
Quiz question	By directly experiencing a thunderstorm, we learn that a flash of lightning signals an impending crash of thunder. This best illustrates: a. Operant conditioning b. The law of effect c. Observational learning d. Classical conditioning
Exam question	Pet cats who learn that the sound of an electric can opener signals the arrival of their cat food illustrate: a. Shaping b. Extrinsic motivation c. Classical conditioning d. Observational learning
Brief statement	By directly experiencing a thunderstorm, we learn that a flash of lightning signals an impending crash of thunder. This best illustrates classical conditioning. a. I'll read this later b. I've just read this but I know it now c. I recognize this and I believe I'm learning it d. I recognize this and I know it

Essentially, procedures for quizzes and exams were similar to those described in Experiment 1. After completing each set of three online unit quizzes, students in Experiment 2 completed an in-class, paper-and-pencil unit exam, for a total of 11 unit exams. Students were allowed unlimited quiz attempts and only their best score for a given quiz counted toward their grade.

## Results

**Quiz performance.** A series of  $t$  tests indicated that there were no significant differences across the two counterbalancing groups in terms of the number of times students took quizzes ( $M = 6.37$ ,  $M = 6.85$ ), their best scores on quizzes ( $M = 15.83$ ,  $M = 15.43$ ), and time spent on quizzes ( $M = 7:15$ ,  $M = 6:58$ ), all  $t$ s < 1.0 and all  $p$ s > 0.50.

**Unit exam performance.** A repeated-measures analysis of variance showed that questions targeted by quizzes ( $M = 7.08$ ,  $SE = .029$ ) were answered correctly significantly more often than questions not targeted by quizzes ( $M = 5.46$ ,  $SE = .029$ ),  $F(1, 398) = 2,752.76$ ,  $p < .001$ ,  $\eta_p^2 = 0.87$ . Figure 1 shows the mean differences between exam questions corresponding to the quiz sets and questions not corresponding to the quiz sets for all 11 units; the mean differences were significant ( $p$ s < .001) for all exams.

Additionally, there was no significant difference between the counterbalancing groups ( $M = 20.15$ ,  $M = 19.93$ ) on performance on the common questions,  $t(198) = 1.54$ ,  $p = .125$ , on exam performance ( $M = 81.72\%$ ,  $M = 80.1\%$ ),  $t(199) = 1.25$ ,  $p = .209$ , and in end of semester grades,  $\chi^2(3, N = 464) = 2.90$ ,  $p = .406$ . A Pearson correlation was conducted to examine the relationship between total quiz points ( $M = 597.79$ ,  $SD = 178.10$ ) and total exam points ( $M = 876.97$ ,  $SD = 216.81$ ). Quiz points were correlated with higher exam points,  $r(398) = 0.71$ ,  $p < .001$ .

There were no significant differences on final course grades ( $M = 79.25\%$ ,  $M = 78.82\%$ ) between the counterbalancing groups,  $t(199) = 0.87$ ,  $p = .376$ .

## Discussion

Students performed significantly better on the probe exam questions that related to the quiz sets than they did on questions that

were not targeted in the quiz sets. This effect was highly consistent, occurring on each of the 11 unit exams (see Figure 1). The current work demonstrates quizzes need not be administered in class to elicit benefit (cf. Daniel & Broida, 2004), converging with the findings of McDaniel et al. (2012).

Demonstration that quizzing provides a benefit to knowledge within novel contexts (i.e., exam items that are not identical to quiz items) as opposed to a benefit that is limited to multiple presentations of identical items is necessary if the case is to be made that testing promotes knowledge acquisition. Laboratory research has established that transfer of knowledge may occur within testing effect paradigms (Butler, 2010; Carpenter, 2012; Rohrer, Taylor, & Sholar, 2010), but classroom-based research often utilizes identical quiz and exam items (e.g., Carpenter et al., 2009; McDaniel et al., 2011; Roediger et al., 2011), making transfer of knowledge difficult to examine.

McDaniel and colleagues (2013) addressed this issue, demonstrating a testing benefit for both identical and for related nonidentical content. However, this occurred in the context of a middle school classroom rather than at the college level. Additional laboratory research has demonstrated a testing effect for information taken from a college level biology textbook, but only for items that were identical between quiz and exam administration, not for topically related items (Wooldridge et al., 2014). In the current work, we altered question stems and even alternatives when moving from quizzes to exams (see, e.g., Table 2) to determine whether or not students were learning concepts or simply recognizing key words. The presence of a testing effect under these conditions corroborates earlier findings from a middle-school study (McDaniel et al., 2013) and extends them to an ecologically valid high-enrollment college-level course, supporting the idea that quizzes enhance conceptual learning rather than encouraging rote memorization of key words.

While ecological studies are valuable, it is important to minimize penalties to student performance (in the control conditions) when administering classroom experiments for both practical and ethical reasons. Consistent with the Belmont Report (National Commission for the Protection of Human Subjects of Biomedical & Behavioral Research, 1978), which requires researchers to min-

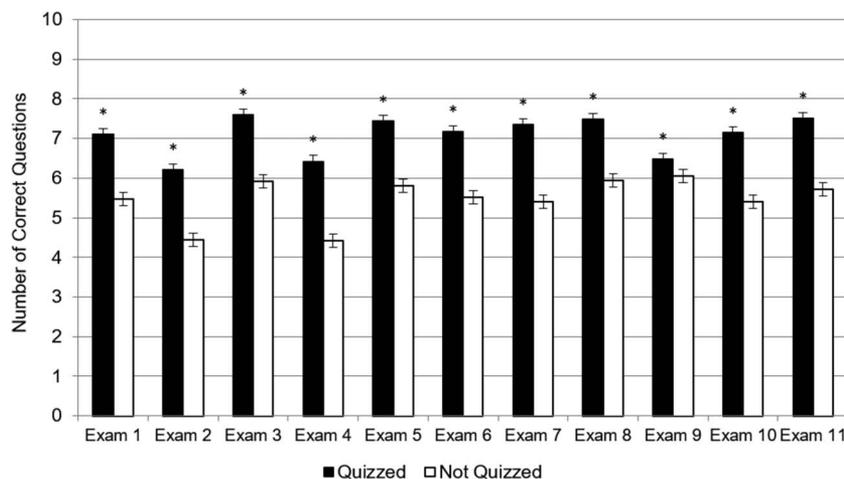


Figure 1. Experiment 2: Mean number of questions answered (out of 10 possible) on unit exams as a function of whether the questions corresponded to quizzed items.  $SE$ s shown. \*  $p < .001$ .

imize harm and maximize benefit to participants, it is desirable that a pedagogical manipulation avoids penalizing students on exams by withholding what we believe to be an effective intervention. We counted correct responses to unit exam questions unavailable to students during quizzing as extra credit. As a result, it was possible to receive a maximum score of 50 out of 40 points (125%) on a unit exam if a student were to correctly answer all of their within-group critical questions (10 points), all of the common questions (30 points), and all of the opposite-group critical questions (10 extra credit points). Despite influencing the total-point score for some students, this manipulation did not affect overall numbers of students receiving a C or better. We believe this is a useful way of comparing pedagogical approaches because it does not carry the potential of penalizing students for performance on “control” items, while still allowing meaningful differences to become apparent.

In Experiments 1 and 2, the benefit of quizzing was confounded with additional exposure to material. There are a small number of studies that have investigated the testing effect within a classroom environment with assessments that count toward student grades; of these, only a subset have controlled for additional exposure by providing a restudy condition (McDaniel et al., 2011, 2013; McDermott et al., 2014; Roediger et al., 2011). To contribute to this literature and determine if exposure as opposed to testing per se provides a plausible explanation for the quizzing benefits found in Experiment 2, we designed an additional experiment to compare quizzing to restudy of information. We hypothesized that quizzing is superior to reading information, even if reading material is active in the sense that it requires a motor response from students.

### Experiment 3: Restudy Control and Student Perception

#### Method

**Participants.** Participants were 1,018 male and female students enrolled in two daytime sections (001 and 002) of introductory psychology at UNM. There were 504 students in Section 001 and 514 students in Section 002. They received course credit for their participation. While ethnicity data was not collected for this course, the ethnic composition of undergraduate students at UNM at the time of data collection was 45.3% Caucasian, 35.7% Hispanic, 6.7% American Indian, 3.9% Asian American, 3.4% African American, and 5.0% other or no response; approximately 57% of UNM undergraduates identified as female (OIA, 2009).

Students were required to take weekly online quizzes and take paper-and-pencil unit exams. As described in Experiment 2, not all students completed certain requirements and as a result, 792 students were included in the analyses.

**Design.** We designed this study to evaluate the possibility that simply reading the questions compared to reading and correctly answering them might improve exam performance. The quiz design (e.g., Mastery Quiz A, Mastery Quiz B, and Review Quiz) and unit exam structure (at the end of the unit) remained the same as described in Experiment 2. The procedure developed in Experiment 2 using two counterbalancing groups provided the substrate for the design. Students in Section 001 ( $n = 404$ ) received embedded statements in their quizzes; quizzes were otherwise identical to quizzes given in Experiment 2. Students in Section 001 saw

their counterbalancing group’s critical questions, as well as statements derived from the other group’s pool, including their critical questions. We constructed statements by transforming the opposite group’s questions into statements (e.g., instead of a stem with a blank, the item was presented as a statement). See Table 2 for an example quiz question and the manner in which it would be transformed into a brief statement. Statements were imbedded in the quizzes and were presented randomly just like the other quiz questions. Similar to the quiz questions, groups of statements were presented thematically. To allow the statements to be delivered as quiz items, alternatives were presented to the student as if to gauge their familiarity with the material (their answers were immaterial to the analysis; see Table 2).

Students in Section 002 did not receive statements; they ( $n = 388$ ) received both their own counterbalancing group and the opposite group’s quiz questions, including critical questions. Each group received the opposite group’s critical questions as statements in Section 001 and as additional quiz questions in Section 002. This design allowed for evaluating replicability of the findings from Experiment 2 and subsequent extension of those findings by inclusion of a course section that used statements embedded in quizzes, enabling both within and between-subjects comparisons of quizzed versus studied information.

**Procedure.** This research was conducted in compliance with the university’s Internal Review Board. We randomly assigned students to their condition when the instructor received the class list at the start of the semester. Quizzes and unit exams were administered in the same way as described in Experiment 2. At the end of the semester, we give students the opportunity to complete an online, multiple-choice, extra credit survey expressing their attitudes about the course, including what was the best use of their time and which components they liked best.

#### Results

**Quiz performance.** Pearson correlations were conducted to examine the relationship between total quiz points and total exam points for each of the two sections. Higher best quiz points ( $M = 621.82$ ,  $M = 647.98$ ) were correlated with higher exam points ( $M = 966.73$ ,  $M = 994.44$ ) for both sections, ( $r = .79$ ;  $r = .80$  for Sections 001 and 002, respectively,  $ps < 0.01$ ). We conducted  $t$  tests to assess if there were any differences between students in Group 1 and students in Group 2 for both sections on the number of times students took the quizzes ( $M = 6.74$ ,  $M = 6.42$ ) and best scores on quizzes ( $M = 15.63$ ,  $M = 15.81$ ; all  $ts < 1.0$  and all  $ps > 0.50$ ).

**Unit exam performance.** A repeated-measures analysis of variance showed that in Section 001, students did better on their quizzed probe questions ( $M = 6.66$ ,  $SE = .033$ ) than on probe questions related to their brief statements ( $M = 5.82$ ,  $SE = .030$ ),  $F(1, 403) = 641.50$ ,  $p < .001$ ,  $\eta_p^2 = 0.61$ . These mean differences were consistent across all exams; all  $ps < .001$  (see Figure 2). There was also no significant difference between students across counterbalancing groups ( $M = 82.96\%$ ,  $M = 83.24\%$ ) on total exam scores,  $t(201) = 0.823$ ,  $p = .412$ , demonstrating that between group performance was similar on all exams.

For Section 002, all students had access to their assigned group’s critical quiz questions and the opposite group’s critical quiz questions. As hypothesized, for Section 002 there were no

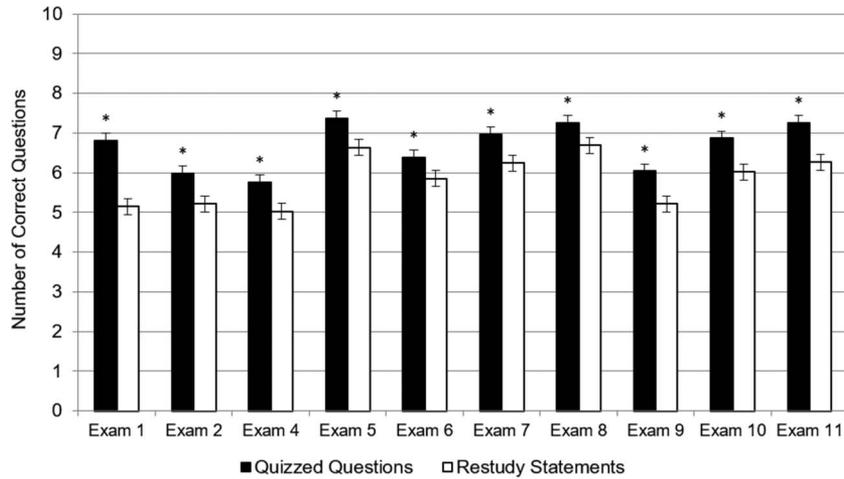


Figure 2. Experiment 3: Effects of restudy statements or quizzed questions on quiz performance. The restudy statements were constructed from quiz questions. Students received 10 restudy statements and 10 quizzed questions. *SEs* shown. \* $p < .001$ .

differences in performance between same counterbalancing group ( $M = 6.49$ ,  $SE = .033$ ) and opposite group ( $M = 6.48$ ,  $SE = .032$ ) probe questions.

Across sections, there were significant differences, however Students in Section 002 did better ( $M = 6.40$ ,  $SE = .031$ ) on probe questions related to the additional quiz questions they received than students in Section 001 ( $M = 5.82$ ,  $SE = .031$ ) on the questions related to their brief statements,  $F(1, 790) = 172.24$ ,  $p < .001$ ,  $\eta_p^2 = 0.18$ . This effect replicates the within-section results demonstrating the advantage of quizzing relative to restudy of the content from brief statements. Moreover, the between-section analysis allows us to control for item difficulty as we drew Section 001's restudy statements and Section 002's extra questions from identical question pools. There were no significant differences on final course grades ( $M = 80.81\%$ ,  $M = 78.14$ ) across sections,  $t(1790) = 1.62$ ,  $p = .107$ .

**End of semester survey.** When asked to choose which item represented the best use of their time, the vast majority of students selected taking the quizzes (see Figure 3 for details and proportion of responses to alternatives). When asked what part of the course they *liked* the most, the most common response was studying by taking quizzes (see Figure 4).

## Discussion

Both within and between sections analyses demonstrated superiority of quizzing over additional exposure from statements (restudy condition, Section 001). This finding supports both laboratory (Carrier & Pashler, 1992; Karpicke & Blunt, 2011; Wheeler et al., 2003) and classroom-based and online research (McDaniel et al., 2011, 2013; McDermott et al., 2014; Roediger et al., 2011) that demonstrate controlling for amount of exposure fails to account for

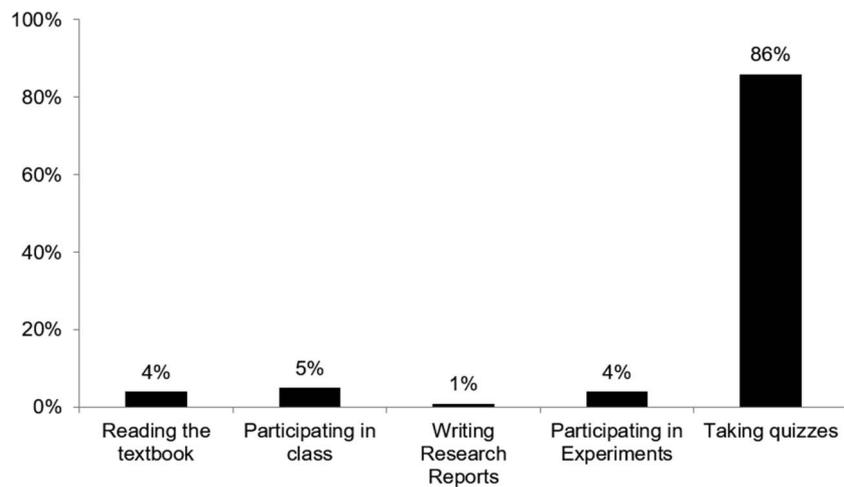


Figure 3. Experiment 3: Attitudes about time invested. Students' ( $N = 614$ ) beliefs regarding the best use of their time.

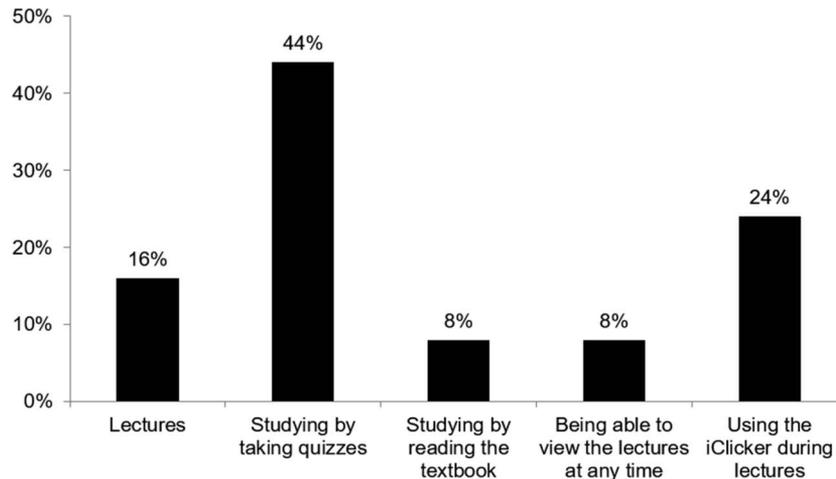


Figure 4. Experiment 3: Attitudes toward course components. This figure illustrates students' ( $N = 614$ ) self-reports of most enjoyable course component.

the testing effect. Additionally, this effect held even though students were required to respond in multiple-choice fashion to the study statements, therefore controlling for the active component of a motor response inherent in quizzing. The Section 001 within section results replicate those from Experiment 2, suggesting that low-stakes quizzing implemented in the fashion described here produces reliable benefit across semesters.

Students found quizzes to be relatively enjoyable (i.e., they “liked” taking quizzes) and valuable. This finding corroborates those of other studies that have reported generally positive attitudes toward high-frequency, low-stakes testing in a classroom (Bangert-Drowns, Kulik, & Kulik, 1991; Leeming, 2002; McDaniel et al., 2011; Roediger & Karpicke, 2006a). Given that college students tend to list repeated reading of material as their most frequent study method, and perceive restudying information to be the most effective study strategy (Karpicke et al., 2009), it is interesting to note the vast majority of students reported quizzing as more valuable than reading the textbook. We did not survey students regarding their attitudes toward high-frequency low-stakes testing prior to the course, making it difficult to determine if course experience engendered change.

### General Discussion

Although firmly established in laboratory settings, the effective use of quizzing to enhance learning remains controversial in ecologically valid settings (e.g., Bell et al., 2015; Daniel & Broida, 2004). The aim of the current body of work was to examine the possibility of designing a large introductory college-level course that leveraged research regarding test-enhanced learning. We hypothesized that students would learn better when we gave questions and required students to complete them for credit, thereby combining the benefit of quizzing with the benefit of extrinsic motivation to complete the quizzes. Over the course of several semesters, we were able to demonstrate the advantage of including required frequent, low-stakes quizzing as a graded part of a course.

While a number of researchers have investigated the testing effect within actual classroom settings using course assessments

that count toward student grades (Bjork et al., 2014; Lyle & Crawford, 2011; Glass et al., 2008; Glass, 2009; McDaniel et al., 2011, 2012, 2013; McDermott et al., 2014; Roediger et al., 2011), few have included a restudy control condition (McDaniel et al., 2011, 2013; McDermott et al., 2014; Roediger et al., 2011), of which only one occurred in an introductory level college course (McDaniel et al., 2012). As this prior work (McDaniel et al., 2012) used small courses ( $Ns = 16$  and  $27$ ), the current work represents a critical extension of prior findings in a novel context under controlled conditions.

The size of the course matters because it provides a great deal of statistical power and, insofar as it relates to demographic and motivational diversity within the course. UNM is an ethnically diverse campus (see Method section for each experiment). At the national level, distribution of undergraduate students enrolled in degree-granting postsecondary institutions is approximately 9% Hispanic, 71% White, 1% American Indian/Alaskan Native, 7% Asian, and 11% Black (National Center for Education Statistics, 2013). As Hispanic students and American Indian students attend UNM at a rate of fourfold and sixfold the national average, respectively, a large course at UNM presents the opportunity to examine the efficacy of quizzing in an introductory college course for these ethnic groups.

With regard to motivational diversity, students in upper level courses are more likely to be prospective majors or minors and exhibit mastery goals (Harackiewicz et al., 2002), but students in an introductory-level course may enroll simply to fulfill basic education requirements. The current study incorporated courses with hundreds of students who approached the course from different motivational and demographic backgrounds. For the wide variety of students enrolled in the course, the consistency of quizzing benefit (see Figures 1 and 2) demonstrated continued effectiveness throughout the semester across the wide variety of topics covered in the course, thereby underscoring the robustness of test-enhanced learning.

In the current work, Experiment 1 indicated an indirect effect of making quizzes a graded course component, as students in the

quiz-required section outperformed students in the quiz-optional section even when controlling for number of quiz attempts and best quiz scores. Experiment 2, however, took place within a single course section in which quizzes were a required course component for all students, thereby controlling for course-engagement due to required quizzes. With this control in place, we found that students learned quizzed information better than nonquizzed information.

Experiment 3 extended these results, indicating structuring information as a question leads to superior learning when compared to information structured as a statement. These findings support the notion that course engagement behaviors are not likely responsible for the entirety of the testing effect. Roediger and Karpicke (2006a) review laboratory research in which retrieval practice elicited benefit within a context that likely lacked motivational components comparable to receiving a course grade. McDaniel, Anderson, Derbish, and Morrisette (2007) reported a testing effect in classroom environments in which the experiment materials did not count toward student grades. Further, Haynie (1997) demonstrated that students who expected but were not presented with a quiz failed to learn as much as students who were not expecting a quiz yet received one. Thus, overall student performance is likely the result of the interplay between direct and indirect contributions of frequent quizzing, and these contributions are not mutually exclusive. However, course engagement behavior alone is unable to explain the testing effect.

Results from Experiment 1 indicate indirect effects of quizzing likely play a role in quizzing benefit within a classroom context, while Experiments 2 and 3 demonstrate that formatting information in the form of a question elicits a benefit. This is consistent with research indicating that some aspect of the retrieval process itself is at the core of the testing benefit, referred to as the retrieval hypothesis (Dempster, 1996). This may occur due to a combination of congruency of processes required at encoding and retrieval (i.e., quizzing and criterial testing, referred to as transfer-appropriate processing; Kolers & Roediger, 1984; Thomas & McDaniel, 2007), elaboration of memory traces (Bjork, 1988; McDaniel, Kowitz, & Dunay, 1989), or increased depth of processing (Karpicke & Blunt, 2011).

In addition, Wing, Marsh, and Cabeza (2013) used functional MRI to examine the brain basis of enhanced recall due to initial testing, revealing regions associated with successful retention include the anterior hippocampus, lateral temporal cortices, and medial prefrontal cortex, as well as increased connectivity between the hippocampus and the ventrolateral prefrontal cortex and midline regions. The authors suggest the testing effect, at the neural level, enhances processing in regions that support successful encoding of material (e.g., relational binding, selection and elaboration of semantically related information) as well as processes related to retrieval, such as memory search.

There are, of course, a number of caveats. We informed students that notes and textbooks were not permitted while taking quizzes, yet it is unknown if and how often such rule violations may have occurred, as the quizzes were administered online. Certain precautions were taken to discourage students from looking up answers (e.g., time allowed for each quiz attempt was constrained, question order and answer option order were randomized for each attempt). Nevertheless, students who consulted books or notes during quiz attempts were not retrieving information in the same fashion as students who completed the quizzes from memory. In Experiment

3, we provided students in both groups with the same information on quizzes, with particular information presented to one group as statements and to the other as questions. If a student cheated by using additional material to look up an answer to a quiz question rather than attempting retrieval of information from memory, this effectively turns that quiz question into a statement (i.e., passive reading of information as opposed to retrieval from memory). Results from Experiment 3 indicate that information posed as a quiz question resulted in superior learning when compared to information in the format of a statement, suggesting that students were largely taking the quizzes as intended. Given that even open-book quizzing can be beneficial (Agarwal et al., 2008), the precautions in place, and the clear benefit of quizzed versus restudied information (see Experiment 3; McDaniel et al., 2012), if students cheated by using additional material during quizzing, it is unlikely it was endemic.

Similar research has demonstrated a testing effect when quizzes were taken in class and spaced at least a day apart, with at least one day between the final quiz and the criterial test (McDermott et al., 2014), as well as when students were allowed to take quizzes whenever they desired, up until one hour prior to administration of a criterial test (McDaniel et al., 2012). The current study allowed students to take the quizzes whenever they wanted (following availability coincident with the first lecture pertaining to unit information relevant to a particular quiz set), including immediately prior to the criterial exams. As we do not have data regarding the timing of quiz completion across days, it is unknown how students tended to space their quiz attempts, and whether this played a role in outcome measures (cf. Cull, 2000).

We did not evaluate duration of learning benefit in the current work. Critical questions were planted within chapter exams, but as students were allowed to take quizzes up until the exam it is unknown when students ceased studying for each exam. Similar research, however, has provided evidence that the testing effect can result in retention benefits of up to 9 months (McDaniel et al., 2011). If an effective learning strategy is based on duration of retention, structuring information in the format of a test is certainly effective (McDaniel et al., 2011; Roediger & Karpicke, 2006b), but the goal of studying may not always be long-term retention.

In any case, students may be motivated primarily to achieve a high grade rather than to retain information over the long term. Reading a great deal of information over a short interval (“cramming”) or taking quizzes immediately prior to an exam may both result in a high grade; the advantage of retrieval practice only becomes evident at long delays following initial learning (Hogan & Kintsch, 1971; Karpicke & Roediger, 2007; Roediger & Karpicke, 2006a; Thompson et al., 1978; Wheeler et al., 2003). Essentially, cramming by reading is effective if the goal is to score well on a test, but not if the goal is to retain learned information, whereas learning via quizzing is effective for both grade achievement and for retention. Students motivated only to score well on a test may therefore require incentive to learn via quizzes (i.e., extrinsic motivation; see Experiment 1). Thus, motivations of students and of instructors (who may want students to perform well in the course, as student achievement may be viewed as reflective of the quality of the instructor) must be taken into account when considering translation from theory to practice.

While instructors may find it difficult to manipulate the motivations of their pupils, there are a number of course parameters

that they may adjust to facilitate test-enhanced learning. We found that providing extrinsic motivation to complete quizzes by making them count toward course grades improved exam performance and grades compared to a similar situation that did not require completion of quizzes (see Experiment 1). Retrieval practice provides a great number of benefits, including enhanced long-term retention (Roediger & Karpicke, 2006a), potentiation of knowledge acquisition on subsequent study trials (Izawa, 1970), identification of knowledge gaps (Dunlosky, Hertzog, Kennedy, & Thiede, 2005), and reduction of test anxiety (Agarwal, D'Antonio, Roediger, McDermott, & McDaniel, 2014; McDaniel et al., 2011). If students cannot be enticed to complete quizzes, they will fail to elicit the benefits provided by quizzing. Requiring quizzes as part of a course grade presumably motivates students to study the material in preparation for the quizzes, learn from the quizzes themselves, and perform well on subsequent tests, thereby supporting course involvement beyond quiz completion (Mawhinney, Bostow, Laws, Blumenfeld, & Hopkins, 1971).

One concern with required quizzes is students will protest at the thought of additional testing, leading to poor ratings of courses that use frequent tests or quizzes. Prior research actually indicates college students prefer courses that include more frequent testing (Bangert-Drowns et al., 1991; Leeming, 2002; Roediger & Karpicke, 2006a; see Experiment 3 of current work, as well). This is likely because increased frequency of testing is associated with lower stakes per test, thereby reducing anxiety and providing students with frequent feedback regarding their course performance (McDaniel et al., 2011). Moreover, our students reported that they found taking quizzes to be a relatively enjoyable course component (see Experiment 3).

The benefits of testing relative to restudy are well established, but testing has not often been compared to other commonly used means of enhancing learning. While testing has been found to be superior to elaborative studying with concept mapping in one instance (Karpicke & Blunt, 2011), testing has not been directly compared to a number of other efficacious teaching methods, such as presentation of novel information or self-explanation (Kornell, Rabelo, & Klein, 2012). Still, testing appears to provide a useful adjunct to teaching, though implementation may be a key factor in eliciting benefit (e.g., providing corrective feedback following each quiz attempt, allowing multiple quiz attempts, reducing factors that discourage retrieval, such as open-book quiz completion; Bell et al., 2015; Daniel & Broida, 2004; McDaniel et al., 2012). The current experiments not only support previous research demonstrating the presence of a testing effect in a classroom environment, but also extend those findings to a large introductory college-level course and suggest a method of evaluating pedagogical interventions in an ecologically valid context.

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## The Virtual Cola Challenge

Katherine G. Akers and Gordon K. Hodge  
*University of New Mexico*

*Conducting a cola taste test as a demonstration in undergraduate psychology courses provides opportunities to present and discuss a wide variety of class topics. Instead of students actually tasting colas, however, we devised a virtual cola challenge in which students only imagined tasting 2 colas. The challenge involves minimal preparation and allows everyone to participate. Despite the imaginary nature of the taste test, we found across many semesters that students reliably preferred 1 cola to the other and reported high levels of confidence in their choice. Instructors can incorporate cola challenge outcomes and experiences within discussions of experimental design and methodology, social psychology, and cognitive psychology.*

After conducting its first Pepsi Challenge in 1975, Pepsi-Cola, Inc. claimed that more participants in the blind taste test preferred Pepsi to Coke ("Pepsi World FAQs," 2005). Taste test challenges subsequently became a popular way for food and beverage companies to allege the superiority of their products. Cola challenges have also caught on in undergraduate psychology classes, where instructors use them as hands-on demonstrations of methodological concerns in psychological research (e.g., Smith, 2002). We too have used the cola challenge as a demonstration in our introductory psychology classes for many years (Hodge, 1986) but discovered that conducting a taste test in classes of several hundred students can be difficult in terms of preparation and organization. Moreover, not everyone in large classes gets to participate because it takes too much time. Therefore, we devised an alternative version of the cola challenge, which we call the virtual cola challenge, to avoid these problems. In the virtual challenge, instead of actually sampling real beverages, students

imagine tasting two colas identified by letters of the alphabet and report which cola they prefer. We found the virtual challenge produces interesting results and provides opportunities for class discussion on a wide range of topics.

## Method

### *Virtual Cola Challenge*

We conducted virtual cola challenges across 11 semesters of an introductory psychology class. To facilitate the virtual experience of the challenge, we first dimmed the lights, led students through a brief muscle relaxation exercise, and suggested they close their eyes. We then asked students to imagine the following sequence of events: "It's a hot summer day. You enter a shopping mall and see a table with a sign announcing a cola challenge. The person standing behind the table invites you to take the challenge. You first taste cola from the M cup and then cola from the Q cup." During the most recent 2 semesters, instructions were the same except we switched the order in which we presented the imaginary colas to students; that is, we told them, "You first taste the cola from the Q cup and then the cola from the M cup." Next, we asked students to open their eyes and take out a piece of paper and a pen or pencil. We asked students three questions: (a) which cola they preferred: M or Q; (b) which cola they believed they chose as their preference: Pepsi, Coke, or other; and (c) their level of confidence in their choice: very high, high, moderate, low, or very low. Students recorded their answers and turned in their papers, and a teaching assistant tabulated the results. During the next class period, the instructor reported the results of previous virtual challenges and announced the preferences of the current class.

### *Student Evaluation of Virtual Cola Challenge*

To assess what students learned from and liked about participating in the virtual challenge, we collected responses to a survey given approximately 4 weeks following one of the most recent challenges. The survey included the following questions: (a) whether the student participated in the in-class virtual challenge, (b) what the student learned from it, (c) whether the student talked about it outside of class, and (d) what the student liked about it most. We administered the survey online using WebCT ([www.webct.com](http://www.webct.com)), and students earned extra credit for taking it regardless of whether they reported participating in the in-class challenge.

## Results

During the first nine semesters, students imagined tasting M cola before Q cola, and we often found a majority of stu-

dents (from 56% to 62%) reported a preference for M over Q. Chi-square tests revealed the preference for M was significant during eight semesters, smallest  $\chi^2(1, N = 465) = 6.99, p = .008$ . During only one semester was there not a significant preference for M. During the most recent two semesters, students imagined tasting Q cola before M cola, and we found a majority of students (from 57% to 63%) reported a preference for Q over M. The preference for Q was significant for both semesters, smallest  $\chi^2(1, N = 431) = 7.54, p = .006$ . Throughout all virtual challenges, students typically reported high levels of confidence in their choices, with 52% to 68% reporting high or very high confidence levels.

Of the students who completed the online survey and claimed to have participated in the challenge, 46% reported learning that extraneous factors in cola challenges, such as order of presentation or identifying letters, could influence preference for even an imaginary cola. Other relatively common reports of concepts learned included how imagination is so powerful that one can perceive the taste of an imaginary cola (8%), how one cannot always trust the outcome of taste tests or other experiments (5%), and various other aspects of experimental methodology (4%). Only a small percentage of students (5%) reported learning nothing from the challenge. Approximately half of the students (49%) reported talking about the virtual challenge with friends or family outside of class, which is certainly more students than we would expect to talk about regular lectures outside of class. Several students were even motivated to conduct their own cola challenges with real beverages outside of class. The top five aspects of the challenge students liked most were that it involved class participation (12%), the instructor presented and discussed the results during class (11%), it was fun or interesting (8%), actually tasting colas was not necessary to illustrate the outcome of a cola challenge (7%), and it was a different way to learn the class material (6%).

## Discussion

Within our virtual challenges, students typically reported a preference for the cola they imagined tasting first, suggesting that preference for an imaginary cola may result from the order of presentation, similar to order effects that may occur in actual taste tests (for discussion, see Berdy, 1969; Day, 1969; Dean, 1980). Another possible explanation of preference for an imaginary cola is students liked one of the identifying letters more than the other due to an association of that letter with a particular meaning or because the letter occurs in a student's name (Boatright-Horowitz, 1995; Dean, 1982; Woolfolk, Castellán, & Brooks, 1983). A further explanation is the instructor may have used different vocal intonation when presenting one of the colas or behaved in other ways to influence preference for a particular cola (Brown, Zatkalik, Treumann, Buehner, & Schmidt, 1984).

In conducting virtual challenges, our intent was not to perform an experiment that would reveal a difference in taste preference but, as is usually the case with taste-test demonstrations, to illustrate various problems with experimental design. In actual taste-test demonstrations, teachers usually aim to show problems of interpretation due to uncontrolled variables that may influence taste preference (e.g., Smith, 2002), which is why they often counterbalance the colas or have the students taste the same cola instead of two different colas. However, with the virtual challenge, there is of course no cola tasting, so any difference in preference probably reflects the power of potential confounds, such as order or letter effect. According to our postchallenge survey, learning that extraneous factors can influence one's preference for an item was the single most frequent report of knowledge gained from the virtual challenge. This type of knowledge may increase consumer skepticism when it comes to taste-test claims in particular and contribute to the sharpening of critical thinking skills in general.

In addition to discussions on confounding factors in experimental design, instructors can use virtual challenges to illustrate concepts of statistical significance. For example, Pepsi-Cola reported that more consumers chose Pepsi than Coke in their Pepsi Challenge ("Pepsi World FAQs," 2005), but what does more really mean? If a slightly larger percentage of students preferred M to Q, one could technically claim that more students chose M. If the discrepancy between the numbers of students who preferred M and Q is not statistically significant, however, the difference may have been due only to chance and not reflect a true majority preference for M. When conducting virtual challenges, regardless of which imagined cola students preferred and whether the preference is statistically significant, teachers can make the point that everyone should view claims of preference with skepticism.

Throughout our virtual challenges, surprisingly large proportions of students reported high levels of confidence in their choices despite no actual reason, at least related to taste, to choose one imaginary cola over the other. It may be the case that to reduce cognitive dissonance associated with making an uncertain decision between two imaginary colas, students subsequently became overconfident in their choices (Blanton, Pelham, DeHart, & Carvallo, 2001; Festinger, 1957). A number of students seemed to notice this phenomenon, as they reported observing "how confident everyone was about their answers." Furthermore, we have repeatedly heard students talking about the challenge as if they actually tasted the imaginary colas, and students themselves reported learning "how powerful the mind can be in making one taste something that isn't even there" and observing how the challenge "fooled many people into believing something that wasn't

there." Such student reports of overconfidence and belief in imaginary colas may be relevant within class discussions of social and cognitive psychology.

In summary, instructors can use virtual cola challenges as engaging class demonstrations to introduce and discuss a wide variety of topics in psychology. Virtual challenges are appropriate for high school or undergraduate courses, and instructors can use challenges not only in introductory psychology courses, but also in courses on research design and methods, social psychology, and cognitive psychology.

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## Notes

1. Our thanks to Randolph Smith and three anonymous reviewers.
2. Send correspondence to Gordon K. Hodge, Department of Psychology, Logan Hall, University of New Mexico, Albuquerque, NM 87131; e-mail: ghodge@unm.edu.

# ENG 270 Southwestern Literature

## Week 8 Assignments

### Reading and Discussion

Read pages 3-107 in *Blood Meridian* and see the discussion board for details!

### Writing

Begin to reflect upon ideas for this research-based paper. The theme of your paper will concern the text(s) you've read for class so far. While the topic is ultimately your decision, here are a few ideas for your consideration:

- 1) Compare the character of Abel with the character of the kid.
- 2) Explore the character of judge Holden with how non-Native society judges Abel.
- 3) Examine the cultural significance of violence in *Blood Meridian* with the violence in *House Made of Dawn*.
- 4) Discuss the roles of southwestern women in both texts.
- 5) Could the kid and Abel be classified as sociopaths or psychopaths? Discuss.
- 6) Consider cultural differences and outcomes in *Blood Meridian* and *House Made of Dawn*. Discuss time period and race in context to these ideas.

As you can see, many of the ideas listed above concern comparisons of ideas. Writing analytic papers about literature often concerns discussing intersections and gaps in the texts that the writer finds interesting enough to discuss and also somehow attractive to readers.

Assignment Guidelines: Minimum of 1000 words. Essay must have a clear and recognizable thesis statement or posit a research question which is answered in the subsequent text. Sources used, including the primary text(s) must be appropriately cited both within the paper and in your bibliography.

Please review at least two of the links below to get a stronger idea about what it means to write about literary texts.

### Writing About Literature Resources

[Purdue Writing About Literature](#)

[Writing Papers of Literary Analysis](#)

## SPAN 1120: Elementary Spanish II

### New Mexico Institute of Mining and Technology

#### Supporting Document for New Mexico General Education Course Certification Form

February 3, 2021

**Proyecto final: A Zoom interview with a Spanish speaker.** You will ask a friend, acquaintance, or family member to complete a 5-7-minute Zoom interview with you (similar to the interviews we watch in class). You will be able to choose from a list of different topics. Prior to the interview, you will formulate a list of questions and submit them on Canvas. You will then carry out the interview, asking the questions and also follow-up questions based on your interviewee's answers. At the end of the interview, you will need to film a brief (2 min.) reflection on what you learned through the interview.

#### Procedimiento básico:

1. **Las preguntas.** You will submit an initial list of 12-15 interview questions and 5-7 sub-questions as part of your weekly homework assignment on **miércoles, 18 noviembre**. You will also let me know who you plan to interview. I'll give you feedback by **viernes, 20 noviembre**.
2. **La entrevista.** You will complete the interview, using Zoom. Don't forget to press "Record" (this is a mistake I have made before). See the rubric below for more details on how you will be graded. The basic time requirement is *at least five minutes*. I have set seven minutes as a maximum, but if you go over, that is fine!
3. **La reflexión.** You will have two options for your brief reflection on the assignment: a) a two-minute video reflection, or b) a one-page (200-250 word) written reflection in Spanish.
4. **La entrega.** You will save your videos and share them via Google Drive. **Fecha límite: 9 diciembre a las 11:59 PM.**

#### Temas posibles:

1. **Comida, cultura y comunidad.** Si entrevistas a un amigo o a un pariente, puedes hacer preguntas sobre el lugar de la comida y las bebidas en su vida. Lo que comemos (Capítulo 7) está siempre relacionado con nuestra comunidad (Capítulo 4) y con nuestra cultura.
2. **Una (auto)biografía oral.** Durante todo el semestre, practicamos los principales tiempos verbales para hablar del pasado: el pretérito y el imperfecto. Si entrevistas a un amigo o a un pariente, puedes hacer preguntas sobre sus vidas en distintas épocas del pasado. Puedes hablar sobre cómo eran (como personas), qué hacían, dónde vivían, etc., y también sobre eventos importantes en el pasado.
3. **Un viaje inolvidable.** Si entrevistas a un amigo o pariente, puedes hacerle una serie de preguntas sobre un viaje particularmente memorable. Puedes usar el vocabulario en

Capítulo 10, pero también hablar de diferentes aspectos del viaje, como la comunidad que visitó (Capítulo 4) o la comida que comió (Capítulo 7).

4. **El mundo actual.** El último capítulo del libro habla de temas asociados con la actualidad. Si te interesa la política (Capítulo 11), la salud y la situación con la pandemia (Capítulo 9), u otro tema asociado con el mundo que habitamos, puedes desarrollar una entrevista basada en ese tema.

### **Assessment for ENGL 2210**

**Assessment Method:** Students will complete a range of assignments—from memos and emails to job materials—that prepare them for real-world professional scenarios. This is a hybrid class. Teaching tools will include online readings and videos, in addition to class discussion, lecture, and writing/drafting. Students will also receive direct feedback on their drafts to facilitate improvement. In order to increase accountability, I have added a number of online quizzes and assignments this year.

**Observations:** An analysis of section 1 students' first major assignment (The Email) reveals that 75% exceeded mastery level requirements for mechanics, while 25% met mastery requirements.

**Conclusions:** The above observations show that the students started the semester strong in mechanics, with some room for improvement. This suggests that the assignment was effective in encouraging them to think about sentence-level grammar.

## Assessment for POLS 2120 New Mexico Military Institute

Description: After learning all about the major paradigms of international relations, students are provided three essays. The specific essays change from semester to semester, but each essay will clearly come from one of the five major IR paradigms we've covered in the readings and in class. Usually we've also watched a video detailing the various perspectives in international relations as well. I've prepared students during this time about ways to identify proponents of these various paradigms and what are each paradigm's weakness and strengths. **Students are then required to write a three page essay matching each of the essay authors with one of the paradigms and explaining WHY they arrived at those conclusions, specifically citing something the author said in their essay which makes them a proponent of a particular paradigm or clearly an opponent of the competing paradigms.** Students are then asked to evaluate each of the three authors' conclusions, identifying strengths and weaknesses in their view of international relations (largely based upon the key assumptions and blind-spots of each paradigm already identified in class).

Please note that this exercise requires students to delineate which paradigm the author's perspective is based upon (and which paradigms it is not associated with). It also requires them to identify the relevant information to properly classify the author's perspective, and develop well-reasoned evaluations of each authors' perspective, including their strengths, assumptions, and weaknesses. Therefore, it is **BOTH** a measure of what they know in terms of content, but also a measure of their ability to develop well-reasoned evaluations and properly identify authors' perspectives.

Instructions: Please compose the best essay possible identifying which of the paradigms we've covered in class is most associated with each of the authors of these essays. You must specifically connect each author with a theoretical perspective, and directly cite what parts of their essay led you to that conclusion. Higher marks will be given to those students who not only provide evidence to support the paradigm they selected for each author, but who also provide evidence to suggest each author is not associated with rival paradigms. Finally, please analyze each author's perspective and include at least one paragraph identifying their perspectives' strengths, assumptions, and weaknesses.

Students will be evaluated according to the following criteria: Properly identifying the correct paradigm for each author (12 points for each author); Identifying appropriate evidence to support the conclusion made for each author (0-10 points for each author); Properly identifying the strengths, assumptions, and weaknesses of each authors' theoretical perspective (0-10 points for each author).

Grading rubric

<b>Element</b>	<b>Points possible</b>
Correct paradigm?	12 points (all or nothing)
Evidence for paradigm (both for and against)?	0-10 points, depending upon the quality and quantity of evidence provided
Identifying strengths, assumptions, and weaknesses	0-10 points, depending upon the quality and quantity of the argument
Professional style, grammar, spelling, punctuation, APA style	While no points are provided for these things, I may subtract points for errors.

**MAJOR PAPER ASSIGNMENT:** Please read and follow these instructions carefully:

A paper of a minimum of five-pages, double-spaced will be required on a topic about Adolescent Psychology. It must be in #12, with New Times Roman font in black ink. It must be written in either MLA or APA style, following the proper rules for citations and format

(See: <http://owl.english.purdue.edu> for APA Formatting and Style Guide).

•Your paper must be based on a topic from our text and or other academic Critical thinking must be evident as you explore your topic. The paper must be focused, show clarity, and be well-organized. You will confer with your instructor on the topic you choose to write about.

Your purpose in researching and writing this paper is to inform, explain and summarize your research on a particular area in Adolescent Psychology

- Ask yourself what you want to know about a particular topic:
  - For example: Is medication the right treatment for the increasing problem of ADHD in adolescents?
- Form a thesis for the paper.
  - For example: Treating ADHD in adolescents with medication alone is too narrow an approach to this growing problem.
- Where will your information come from? What type of evidence, facts, and examples will help you answer the question?

•You will need to cite a **minimum of 5 sources**, one of which can be our text for the course.

- All resources **MUST BE** documented with proper documentation within the body of the paper and with a work's cited page at the conclusion.
- Format your reference page as directed at the website:  
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Don't forget to include (in the text and on the reference page) textbook citations.

•NO "WIKI" sites are permitted as resources. Your text, academic journals, and certain academic web-sites are acceptable sources

•This paper can be worth a possible 100 points



## ENG 102 09

### Week 10

#### Argument Essay II: Public Issue

For this project, you will write an argument essay of 1250 to 100 words (3 to 4 pages) in which you take a position on some topic of public interest and argue for your position. Include material from at least two outside sources appropriately cited using MLA 8.

Take a stance. Your thesis should present a specific opinion/position about a limited subject. Consider the audience you are addressing and do your best to persuade them that your position is reasonable or your solution practical.

Essays should be well thought out and include adequate support in some form. Support can come from examples, statistics or other data, anecdotes or supporting narratives, quotations, statements or comments by authorities on your subject, or anything else that seems likely to persuade the reader to adopt your position. Please refer back to the book chapters on argument and persuasive writing. Remember the logos-ethos-pathos pattern: a good argument appeals to more than one part of the reader's consciousness.

Topics can be any arguable point of "public interest" - large or small - about which you have a clear opinion and can make a strong and persuasive case. The news is full of ideas and possible topics, and I will put up a list of some previous topics that seemed to work well.

Note: Some topics which I *strongly recommend against* are abortion, gun control, marijuana issues, and the death penalty - NOT because they are controversial, but because people have been arguing about them for many years. As discussed in the mini lesson 'On Discourse', some issues have been so widely discussed that it is *virtually impossible* to say anything new about these topics OR to change anyone's mind about them. Don't waste your time - Pick a topic where your ideas and opinions will be justly received and fairly considered.

## Home Loan - Amortization Schedule Project

You have decided to become a homeowner. You took out a loan for \$200,000 @ 3.5% annual interest for 30 years.

You will need to build an amortization schedule in Excel or Google sheets that shows your balance every month for the life of the loan. It should be adaptive to a change in interest rate, monthly payment and original loan amount. YouTube is a good place to find these tutorials.

Do the following:

1. Create your amortization schedule in Excel or Google sheets for the loan above.
2. You inherit \$40,000 from a relative that you could put towards your new house loan. How many years could you cut off your repayment plan if you kept your house payments the same?
3. You are considering paying off your loan in 20 years instead of 30. How much will your payment be? Create the amortization schedule. (Keep the \$200,000 loan for this.)
4. If you take out a 15 year loan for \$200,000, your annual interest rate will only be 3.15%. What will your payments be in this case? Create the amortization schedule.

What to turn in:

1. The first 5 months and the last 5 months of all 4 schedules. Do not turn in the whole schedule. I only want the rows I asked for along with the header row, so I know what each column contains. Print it out so it fits on a single page.
2. The URL of your source for the schedule.
3. Calculate the total interest paid for each scenario. Then give the total cost for each scenario.
4. If the inheritance from your relative doesn't happen, which of the other 3 possibilities would you choose for your home loan? Calculate what your salary would need to be assuming that your home loan payment is no more than 20% of your gross annual salary. Discuss your reasons for choosing the option that you prefer.
5. A step by step explanation of how to set this up, in case I want to do it on my own. A word of advice on this part: After you have written it, have a friend try to duplicate it using your directions.

## **Sample Assessment from ARTS 1610, Drawing I**

### **GROUP AND INDIVIDUAL CRITIQUE**

Critical and Reflective Thinking is accomplished through group and individual critique of student work and progress. Students will be expected to analyze projects through critiques, oral presentations, and discussions. Each critique will be evaluated by the following criteria:

20% participation

20% improvement

20% creativity

20% satisfactory completion of assignments

20% productivity

Your name \_\_\_\_\_

*Please read selections from Mein Kampf and give short written answers to the following questions:*

1. What are the main ideas that you see in these selections?
2. From a purely logical standpoint, evaluate the arguments that Hitler use to support these ideas. Imagine that you are an ordinary German who lives in the 1920s and does not know anything about Hitler and about the future consequences of his ideas. Will his argumentation look convincing to you? Why or why not? Can you see any logical fallacies in Hitler's argumentation?

*Extra credit questions:*

1. Do you see any references to ideas that you remember from the texts that we read earlier in the semester? Do you see references to any ideologies with which you are familiar? What are these references?
2. Hitler makes several references to historical events. What do you know about these events?

ADOLF HITLER  
MEIN KAMPF

Volume I.  
Chapter I. AT HOME

TODAY I consider it my good fortune that Fate designated Braunau on the Inn as the place of my birth. ... More than a hundred years ago, this insignificant little place had the privilege of gaining an immortal place in German history.

[Hitler describes episodes from the German Wars of Liberation against Napoleon that took place in Braunau]

In this little town on the river Inn, gilded by the light of German martyrdom, there lived, at the end of the eighties of the last century, my parents, Bavarian by blood, Austrian by nationality: the father a faithful civil servant, the mother devoting herself to the cares of the household and looking after her children with eternally the same loving kindness. ...

Chapter II . YEARS OF STUDY AND SUFFERING IN VIENNA

... Today I would find it difficult, if not impossible, to say when the word "Jew" gave me cause for special thoughts for the first time. ... There were only a very few Jews in Linz [where Hitler's family moved from Braunau]. In the course of the centuries their external appearance had become European and human; yes, I even looked upon them as Germans. ...

And so I arrived in Vienna. Captivated by the mass of architectural impressions, depressed by the burden of my fate, I was at first unaware of the classification of the population in the huge city. ... The time came when I no longer walked blindly through the mighty city as I had done at first, but, with open eyes, looked at the people as well as the buildings.

One day when I was walking through the inner city, I suddenly came upon a being clad in a long caftan, with black curls. Is this also a Jew? was my first thought. At Linz they certainly did not look like that. Secretly and cautiously I watched the man, but the longer I stared at this strange face and scrutinized one feature after the other, the more my mind reshaped the first question into another form: Is this also a German?

As was my custom in such cases, I tried to remove my doubts by reading. ... the tone was such that I again had doubts because the assertions were supported by such extremely unscientific arguments. ... The matter seemed so monstrous, the accusations so unbounded that the fear of committing an injustice tortured me and made me anxious and uncertain again. However, even I could no longer actually doubt that they were not Germans with a special religion, but an entirely different race.

...since my attention was drawn to the Jews, I began to see Vienna in a different light from before. Wherever I went I saw Jews, and the more I saw of them, the sharper I began to distinguish them from other people. ... The moral and physical cleanliness of this race was a point in itself. It was externally apparent that these were not water-loving people, and unfortunately one could frequently tell that even with eyes closed. Later the smell of these caftan wearers often made me ill.

... aside from the physical uncleanliness, it was repelling suddenly to discover the moral blemishes of the "chosen people" [=Jews]. ...

Again the life in the street gave some really evil demonstrations. In no other city of western Europe could the relationship between Jewry and prostitution, and even now the white slave traffic, be studied better than in Vienna, with the possible exception of the seaports of Southern France. When walking at night through the streets and alleys of the Leopoldstadt, with every step one could witness things which were unknown to the greater part of the German nation until the war gave the soldiers on the Eastern Front an opportunity to see similar things, or rather forced them to see them.

An icy shudder ran down my spine when seeing for the first time the Jew as a cool, shameless, and calculating manager of this shocking vice ...

I gradually realized that the Social Democratic press was headed primarily by Jews; but I did not attach special importance to this fact, as it was the same with the other newspapers. But one thing struck me: there was not one paper that employed Jews which had a really national tendency, as I understood it, based on my education and attitude.

Now, although I made an effort and tried to read these Marxian products of the press, my aversion was intensified; I tried to get better acquainted with the producers of this mass of knavery.

They all were Jews from the publishers downwards. I took all the Social Democratic pamphlets I could get hold of and traced the names of their authors: they all were Jews. I memorized the names of all the leaders; the greater part of them were also members of the 'chosen people'; no matter if they were representatives of the Reichsrat [Austrian parliament] or secretaries of the unions, presidents of organizations or street agitators. One always found the same uncanny picture. The names Austerlitz, David, Adler, Ellenbogen, and so forth, will remain in my memory forever. ...

Only now I learned thoroughly to know the seducers of our people. ... I gradually began to hate them. ... From a feeble cosmopolitan I had turned into a fanatical anti-Semite.

While thoroughly studying the Marxist doctrine and by looking at the Jewish people's activity with calm clarity, [Hitler came to think that] the Jewish doctrine of Marxism rejects ... the eternal privilege of force and strength ... Thus it denies the value of the individual in man, disputes the meaning of nationality and race, depriving mankind of the assumption for its existence and culture. As the basis of the universe it would lead up to the end of all order ... so on this earth the decline of its inhabitants would be the result.

If, with the help of the Marxian creed, the Jew conquers the nations of this world, his crown will become the funeral wreath of humanity, and once again this planet, empty of mankind, will move through the ether as it did thousands of years ago. ...

Therefore, I believe today that I am acting in the sense of the Almighty Creator: By warding off the Jews I am fighting for the Lord's work. ...

### Chapter III. GENERAL POLITICAL CONSIDERATIONS FROM MY TIME IN VIENNA

[Hitler describes how he got interested in the working of the Austrian parliament]

First and most of all that which gave me food for thought was the visible lack of responsibility on the part of any single individual. ... Is it practically possible to make the leading person of a government liable for actions, the development and execution of which are to be laid exclusively to the account of the will and the inclination of a large number of men? ...

Is the inability of a leader proved by the fact that he does not succeed in winning the majority of a crowd of people for a certain idea, dumped together by more or less fine accidents? Has this crowd ever been able to grasp an idea before its success was proclaimed by its greatness? ... But what is the statesman to do who does not succeed in winning, by flattery, the favor of this crowd for his plans? ... Must not our parliamentary principle of the majority lead to the demolition of the idea of leadership as a whole? ...

The reader of Jewish newspapers can hardly imagine the devastation which results from this institution of modern democratic parliamentary rule, unless he has learned to think and examine for himself. ... political activity ... to a great extent does not consist of creative work and achievement, but rather of bargaining and haggling for the favor of a majority ...

One thing we must and may never forget: here, too, a majority can never replace the Man. It is not only always a representative of stupidity, but also of cowardice. Just as a hundred fools do not make one wise man, an heroic decision is not likely to come from a hundred cowards. ...

Here we must also disregard entirely the manner in which the people's representatives are elected, and how as a whole, they attain their offices and their new ranks. That only the smallest fraction of the common will or need is fulfilled here must be apparent to anyone who realizes that the political understanding of the great masses is not sufficiently developed for them to arrive at certain general political opinions by themselves and to select suitable persons. ...

By far the greatest bulk of the political "education," which in this case one may rightly define with the word "propaganda," is the work of the press. It is the press above all else that carries out this 'work of enlightenment,' thus forming a sort of school for adults. [The press], however, does not rest in the hand of the State, but partly in the claws of very inferior forces. As a very young man in Vienna, I had the very best opportunity of becoming really acquainted with the owners and spiritual producers of this machine for educating the masses. At the beginning I was astonished how short a time it took ... to create a certain opinion, even if this involved complete falsification of the wishes or opinions in the minds of the public. In the course of a few days a ridiculous trifle was turned into an affair of State, whereas, at the same time, problems of vital importance were dropped into general oblivion ... It is necessary to study this infamous Jewish method ... in order to appreciate the entire danger of these rascals of the press.

...

It is not the object of our present-day democratic parliamentarianism to form an assembly of wise men, but rather to gather a crowd of mentally dependent ciphers ... Therefore, this kind of democracy has become the instrument of that race which shuns the sunlight because of its internal aims, now and for all time. Only the Jew can praise an institution that is as dirty and false as he is himself.

This system is opposed by the true Germanic democracy of the free choice of a leader with the latter's obligation to take over fully all responsibility for what he does or does not do. There will be no voting

by a majority on single questions, but only the decision of the individual who backs it with his life and all he has.

If the objection were raised that under such circumstances no one could be found ready to devote himself to such a hazardous task, there can be one reply: God be thanked, this is just the meaning of Germanic democracy, that no unworthy climber or moral shirker can come in the back way to rule his fellow citizens, but that the greatness of the position to be assumed will discourage incompetents and weaklings. ...

I had come to this opinion after an internal struggle during the two years in which I visited the Viennese parliament. Thereafter I never went again. ...

#### CHAPTER IV. MUNICH

IN THE spring of 1912 I came to Munich for good ... At any rate, this period before the War was the happiest and most satisfying time of my life. ... But to this was added the inner love that seized me, almost from the first hour of my stay, for this town more than any other place known to me. A German town! What a difference as compared with Vienna! It made me sick only to think back to this racial Babylon.

...

When considering clearly the suppositions for German statesmanship's activity in foreign politics, one necessarily came to the following conclusion: Germany has an annual increase in population of almost 900,000 souls. The difficulty of feeding this army of new citizens would become greater with every year ...

As, unfortunately only too frequently, the best nations, or, better still, the really unique cultured races, the pillars of all human progress, in their pacifistic blindness decide to renounce the acquisition of new soil, ... while inferior nations know full well how to secure enormous areas on this earth for themselves

...

This world will still be subject to the fiercest fights for the existence of mankind. In the end, only the urge for self-preservation will eternally succeed. Under its pressure so-called 'humanity,' as the expression of a mixture of stupidity, cowardice, and an imaginary superior intelligence, will melt like snow under the March sun. Mankind has grown strong in eternal struggles and it will only perish through eternal peace. ... In realizing these consequences it is not by accident that primarily the Jew always tries, and knows how, to implant such deadly and dangerous thoughts in our people. ... Had our forefathers once made their decisions dependent on the same pacifistic nonsense as that of our present time, we should own altogether only one third of our present territory ...

For Germany, therefore, the only possibility of carrying out a sound territorial policy was to be found in the acquisition of new soil in Europe proper. ... If one wanted land and soil in Europe, then by and large this could only have been done at Russia's expense, and then the new Reich [Empire] would again have to start marching along the road of the crusaders of former times to give, with the help of the German sword, the soil to the plow and the daily bread to the nation. ...

#### Chapter XIV. EASTERN ORIENTATION OR EASTERN POLICY

We National Socialists, however, must go further: the right to soil and territory can become a duty if

decline seems to be in store for a great nation unless it extends its territory. Even more especially if what is involved is not some little negro people or other, but the German mother of all life, which has given its cultural picture to the contemporary world. Germany will be either a world power or will not be at all. ... With this, we National Socialists consciously draw a line through the foreign-policy trend of our pre-War period. We take up at the halting place of six hundred years ago. We terminate the endless German drive to the south and west of Europe, and direct our gaze towards the lands in the east.

But if we talk about new soil and territory in Europe today, we can think primarily only of Russia and its vassal border states. Fate itself seems to seek to give us a tip at this point. In the surrender of Russia to Bolshevism, the Russian people was robbed of that intelligentsia which theretofore produced and guaranteed its State stability.

For the organization of a Russian State structure was not the result of Russian Slavdom's political capacity, but rather a wonderful example of the State-building activity of the German element in an inferior race. Thus have innumerable mighty empires of the earth been created. Inferior nations with German organizers and lords as leaders have more than once expanded into powerful State structures, and endured as long as the racial nucleus of the constructive State-race maintained itself. For centuries Russia drew nourishment from this Germanic nucleus of its superior strata of leaders. Today it is uprooted and obliterated almost without a trace. The Jew has replaced it .... and the end of Jewish dominion in Russia will also be the end of the Russian State itself. ... Our task, the mission of the National Socialist movement, however, is to bring our own nation to such political insight as will make it see its future goal fulfilled ... by the industrious labor of the German plow which needs only to be given land by the sword.

## Volume II. Chapter II. THE STATE

... The German Reich [Empire], as a State, should include all Germans, not only with the task of collecting from the people the most valuable stocks of racially primal elements and preserving them, but also to lead them, gradually and safely, to a dominating position. But the danger is very great that the man who once has become blind will tear down the race barriers more and more, till finally even the last remainder of his best part is lost. Then there remains actually nothing but a [racial] mixture, such as appears as ideal to the idiotic world reformers of our days ... With this mankind's mission could be looked upon as finished.

He who does not want the earth to march towards this condition has to convert himself to the opinion that it is the task of the Germanic States above all to take care that a further bastardization [= mixture of different races] is checked.

The generation of our present-day notorious weaklings will of course at once cry out against this and will moan and complain about infringements on the most sacred human rights, etc. No, there is only one most sacred human right, and this right is at the same time the most sacred obligation, namely: to see to it that the blood is preserved pure, so that by the preservation of the best human material a possibility is given for a more noble development of these human beings. ...

The State primarily will have to lift marriage out of the level of a permanent race degradation in order to give it the consecration of that institution which is called upon to beget images of the Lord and not

deformities half-man and half-ape.

The protest against this from so-called humane reasons damnably suits a time which, on the one hand, gives every depraved degenerate the possibility for propagation, ... while on the other hand, the means for preventing births to even the healthiest parents are offered for sale in every drug store and by every street hawker. ... How boundlessly ignoble is this entire system!

... [The State] has to put the race into the center of life in general. It has to care for its preservation in purity. ... Thereby the State has to appear as the guardian of a thousand years' future, in the face of which the wish and the egoism of the individual appears as nothing and has to submit. It has to put the most modern medical means at the service of this knowledge. It has to declare unfit for propagation everybody who is visibly ill and has inherited a disease.

Translated by Alvin Johnson

[https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp\\_djvu.txt](https://archive.org/stream/meinkampf035176mbp/meinkampf035176mbp_djvu.txt)

## Guidelines for the Industrial Revolution Paper

Read carefully the primary sources from the “Selections from Modern History Sourcebook” and the “Industrial Revolution Readings” (on Canvas) and write an essay that:

- has a clear thesis and logical organization
- contains 5-10 specific references to different primary sources (with page number in parentheses or footnotes)
- is 3-4 pages long
- is typed and double-spaced
- has one-inch margins
- is in 12-point type.

Due: Monday, March 4.

Paper options: Choose ONE

1. Discuss the social consequences of the Industrial Revolution. What was the impact of the Industrial Revolution on urban life, social classes, family life, and standards of living?
2. Do you see any connection between the Industrial Revolution and the movement for social reform in the nineteenth century? Why or why not?
3. The Industrial Revolution and modernity. Scholars believe that the Industrial Revolution played a crucial role in shaping the modern world. Do you agree? Why or why not?
4. A work of fiction. Write about a fictional character living in Great Britain during the time of the Industrial Revolution. You may write a story, a play, a poem, an imaginary diary, or use any other literary form. The content of your writing should be based on the primary sources and the textbook, and you need to refer to the relevant passages in your end- or footnotes.

## Guidelines for the Paper on Ideologies

Choose ONE of the nineteenth-century ideologies:

- (1) liberalism;
- (2) socialism;
- (3) nationalism.

Read carefully the primary sources on your chosen ideology and write an essay that:

- has a clear thesis and logical organization
- contains 5-10 specific references to different primary sources (with page number in parentheses or footnotes)
- is 3-4 pages long
- is typed and double-spaced
- has one-inch margins
- is in 12-point type

**Describe the major tenets of your chosen ideology and discuss the connections between this ideology and economic, social, and political developments in Europe in the nineteenth and early twentieth centuries. In your opinion, what are the strengths and weaknesses of this ideology?**

Optional (you may devote a paragraph or two to this question, if you wish):

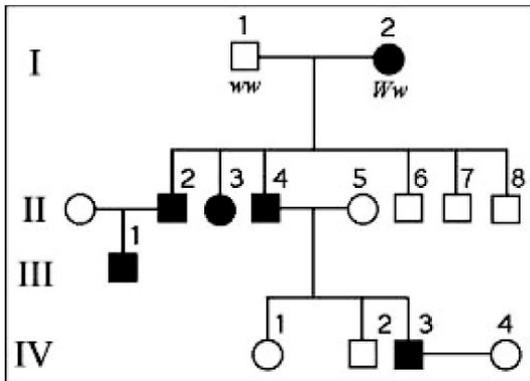
Looking back from the twenty first century, what claims and what predictions of this ideology do you think turned out to be true?

Name \_\_\_\_\_

MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.

- 1) In a certain species of diploid fish a single gene controls skin color. Researchers have found four different alleles of this gene within the fish population. How many different gamete genotypes are possible in an individual of this species? 1) \_\_\_\_\_
- A) 4                                      B) 8                                      C) 16                                      D) 2

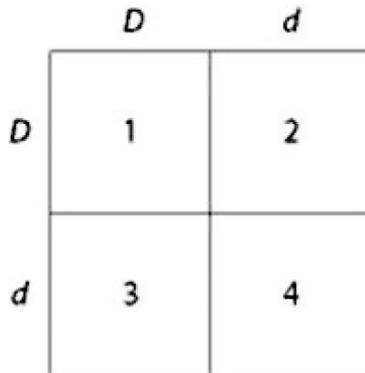
- 2) The following question refers to the figure of a family's pedigree chart, some of whose members exhibit the dominant trait, *W*. Affected individuals are indicated by a dark square or circle. 2) \_\_\_\_\_



What is the genotype of individual II-5?

- A) *WW*                                      B) *ww* or *Ww*                                      C) *ww*                                      D) *Ww*
- 3) In pea plants, the tall phenotype is dominant to the dwarf phenotype. If a heterozygous pea plant is crossed with a homozygous tall pea plant, what is the probability that the offspring will be dwarf in size? 3) \_\_\_\_\_
- A) 0.5                                      B) 1                                      C) 0                                      D) 0.25

4) Use the figure and the following description to answer the question. 4) \_\_\_\_\_  
 In a particular plant, leaf color is controlled by gene locus *D*. Plants with at least one allele *D* have dark green leaves, and plants with the homozygous recessive *dd* genotype have light green leaves. A true-breeding, dark-leaved plant is crossed with a light-leaved one, and the F<sub>1</sub> offspring is allowed to self-pollinate. The predicted outcome of the F<sub>1</sub> cross is diagrammed in the Punnett square shown in the figure, where 1, 2, 3, and 4 represent the genotypes corresponding to each box within the square.



Which of the boxes marked 1-4 correspond to plants with dark leaves?

- A) 1, 2, and 3                      B) 2, 3 and 4                      C) 4 only                      D) 1 only

5) Which of the following statements about the law of segregation is correct? 5) \_\_\_\_\_  
 A) It explains how codominant alleles each affect the phenotype in separate ways.  
 B) It describes the inheritance of different alleles relative to one another.  
 C) It describes situations where either genotype or environment affect phenotype, but not both.  
 D) It describes the inheritance of different chromosomes relative to one another.

6) An obstetrician knows that her patient's fetus is at risk for a serious disorder that is detectable biochemically in fetal cells. The obstetrician would most reasonably offer which of the following procedures to her patient? 6) \_\_\_\_\_  
 A) karyotyping of the woman's somatic cells                      B) sonogram  
 C) blood transfusion                      D) amniocentesis or CVS

7) Which of the following statements about the law of independent assortment is correct? 7) \_\_\_\_\_  
 A) It describes the inheritance of different genes relative to one another.  
 B) It is the reason that dominant alleles are visible in the organism's phenotype.  
 C) It is the consequence of having two copies of each chromosome in somatic cells and one copy in gametes.  
 D) It describes the inheritance of different alleles relative to one another.

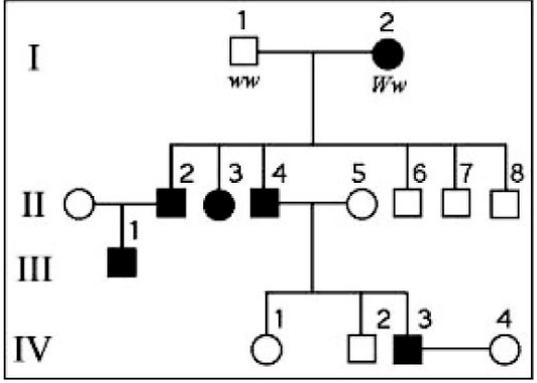
8) Skin color in a certain species of fish is inherited via a single gene with four different alleles. Each allele confers a unit of color darkness such that having allele *S*<sub>1</sub> confers one unit of color, *S*<sub>2</sub> has two units, *S*<sub>3</sub> has three units, and *S*<sub>4</sub> confers four units. A fish of this type has the genotype *S*<sub>1</sub>*S*<sub>3</sub>, and its mate has the genotype *S*<sub>2</sub>*S*<sub>4</sub>. What proportion of their offspring would be expected to have five units of color? 8) \_\_\_\_\_  
 A) 0                      B) 1/8                      C) 1/4                      D) 1/2

9) Which of the following statements best describes the addition rule of probability? 9) \_\_\_\_\_  
 A) It is the probability of producing two or more heterozygous offspring.  
 B) It is the probability that either one of two independent events will occur.  
 C) It is the probability that two or more independent events will occur simultaneously.  
 D) It is the probability that a trait requires two or more generations to be seen.

10) Which of the following sentences state a significant conclusion that Gregor Mendel drew from his experiments with pea plants? 10) \_\_\_\_\_  
 A) Recessive genes occur more frequently in the F1 generation than do dominant ones.  
 B) There is considerable genetic variation in garden peas.  
 C) Genes are composed of DNA.  
 D) Traits are inherited in discrete units and are not the result of "blending."

11) Assuming independent assortment at all loci, what is the probability that a cross between the following parents,  $AABbCc \times AaBbCc$ , will produce an  $AaBbCc$  offspring? 11) \_\_\_\_\_  
 A) 1/16                      B) 1/8                      C) 3/4                      D) 1/2

12) The following question refers to the figure of a family's pedigree chart, some of whose members exhibit the dominant trait,  $W$ . Affected individuals are indicated by a dark square or circle. 12) \_\_\_\_\_



What is the likelihood that a future child of IV-3 and IV-4 will have the trait?  
 A) 50%                      B) 100%                      C) 75%                      D) 0%

13) When Mendel crossed yellow-seeded and green-seeded pea plants, all the offspring were yellow-seeded. Which of the following genotypic ratios was expected when Mendel crossed the F1 yellow-seeded plants with green-seeded plants? 13) \_\_\_\_\_  
 A) 3:1                      B) 9:3:3:1                      C) 1:1                      D) 1:2:1

14) In a cross of individuals who both possess this genotype,  $AaBbCc$ , what proportion of the offspring is predicted to have the genotype,  $AABBCC$ ? 14) \_\_\_\_\_  
 A) 1/16                      B) 1/64                      C) 1/8                      D) 1/4

15) Which of the following statements correctly explains the fact that all seven of the pea plant traits studied by Mendel obeyed the principle of independent assortment? 15) \_\_\_\_\_  
 A) None of the traits obeyed the law of segregation.  
 B) All of the genes controlling the traits were on different chromosomes.  
 C) The diploid number of chromosomes in the pea plants was seven.  
 D) All of the genes controlling the traits had only two different alleles.

- 16) Which of the following statements regarding gene linkage is correct? 16) \_\_\_\_\_
- A) The closer two genes are on a chromosome, the lower the probability that a crossover will occur between them.
  - B) Unlinked genes do not follow the law of equal segregation.
  - C) Linked genes are found on different chromosomes.
  - D) The observed frequency of recombination of two genes that are far apart from each other has a maximum value of 100%.

- 17) Use the following information to answer the question. 17) \_\_\_\_\_

A plantlike species on the hypothetical planet Pandora has three genetic traits: leaf color, controlled by gene *L*; a stem texture, controlled by gene *S*; and root length controlled by gene *R*. Each of the three genes has two alleles. The three genes are linked and recombine.

A geneticist performed a testcross with an organism of that species that is heterozygous for the three traits. She recorded progeny with the following phenotypic distribution:

Phenotypes	Leaves	Stems	Roots	Number
1	<i>l</i>	<i>S</i>	<i>R</i>	14
2	<i>l</i>	<i>S</i>	<i>r</i>	0
3	<i>l</i>	<i>s</i>	<i>R</i>	32
4	<i>l</i>	<i>s</i>	<i>r</i>	440
5	<i>L</i>	<i>s</i>	<i>R</i>	0
6	<i>L</i>	<i>s</i>	<i>r</i>	16
7	<i>L</i>	<i>S</i>	<i>r</i>	28
8	<i>L</i>	<i>S</i>	<i>R</i>	470
			Total	1,000

Assuming that genetic inheritance for this hypothetical plant functions the same as on Earth, the parents in this cross most likely have the same phenotypes as which of the following progeny?

- A) 4 and 8
  - B) 1 and 6
  - C) 3 and 7
  - D) 2 and 5
- 18) In *Drosophila melanogaster*, wing-size and body-color genes are linked. Vestigial wings and black body color are both recessive traits. A researcher crossed black-bodied, normal-winged females and gray-bodied, vestigial-winged males. The F<sub>1</sub> were all gray bodied, normal winged. A test cross was performed with F<sub>1</sub> females. The researcher calculated a map distance of 17 map units. Which of the following information is correct about the testcross progeny? 18) \_\_\_\_\_
- A) gray-bodied, normal-winged flies *plus* black-bodied, vestigial-winged flies = 17% of the total
  - B) black-bodied, vestigial-winged flies = 17% of the total
  - C) black-bodied, normal-winged flies *plus* gray-bodied, vestigial-winged flies = 17% of the total
  - D) black-bodied, normal-winged flies = 17% of the total
- 19) Which of the following statements correctly describes what happens to a chromosome after a nonreciprocal translocation? 19) \_\_\_\_\_
- A) a Philadelphia chromosome is generated
  - B) nondisjunction of pairs of homologous occurs
  - C) a duplication of part of the chromosome occurs
  - D) a chromosome transfers a fragment but receives none in return

- 20) A recessive allele on the X chromosome is responsible for red-green color blindness in humans. A woman with normal vision whose father is color blind has children with a color-blind male. What is the probability that this couple's first son will be color blind? 20) \_\_\_\_\_  
 A) 1/2                                      B) 1/4                                      C) 2/3                                      D) 3/4
- 21) A couple has a child with Down syndrome. Which of the following is the most probable cause of the child's condition? 21) \_\_\_\_\_  
 A) The woman's genome has a chromosomal duplication.  
 B) One member of the couple underwent nondisjunction during meiosis.  
 C) The man's family has a predisposition for Down syndrome.  
 D) One member of the couple underwent nondisjunction in somatic cell production.
- 22) If cell Q enters meiosis, and nondisjunction of one chromosome occurs in one of its daughter cells during meiosis II, how will this affect the gametes at the completion of meiosis? 22) \_\_\_\_\_  
 A) Half of the gametes descended from cell Q will be  $n + 1$ , and half will be  $n - 1$ .  
 B) One-quarter of the gametes descended from cell Q will be  $n + 1$ , one-quarter will be  $n - 1$ , and half will be  $n$ .  
 C) Two of the four gametes descended from cell Q will be haploid, and two will be diploid.  
 D) All the gametes descended from cell Q will be diploid.
- 23) If a pair of homologous chromosomes fails to separate during meiosis I, select the choice that shows the chromosome number of the four resulting gametes with respect to the normal haploid number ( $n$ )? 23) \_\_\_\_\_  
 A)  $n + 1$ ;  $n + 1$ ;  $n$ ;  $n$                                       B)  $n + 1$ ;  $n - 1$ ;  $n - 1$ ;  $n - 1$   
 C)  $n + 1$ ;  $n - 1$ ;  $n$ ;  $n$                                       D)  $n + 1$ ;  $n + 1$ ;  $n - 1$ ;  $n - 1$
- 24) Which of the following is an example of monosomy in humans? 24) \_\_\_\_\_  
 A) trisomy X                                      B) Down syndrome  
 C) Klinefelter syndrome                                      D) Turner syndrome
- 25) The chromosomal alteration that results from a chromosome fragment joined to a nonhomologous chromosome is called a \_\_\_\_\_. 25) \_\_\_\_\_  
 A) inversion                                      B) deletion                                      C) translocation                                      D) duplication
- 26) In cats, an X-linked locus is responsible for fur color. There are two known alleles at this locus. One results in black fur color; the other results in orange fur color. A heterozygote animal has patches of orange and black fur (tortoiseshell). Which coat color phenotypes are expected from the cross of a black female and an orange male? 26) \_\_\_\_\_  
 A) tortoiseshell females; black males                                      B) black females; orange males  
 C) orange females; black males                                      D) tortoiseshell females; tortoiseshell males
- 27) Which of the following phrases correctly defines one genetic map unit? 27) \_\_\_\_\_  
 A) the recombination frequency between two independently assorting genes  
 B) one nanometer of distance between two genes  
 C) the physical distance between any two linked genes  
 D) the physical distance between two genes that results in a 1% frequency of recombination

- 28) What is the greatest benefit of using a testcross to determine an unknown genotype? 28) \_\_\_\_\_
- A) The homozygous recessive parent is obvious to the naked eye.
  - B) The homozygous parent is the only one whose crossovers make a difference.
  - C) All of the progeny will be heterozygous.
  - D) A progeny's phenotype reflects the contribution from the heterozygous parent.

- 29) Use the following information to answer the question. 29) \_\_\_\_\_

Sex	Phenotype	Number
male	wild	123
male	yellow	116
female	wild	240

In a *Drosophila* experiment, a homozygous wild-type female was crossed with a yellow-bodied male. All of the resulting F<sub>1</sub> flies were phenotypically wild type. Crossing the F<sub>1</sub> flies resulted in F<sub>2</sub> flies having the characteristics shown in the figure. Which of the following statements best describes the yellow body allele?

- A) It is recessive.
  - B) It is incompletely dominant.
  - C) It is dominant.
  - D) It is codominant.
- 30) When Thomas Hunt Morgan crossed red-eyed F<sub>1</sub> generation flies to each other, the F<sub>2</sub> generation 30) \_\_\_\_\_ included both red- and white-eyed flies, but all the white-eyed flies were male. Which of these best explains Morgan's result?
- A) Other male-specific factors influence eye color in flies.
  - B) The gene involved is located on the Y chromosome.
  - C) The gene involved is located on the X chromosome.
  - D) The gene involved is located on an autosome, but only in males.
- 31) Within a double-stranded DNA molecule, if adenine forms hydrogen bonds with thymine, and 31) \_\_\_\_\_ cytosine forms hydrogen bonds with guanine what consequence in the structure of the DNA?
- A) It allows variable width of the double helix.
  - B) It determines the tertiary structure of a DNA molecule.
  - C) It determines the type of protein produced.
  - D) It permits complementary base pairing.
- 32) After DNA replication, the resulting daughter DNA double helix contains one strand of the original 32) \_\_\_\_\_ parental DNA and one new strand. What is the explanation for this phenomenon?
- A) DNA replication is semiconservative.
  - B) DNA replication is not conservative.
  - C) RNA synthesis is conservative.
  - D) DNA replication is conservative.
- 33) In bacteria, what is the function of DNA polymerase III? 33) \_\_\_\_\_
- A) to unwind the DNA helix during replication
  - B) to add nucleotides to the 3' end of a growing DNA strand
  - C) to seal together the broken ends of DNA strands
  - D) to degrade damaged DNA molecules

- 34) Which of the following types of molecules help to hold the DNA strands apart while they are being replicated? 34) \_\_\_\_\_  
 A) ligase B) primase  
 C) DNA polymerase D) single-strand DNA binding proteins
- 35) Which of the following characteristics allowed Hershey and Chase to determine whether the genetic material was made of DNA or protein? 35) \_\_\_\_\_  
 A) DNA contains sulfur, whereas protein does not.  
 B) DNA contains purines, whereas protein includes pyrimidines.  
 C) DNA contains nitrogen, whereas protein does not.  
 D) DNA contains phosphorus, whereas protein does not.
- 36) The lagging strand is characterized by a series of short segments of DNA (Okazaki fragments) that are joined together to form a finished lagging strand. The experiments that led to the discovery of Okazaki fragments gave evidence for which of the following ideas? 36) \_\_\_\_\_  
 A) DNA is the genetic material that requires removal of short RNA segments to be functional.  
 B) DNA is a polymer consisting of four monomers: adenine, thymine, guanine, and cytosine.  
 C) DNA polymerase synthesizes leading and lagging strands during replication only in one direction.  
 D) Bacterial replication is fundamentally different from eukaryotic replication.
- 37) In *E. coli*, which enzyme catalyzes the elongation of a new DNA strand in the 5' → 3' direction? 37) \_\_\_\_\_  
 A) helicase B) DNA polymerase III  
 C) primase D) DNA ligase
- 38) Rosalind Franklin's X-ray crystallography data suggested DNA is double stranded and has a uniform diameter. These observations can be used to rule out base pairing between two of the same nucleotide because \_\_\_\_\_. 38) \_\_\_\_\_  
 A) thymine dimers are removed by excision repair  
 B) identical nucleotides would not have the appropriate number of hydrogen bonding sites to pair  
 C) the antiparallel orientation of strands would result in one of the pair being upside down  
 D) an A-A pair is wider than a C-C pair
- 39) Which of the following characteristics of DNA allows it to carry a vast amount of hereditary information? 39) \_\_\_\_\_  
 A) phosphate-sugar backbones B) complementary pairing of bases  
 C) antiparallel orientation D) sequence of bases
- 40) Hershey and Chase set out to determine which type of molecule is used for genetic inheritance. They completed a series of experiments where *E. coli* was infected by a T2 virus. Which molecular component of the T2 virus ended up inside the cell? 40) \_\_\_\_\_  
 A) protein B) DNA C) RNA D) ribosome
- 41) Which of the following statements correctly describes the structure of chromatin? 41) \_\_\_\_\_  
 A) Both heterochromatin and euchromatin are found in the cytoplasm.  
 B) Heterochromatin is highly condensed, whereas euchromatin is less compact.  
 C) Heterochromatin is composed of DNA, whereas euchromatin is made of DNA and RNA.  
 D) Euchromatin is not transcribed, whereas heterochromatin is transcribed.

- 42) Telomere shortening puts a limit on the number of times a cell can divide. Research has shown that telomerase can extend the life span of cultured human cells. Which of the following best explains the effect of telomerase on cellular aging? 42) \_\_\_\_\_
- A) Telomerase will speed up the rate of cell proliferation.
  - B) Telomerase shortens telomeres, which delays cellular aging.
  - C) Telomerase can eliminate telomere shortening and slows aging.
  - D) Telomerase would have no effect on cellular aging.
- 43) Frederick Griffith heat-killed a culture of pathogenic bacteria. He split the sample and injected half of it into mice. The mice lived. He then mixed the other half with a living, nonpathogenic bacteria strain and injected the mixture into mice. The mice died. These results best support which of the following conclusions. 43) \_\_\_\_\_
- A) a substance had been transferred from pathogenic to nonpathogenic bacteria
  - B) the initial heat treatment was unsuccessful
  - C) splitting the culture revived the pathogenic bacteria
  - D) non-pathogenic bacteria were transformed by pathogenic capsule proteins
- 44) In DNA polymerization, a phosphodiester bond is formed between a phosphate group of the nucleotide being added and which of the following atoms or molecules of the last nucleotide in the polymer? 44) \_\_\_\_\_
- A) a nitrogen from the nitrogen-containing base
  - B) the 3' OH
  - C) the 5' phosphate
  - D) C<sub>6</sub>
- 45) Which of the following is a reason that the low error rate of DNA replication is important to evolution? 45) \_\_\_\_\_
- A) Replication with a high error rate is likely to kill the cell.
  - B) Fixing replication errors provides a cellular role for mismatch repair enzymes.
  - C) Most mutations have no effect on phenotype.
  - D) Rare errors are the source of variation.
- 46) Which of the following statements best describes the significance of the TATA box in the promoters of eukaryotes? 46) \_\_\_\_\_
- A) It is the recognition site for ribosomal binding during transcription.
  - B) It is the recognition site for ribosomal binding during translation.
  - C) It sets the reading frame of the mRNA during translation.
  - D) It is the recognition site for the binding of a specific transcription factor.
- 47) A particular triplet of bases in the coding sequence of DNA is 5'-AAA-3'. The anticodon on the tRNA that binds the mRNA codon is \_\_\_\_\_. 47) \_\_\_\_\_
- A) 5'-TTT-3'
  - B) 3'-UUU-5'
  - C) 5'-UUA-3'
  - D) 3'-AAA-5'
- 48) An mRNA molecule with the sequence 5'-CCG-ACG-3' is being read by a ribosome. During translation which of the following tRNA anticodons will be the first to productively bind with this mRNA? 48) \_\_\_\_\_
- A) 3'-UGC-5'
  - B) 5'-UGC-3'
  - C) 3'-GGC-5'
  - D) 5'-GGC-3'

49) Accuracy in translation of mRNA into the primary structure of a polypeptide depends on specificity in the \_\_\_\_\_.

- A) binding of ribosomes to the mRNA
- B) attachment of amino acid's carboxyl group with the amine of the next amino acid.
- C) binding of the anticodon to small subunit of the ribosome
- D) attachment of amino acids to tRNAs

49) \_\_\_\_\_

50) In the structure of many eukaryotic genes, individual exons parallel which of the following?

- A) the number of start sites for transcription
- B) the number of polypeptides making up the functional protein
- C) the sequence of the intron that immediately precedes each exon
- D) the various domains of the protein product

50) \_\_\_\_\_

51) The following question refers to this table of codons.

51) \_\_\_\_\_

		Second Base					
		U	C	A	G		
First Base	U	UUU } Phe	UCU } Ser	UAU } Tyr	UGU } Cys	Third Base	U
		UUC } Phe	UCC } Ser	UAC } Tyr	UGC } Cys		C
		UUA } Leu	UCA } Ser	UAA } Stop	UGA } Stop		A
		UUG } Leu	UCG } Ser	UAG } Stop	UGG } Trp		G
	C	CUU } Leu	CCU } Pro	CAU } His	CGU } Arg	U	
		CUC } Leu	CCC } Pro	CAC } His	CGC } Arg	C	
		CUA } Leu	CCA } Pro	CAA } Gln	CGA } Arg	A	
		CUG } Leu	CCG } Pro	CAG } Gln	CGG } Arg	G	
	A	AUU } Ile	ACU } Thr	AAU } Asn	AGU } Ser	U	
		AUC } Ile	ACC } Thr	AAC } Asn	AGC } Ser	C	
		AUA } Ile	ACA } Thr	AAA } Lys	AGA } Arg	A	
		AUG } Met or Start	ACG } Thr	AAG } Lys	AGG } Arg	G	
	G	GUU } Val	GCU } Ala	GAU } Asp	GGU } Gly	U	
		GUC } Val	GCC } Ala	GAC } Asp	GGC } Gly	C	
		GUA } Val	GCA } Ala	GAA } Glu	GGA } Gly	A	
		GUG } Val	GCG } Ala	GAG } Glu	GGG } Gly	G	

What amino acid sequence will be generated based on the following mRNA codon sequence?  
5'-AUG-UCU-UCG-UUA-UCC-UUG-3'

- A) Met-Ser-Leu-Ser-Leu-Ser
- C) Met-Arg-Glu-Arg-Glu-Arg

- B) Met-Ser-Ser-Leu-Ser-Leu
- D) Met-Glu-Arg-Arg-Glu-Leu

52) Which of the following processes occurs as part of transcription? 52) \_\_\_\_\_  
A) RNA is synthesized  
B) DNA is replicated  
C) mRNA attaches to ribosomes  
D) proteins are synthesized

53) A single base substitution mutation is likely to have a less harmful effect when the base change results in which of the following? 53) \_\_\_\_\_  
A) an amino acid substitution at the active site of an enzyme  
B) an amino acid substitution that alters the tertiary structure of the protein  
C) a codon that specifies the same amino acid as the original codon  
D) a stop codon

54) A section of DNA has the base sequence shown in #1. A mutation in this DNA strand results in the base sequence shown in #2. What type of mutation does this change represent? 54) \_\_\_\_\_

#1 5' - AGCGTTACCGT -3'  
#2 5'-AGGCGTTACCGT-3'

- A) a missense mutation
- B) frameshift mutation
- C) a point mutation
- D) a silent mutation

55) The most commonly occurring mutation in people with cystic fibrosis is a deletion of a single codon. What is the result of this type of mutation? 55) \_\_\_\_\_  
A) a polypeptide missing its N-terminus  
B) a frameshift mutation  
C) a base-pair substitution  
D) a polypeptide missing an amino acid

56) Once researchers identified DNA as the molecule responsible for transmitting heritable traits, they asked how information was transferred from the DNA in the nucleus to the site of protein synthesis in the cytoplasm. Which of the following statements correctly describes the mechanism of information transfer that accomplishes this task in eukaryotes? 56) \_\_\_\_\_  
A) RNA polymerase transfers information from the nucleus to tRNA synthase in the cytoplasm, where protein synthesis takes place.  
B) DNA from a single gene is replicated and transferred to the cytoplasm, where it serves as a template for protein synthesis.  
C) Transfer RNA takes information from DNA directly to a ribosome, where protein synthesis takes place.  
D) Messenger RNA is transcribed from a single gene and transfers information to the cytoplasm, where protein synthesis takes place.

57) Which of the following changes in an exon is most likely to result in a nonfunctional protein product? 57) \_\_\_\_\_  
A) a substitution in the last base of a codon  
B) a base-pair deletion  
C) a codon deletion  
D) an addition of three nucleotides

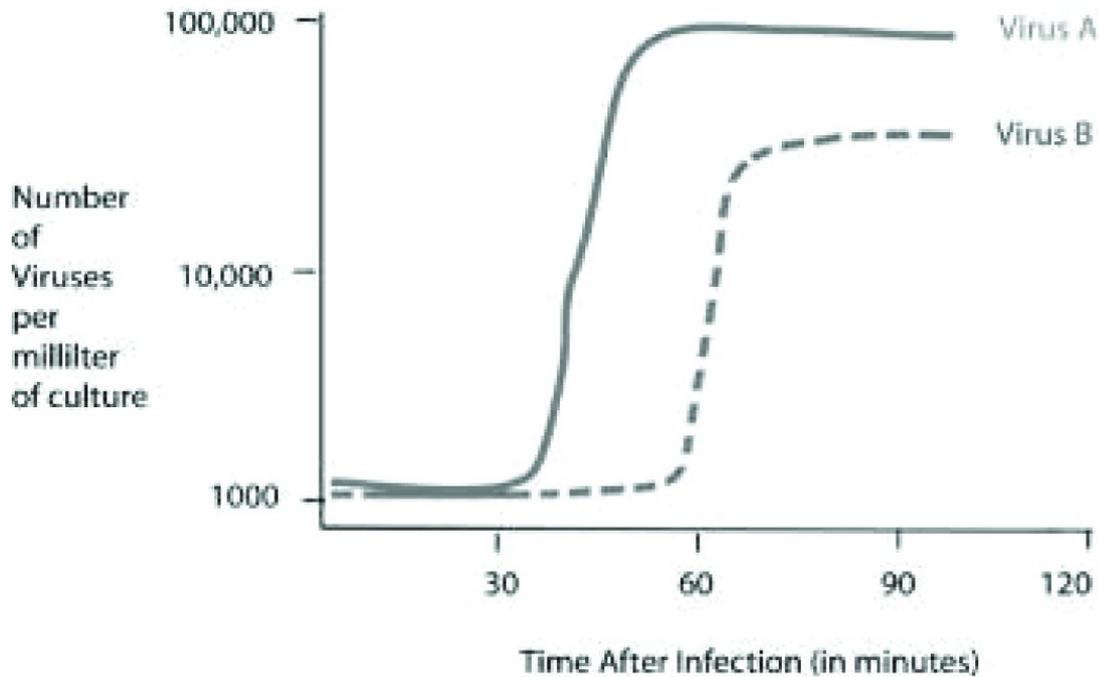
- 58) Which answer correctly compares the primary transcript in the nucleus of a eukaryotic cell with the functional mRNA? 58) \_\_\_\_\_
- A) the primary transcript is smaller than the mRNA
  - B) both the primary transcript and mRNA contain introns
  - C) the primary transcript is larger than the mRNA
  - D) the primary transcript is the same size as the mRNA
- 59) Which answer correctly compares prokaryotic and eukaryotic codons? 59) \_\_\_\_\_
- A) Organism within a phylum share codons that are distinct from organisms in other phyla.
  - B) Prokaryotic codons usually contain different bases than those of eukaryotes.
  - C) Organisms utilize codons that are nearly universal among all organisms.
  - D) Prokaryotic codons usually specify different amino acids than those of eukaryotes.
- 60) Which of the following statements is the most current description of a gene? 60) \_\_\_\_\_
- A) a discrete unit of hereditary information that consists of a sequence of amino acids
  - B) a DNA subunit that codes for a single complete protein
  - C) a DNA sequence that is expressed to form a functional RNA or polypeptide product
  - D) a unit of heredity that causes formation of a phenotypic characteristic
- 61) A researcher introduced many copies of a double-stranded RNA into a culture of mammalian cells and used a fluorescent probe to follow it. She found that the introduced strands separated; one strand degraded and the other single-stranded RNA remained. The remaining strand is able to do which of the following? 61) \_\_\_\_\_
- A) act as a template for transcription
  - B) activate other siRNAs in the cell
  - C) attach to histones in the chromatin
  - D) bind to complementary regions of target mRNAs
- 62) Which of the following describes how steroid hormones regulate gene expression? 62) \_\_\_\_\_
- A) They bind to control elements in a regulatory gene and promote synthesis of that operon.
  - B) They promote the degradation of specific mRNAs.
  - C) They activate translation of certain mRNAs.
  - D) They bind to intracellular receptors and alter transcription of specific genes.
- 63) Which of the following conclusions is consistent with the fact that plants can be cloned from somatic cells? 63) \_\_\_\_\_
- A) Differentiation results in the loss of non-expressed genes.
  - B) The differentiated state is normally very unstable.
  - C) Differentiated cells retain all the genes of the zygote.
  - D) Differentiation does not occur in plants.
- 64) If a researcher moves the promoter for the *lac* operon to the region between the beta galactosidase (*lacZ*) gene and the permease (*lacY*) gene, which of the following results would be most likely? 64) \_\_\_\_\_
- A) The three genes of the *lac* operon will be expressed normally.
  - B) The operon will still transcribe the *lacZ* and *lacY* genes, but the mRNA will not be translated.
  - C) RNA polymerase will no longer transcribe permease.
  - D) Beta galactosidase will not be produced.

- 65) Under which condition do high levels of transcription of structural genes occur in an inducible operon? 65) \_\_\_\_\_
- A) It stops when the pathway's product is present.
  - B) It starts when the pathway's product is present.
  - C) It starts when the pathway's substrate is present.
  - D) It occurs continuously in the cell.
- 66) Which of the following statements best describes the characteristics of siRNA? 66) \_\_\_\_\_
- A) a double-stranded RNA that is formed by cleavage of hairpin loops in a larger precursor
  - B) a portion of rRNA that allows it to bind to several ribosomal proteins in forming large or small subunits
  - C) a single-stranded RNA that can fold into cloverleaf patterns due to regions of internal complementary base pairs
  - D) a double-stranded RNA, one of whose strands can complement and inactivate a sequence of mRNA
- 67) Which of the following characteristics of gene expression allows bacteria to quickly change protein synthesis patterns in response to environmental changes? 67) \_\_\_\_\_
- A) mRNA have long lifespans, allowing the bacteria to use them many times for translation.
  - B) mRNA is stored for later use when it is needed later.
  - C) Operons are activated in the presence of transcription factors.
  - D) mRNAs that are produced are short-lived and degraded within a few minutes of being synthesized.
- 68) Which of the following statements correctly describes the primary difference between enhancers and proximal control elements? 68) \_\_\_\_\_
- A) Enhancers are located considerable distances from the promoter; proximal control elements are close to the promoter.
  - B) Enhancers improve transcription; proximal control elements inhibit transcription.
  - C) Enhancers are transcription factors; proximal control elements are DNA sequences.
  - D) Enhancers are long regions of DNA; proximal control elements are shorter RNA molecules that stand in for DNA.
- 69) Which of the following describes the role typical proto-oncogenes have when they are expressed in cells that are not cancerous? 69) \_\_\_\_\_
- A) They suppress tumor growth.
  - B) They inhibit differentiation.
  - C) They enhance signaling from growth factor receptors.
  - D) They stimulate normal cell growth and division.
- 70) Which of the following types of RNA is responsible for helping to reestablish methylation patterns during gamete formation? 70) \_\_\_\_\_
- A) lncRNA
  - B) miRNA
  - C) piRNA
  - D) siRNA
- 71) A mutation in *E. coli* results in a molecule known as a "super-repressor" because the operon is permanently repressed. Which of the following describes the most likely effect of the mutation on the repressor protein? 71) \_\_\_\_\_
- A) It cannot make a functional repressor.
  - B) It makes a repressor that binds CAP.
  - C) It cannot bind to the inducer.
  - D) It cannot bind to the operator.

- 72) Assays analyzing transcriptional control of gene expression focus on which of the following characteristics? 72) \_\_\_\_\_
- A) number of copies of the gene in the organism
  - B) relative level of the protein produced
  - C) amount of the mRNA generated
  - D) size of the gene's open reading frame
- 73) Which of the following statements correctly describes a characteristic of tumor-suppressor genes? 73) \_\_\_\_\_
- A) They are cancer-causing genes introduced into cells by viruses.
  - B) They are frequently overexpressed in cancerous cells.
  - C) They encode proteins that help prevent uncontrolled cell growth.
  - D) They often encode proteins that stimulate the cell cycle.
- 74) DNA methylation and histone acetylation are examples of which of the following processes? 74) \_\_\_\_\_
- A) epigenetic phenomena
  - B) genetic mutation
  - C) chromosomal rearrangements
  - D) translocation
- 75) If a researcher moves the repressor gene (*lacI*) and its promoter, to a position at some several thousand base pairs away from its normal position, which of the following describes the most likely effect on the *lac* operon? 75) \_\_\_\_\_
- A) The *lac* operon will function normally.
  - B) The repressor will no longer bind to the inducer.
  - C) The *lac* operon will be expressed continuously.
  - D) The repressor will no longer bind to the operator.
- 76) Which of the following best defines prions? 76) \_\_\_\_\_
- A) circular molecules of RNA that can infect plants
  - B) viral DNA that attaches itself to the host genome and causes disease
  - C) misfolded versions of normal proteins that can cause disease
  - D) mobile segments of DNA that can disrupt host gene expression

77) Use the following figure and information to answer the question.

77) \_\_\_\_\_



Cells were infected with approximately 1,000 copies of either virus A or virus B at the 0 time point. At five-minute intervals, a sample of the virus and cell mixture was removed. All intact cells were removed from the sample, and the number of viruses per milliliter of culture was determined. Based on the data provided, the lytic cycle of virus B is closest to \_\_\_\_\_.

- A) 60 minutes      B) 45 minutes      C) 15 minutes      D) 30 minutes

78) A person is most likely to recover from a cold due to viral infection if the infected cells are able to perform which of the following processes?

78) \_\_\_\_\_

- A) absorption of antibiotics      B) transcription of viral mRNA  
C) production and release viral protein      D) normal cell division

79) Which of the following descriptions correctly identifies a main structural difference between viruses with envelopes and viruses without envelopes?

79) \_\_\_\_\_

- A) Only viruses without envelopes can release their genetic material into the cytoplasm of the host.  
B) Only viruses with envelopes package their genetic material by engulfing it.  
C) Only viruses with envelopes have their contents enclosed by a layer containing lipids  
D) Only viruses without envelopes interact with receptor proteins on the surface of the host cell.

80) Which of the following statements correctly describes a difference between viruses and prions?

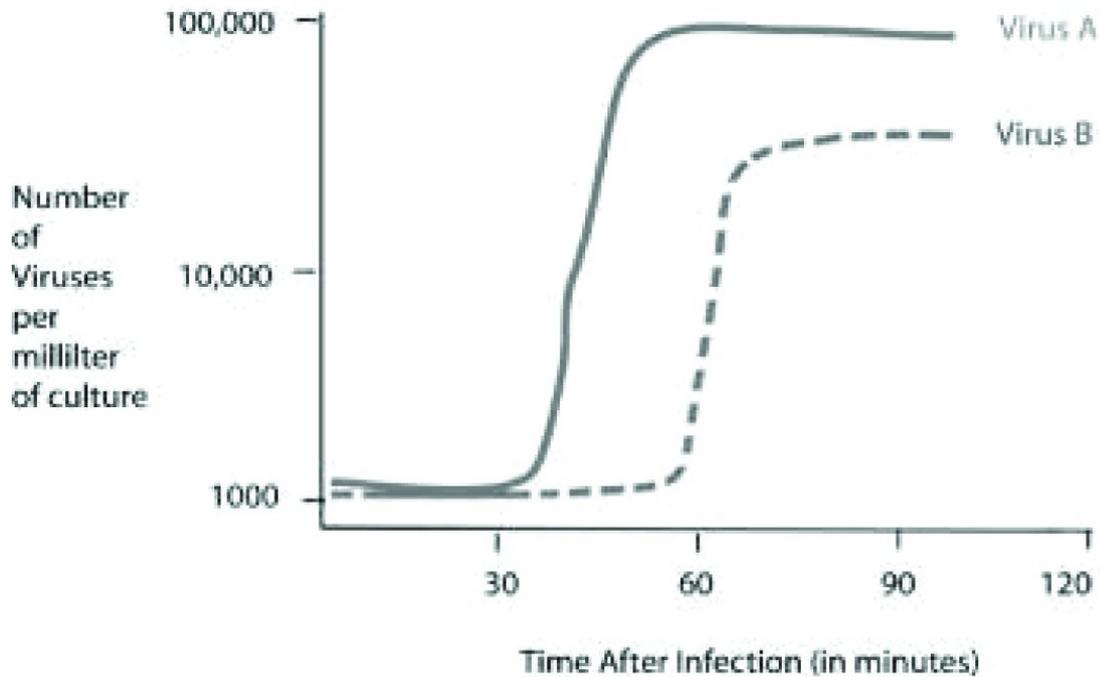
80) \_\_\_\_\_

- A) Viruses have protein capsids surrounding nucleic acids, whereas prions are made only of nucleic acids.  
B) Viruses replicate using its host's DNA replication machinery, whereas prions replicate using host's translation machinery.  
C) Viruses have genomes composed of RNA, whereas prions have genomes composed of DNA.  
D) Viruses infect many types of cells, whereas prions infect only prokaryotic cells.

- 81) An infectious substance capable of causing disease in plants is isolated and researchers want to determine whether the substance is a bacterium or a virus. Which of the following methods will best allow them to determine the type of infectious agent they have isolated? 81) \_\_\_\_\_
- A) Treat the substance with enzymes that destroy all nucleic acids, and then determine whether the substance is still infectious.
  - B) Culture the substance with plant cells, and then determine whether the cells lyse.
  - C) Culture the substance on nutritive medium, away from any plant cells.
  - D) Treat the sample with proteases that digest all proteins, and then determine whether the substance is still infectious.
- 82) What is the function of reverse transcriptase in retroviruses? 82) \_\_\_\_\_
- A) It uses viral RNA as a template for DNA synthesis.
  - B) It converts host cell RNA into viral DNA.
  - C) It uses viral RNA as a template for making more viral RNA strands.
  - D) It translates viral RNA into proteins.
- 83) Which of the following statements best reflects what we know about how influenza virus moves between species? 83) \_\_\_\_\_
- A) An animal, such as a pig, is infected with more than one strain of the influenza virus and the genomes reassort into new combinations that can facilitate spread to other species.
  - B) In an animal, such as a pig, the influenza virus is mutated and replicated in alternate arrangements so that humans who eat the pig products can be infected.
  - C) An influenza virus from a human epidemic or pandemic infects birds; the birds replicate mutant versions of that virus and then pass the new forms back to humans.
  - D) An influenza virus fuses with a different type of virus (like HSV) and gains new DNA which enable the new virus to be transmitted to a wider variety of host species.
- 84) A researcher is studying a single plant infected with tobacco mosaic virus (TMV). She crushes three of the plant's leaves in a small amount of water and stores the sample in the refrigerator overnight. The next day she sprays the mixture onto a new set of tobacco plants she had recently trimmed and repotted. Which of the following results will most likely occur? 84) \_\_\_\_\_
- A) These plants would not show any disease symptoms but vertical transmission would cause their offspring to be diseased.
  - B) The plants would develop the typical symptoms of TMV infection and would be able to transmit the disease.
  - C) The plant cuticle would protect them from infection and they would continue growing as before.
  - D) The plants would become infected with TMV, but extracts from these plants would be unable to infect other plants.

85) Use the following figure and information to answer the question below.

85) \_\_\_\_\_



Cells were infected with approximately 1,000 copies of either virus A or virus B at the 0 time point. At five-minute intervals, a sample of the virus and cell mixture was removed. All intact cells were removed from the sample, and the number of viruses per milliliter of culture was determined. Based on the data provided, the lytic cycle of virus A is closest to \_\_\_\_\_.

- A) 90 minutes      B) 45 minutes      C) 15 minutes      D) 30 minutes

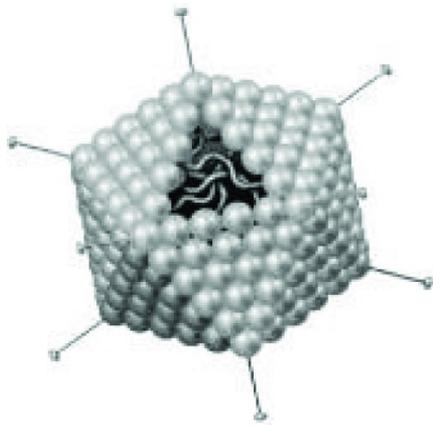
86) Viruses can carry out which of the following processes?

86) \_\_\_\_\_

- A) They can use the host cell as a source of energy allowing viral machinery to replicate the virus.  
B) They can use the host cell machinery to make copies of viral genomes and viral proteins.  
C) They can manufacture their own ATP, proteins, and nucleic acids.  
D) They can replicate while within a host cell as well as when they are between host cells.

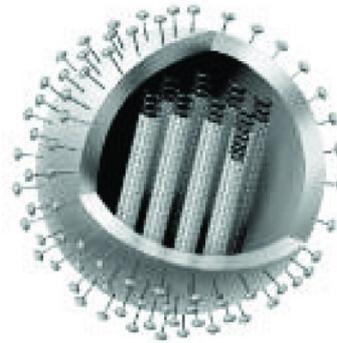
87) Use the figures to answer the question.

87) \_\_\_\_\_



70–90 nm (diameter)

I.



80–200 nm (diameter)

II.



80 × 225 nm

III.

Which of the three types of viruses shown in the figure would you expect to include a capsid(s)?

- A) I, II, and III      B) III only      C) I and II only      D) I only

88) Which of the following statements best supports the argument that viruses are nonliving?

88) \_\_\_\_\_

- A) Their DNA does not encode proteins.  
B) They do not evolve.  
C) They do not carry out metabolic processes.  
D) They have RNA rather than DNA.

89) If a viral host cell has a mutation that interferes with the addition of carbohydrates to proteins during processing in the Golgi apparatus, which of the following processes is most likely to occur?

89) \_\_\_\_\_

- A) Viruses released by that cell would have a decreased ability to infect cells than the virus that originally infected the cell.  
B) The virus would be unable to reproduce within the host cell.  
C) The virus-encoded protease would be unable to cleave large viral proteins into smaller, functional polypeptides.  
D) Viruses released by that cell are novel and would result in infections with higher mortality rates.

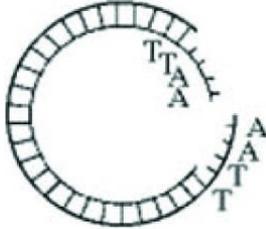
90) Which of the following statements correctly describes a characteristic of viral infections in plants?

90) \_\_\_\_\_

- A) They have little effect on plant growth.  
B) They can spread within a plant via plasmodesmata.  
C) They can be controlled with antibiotics.  
D) They are not spread by animals.

- 91) Which of the following statements correctly describes a characteristic of genetically engineered plants? 91) \_\_\_\_\_
- A) Genetically engineered plants are banned throughout the world.
  - B) The modification makes new plants infertile and unable to reproduce without grafting.
  - C) The alterations can be made in a somatic cell then grown into a whole plant with new traits.
  - D) Genetically engineered plants are used in research but not yet in commercial agricultural production.

- 92) Use the figure to answer the following question. 92) \_\_\_\_\_



The activity of which of the following enzymes would produce a molecule of DNA as represented in the figure?

- A) RNA polymerase
  - B) DNA polymerase
  - C) ligase
  - D) a restriction enzyme (endonuclease)
- 93) In animals, what is the difference between reproductive cloning and therapeutic cloning? 93) \_\_\_\_\_
- A) Only therapeutic cloning uses nuclei of adult cells transplanted into enucleated unfertilized eggs.
  - B) Only reproductive cloning uses embryonic stem cells.
  - C) Only reproductive cloning uses totipotent cells.
  - D) Only therapeutic cloning supplies cells for repair of diseased or injured organs.
- 94) Gene therapy requires the ability to do which of the following? 94) \_\_\_\_\_
- A) isolate the defective chromosome within the nuclei of the patient's cells
  - B) introduce the normal allele into the patient
  - C) remove the vector used to introduce the non-defective allele
  - D) express the introduced gene at any time within the patient
- 95) Which of the following characteristics of RNA-seq make it particularly suitable to use in genome-wide expression studies? 95) \_\_\_\_\_
- A) The process results in cDNA fragments that can be used to reassemble plasmids containing the genome.
  - B) It measures levels of expression over a narrow, well-characterized range.
  - C) The primers used are at least 15 nucleotides long, and therefore provide high specificity.
  - D) It does not require knowledge of the genome's sequence before the study begins.
- 96) Being able to amplify specific DNA fragments is critical our ability to study genes because \_\_\_\_\_ 96) \_\_\_\_\_
- A) making a clone requires multiple copies of each gene per clone
  - B) restriction enzymes (endonucleases) cut DNA into fragments that are too small
  - C) a gene may represent only a millionth of the cell's DNA
  - D) before amplification, DNA fragments are likely to bind to RNA and would no longer be able to be analyzed

- 97) Which of the following statements correctly describes one of the main differences between embryonic stem cells and adult stem cells? 97) \_\_\_\_\_
- A) Embryonic stem cells only differentiate into only eggs and sperm, and adult stem cells differentiate into any type of cell.
  - B) Embryonic stem cells are used to provide cells for repair of diseased tissue, and adult stem cells are not.
  - C) Embryonic stem cells can give rise to all cell types in the organism, and adult stem cells cannot.
  - D) Embryonic stem cells can continue to reproduce for an indefinite period, and adult stem cells cannot.
- 98) What information is critical to the success of polymerase chain reaction (PCR)? 98) \_\_\_\_\_
- A) The sequence of restriction-enzyme recognition sites in the DNA to be amplified must be known.
  - B) The complete DNA sequence of the DNA to be amplified must be known.
  - C) The DNA sequence of the ends of the DNA to be amplified must be known.
  - D) The sequence of restriction-enzyme recognition sites in the DNA to be amplified and in the plasmid where the amplified DNA fragment will be cloned must be known.
- 99) Which of the following statements correctly describes how RNA interference (RNAi) reduces the expression of selected genes? 99) \_\_\_\_\_
- A) Synthetic double-stranded RNA molecules stop transcription from occurring.
  - B) Synthetic single-stranded RNA molecules bind cellular RNA and block translation.
  - C) Synthetic double-stranded RNA molecules trigger the breakdown of a gene's messenger RNA.
  - D) Synthetic single-stranded RNA molecules trigger incorrect processing of pre-RNA into RNA.
- 100) Which of the following statements describes a technical barrier to using gene therapy in humans? 100) \_\_\_\_\_
- A) Cells with transferred genes are unlikely to replicate.
  - B) mRNA from transferred genes cannot be translated.
  - C) The expression of transferred genes may not be appropriately controlled.
  - D) Human cells do take up or incorporate foreign DNA into their genomes.
- 101) Which of the following best describes a biological concern regarding the use of CRISPR-Cas9 gene editing in humans? 101) \_\_\_\_\_
- A) The modifications created by the process may result in unintended effects on non-target genes.
  - B) The presence of repeated sequences (STRs) within the human genome mean that the editing cannot be targeted to a specific location.
  - C) The process may introduce viral sequences into the human genome leading to unwanted blood cell proliferation (leukemia).
  - D) The process was first discovered in bacteria and human cells cannot correctly interpret prokaryotic regulatory signals.
- 102) Which of the following sequences is most likely to be cut by a restriction endonuclease? 102) \_\_\_\_\_
- |                     |                   |                     |                     |
|---------------------|-------------------|---------------------|---------------------|
| A) 5' - AATATT - 3' | B) 5' - AATTCT 3' | C) 5' - ACTACT - 3' | D) 5' - AAAATT - 3' |
| 3' - TTATAA - 5'    | 3' - TTAAGA - 5'  | 3' - TGATGA - 5'    | 3' - TTTTAA - 5'    |

- 103) Which of the following measures has been adopted by researchers to address concerns over the safety of using DNA technology? 103) \_\_\_\_\_
- A) Genetically modified organisms are not allowed to be part of our food supply.
  - B) Microorganisms used in recombinant DNA experiments must be modified to ensure that they cannot survive outside of the laboratory.
  - C) Transgenic plants are engineered so that the plant genes cannot hybridize.
  - D) Experiments involving HIV or other potentially dangerous viruses have been banned.
- 104) Which of the following describes the best approach to making a gene that contains introns shorter, but remaining functional, for genetic engineering purposes? 104) \_\_\_\_\_
- A) express in bacteria then a restriction enzyme (endonuclease) to cut the gene into shorter pieces
  - B) using DNA ligase to put together fragments of the DNA that code for a particular polypeptide
  - C) isolate the specific protein from the animal then use the genetic code to reconstruct DNA from the polypeptide sequence
  - D) isolate the specific mRNA from the animal then use reverse transcriptase to produce cDNA
- 105) For which of the following processes can dideoxynucleotides be used? 105) \_\_\_\_\_
- A) to separate different sized DNA fragments
  - B) to produce cDNA from mRNA
  - C) to visualize DNA expression
  - D) to sequence a DNA fragment
- 106) Human genomes contain several globin genes that are expressed at distinct times in development. Which of the mechanisms listed best explains this developmental pattern? 106) \_\_\_\_\_
- A) exon shuffling
  - B) differential translation of mRNAs
  - C) differential gene regulation over time
  - D) pseudogene activation
- 107) Which of the following statements explains why is it more difficult to identify eukaryotic genes than prokaryotic genes using genomic techniques? 107) \_\_\_\_\_
- A) Proteins are larger in eukaryotes than in prokaryotes.
  - B) mRNAs in prokaryotes are usually polycistronic.
  - C) Coding regions of genes in eukaryotes are shorter than in prokaryotes.
  - D) There are introns in eukaryotic genes.
- 108) Which of the following statements is a correct representation of gene density? 108) \_\_\_\_\_
- A) *Saccharomyces* has a genome 40 times the size of a human genome.
  - B) Humans have 1,000 Mb per genome.
  - C) *C. elegans* has ~20,000 genes.
  - D) Humans have ~20,000 protein-encoding genes in a 3,000 Mb.
- 109) Which of the following statements explains how hemoglobin in a human embryo has a higher affinity for oxygen than hemoglobin in the adult? 109) \_\_\_\_\_
- A) Globin pseudogenes interfere with gene expression in adults.
  - B) Nonidentical genes produce different versions of globins at different stages of development.
  - C) Imprinting of globin genes changes the type of hemoglobin produced after birth.
  - D) Throughout development, mutations accumulate during DNA replication altering the adult form.

- 110) A bioinformatic gene annotation contains which of the following components? 110) \_\_\_\_\_  
 A) the name of the gene and a summary its evolutionary connections in other species  
 B) a description of the function of noncoding regions of the gene  
 C) a summary of the experimental steps conducted to identify the protein coding region  
 D) a list of predicted transcription start and stop sites and RNA splicing sites in a DNA sequence
- 111) Which of the following statements explains the observation that the number of different proteins a vertebrate produces may be larger than the number of genes found within their genome? 111) \_\_\_\_\_  
 A) Pseudogenes provide alternative regions for translation initiation.  
 B) Vertebrate genes contain both exons and introns.  
 C) Chromosomal rearrangements have increased the number of protein coding regions.  
 D) Vertebrates can produce more than one polypeptide from a single gene.
- 112) A microarray is a tool used in genetic research to determine the relative level of expression of mRNAs in a particular tissue. One use of the technology is in cancer diagnosis and treatment. Which of the following pieces of evidence would support diagnosis of a cancer due to a mutation in a tumor-suppressor gene? 112) \_\_\_\_\_  
 A) The mRNAs for the targeted tumor suppressor sequence are not being produced.  
 B) The tissue sample responds to treatment with a mitosis-promoting compound.  
 C) The tissue sample shows a high level of gene expression relative to a control (noncancerous) sample.  
 D) The mRNAs for cyclins and kinases show unusually high levels of expression.
- 113) Which of the following best describes metagenomics? 113) \_\_\_\_\_  
 A) genome studies that reflect on the effect of environmental conditions on DNA sequences  
 B) sequencing DNA from the most highly conserved genes in a lineage  
 C) genome studies that compare and annotate representative genes shared by multiple species  
 D) sequencing DNA from a community of species from the same ecosystem
- 114) Which of the following best explains the presence of homologous genes in different species? 114) \_\_\_\_\_  
 A) chance mutations were acted on by regional environmental selective pressures  
 B) analogous structures require proteins encoded by homologous genes  
 C) the species descended from a common ancestor  
 D) the homology developed due to convergent evolution
- 115) Which of the following describes an error in a cellular process that results in DNA duplications? 115) \_\_\_\_\_  
 A) exon shuffling  
 B) template slippage  
 C) alternative splicing  
 D) incorrect 5 methylation
- 116) Which of the following statements best defines proteomics? 116) \_\_\_\_\_  
 A) The characterization of the functional possibilities of a single protein.  
 B) The study of how amino acids are ordered in a protein.  
 C) The study of the properties of sets of proteins.  
 D) The field working to link each gene to a particular protein.
- 117) Humans and chimpanzees show approximately 98% sequence similarity yet exhibit significant phenotypic differences. Changes to which of the following genome characteristics contributes most to the differences between humans and chimpanzees? 117) \_\_\_\_\_  
 A) genome size  
 B) structural genes  
 C) the number of repeated sequences  
 D) regulatory sequences

- 118) Exon shuffling occurs during which of the following processes? 118) \_\_\_\_\_  
A) transposon "jumping" B) DNA replication  
C) splicing of DNA D) meiotic recombination
- 119) Which of the following statements distinguishes between the way transposons and retrotransposons move around in a genome? 119) \_\_\_\_\_  
A) Only transposons use an RNA intermediate.  
B) Only transposons use a transposase to move.  
C) Only transposons use a DNA intermediate.  
D) Only transposons use the original copy as a template.
- 120) Using modern techniques of sequencing by synthesis and the shotgun approach, the sequences of entire chromosomes are determined by \_\_\_\_\_. 120) \_\_\_\_\_  
A) identifying gaps in previously generated genetic maps, cloning those regions into plasmids and determining their DNA sequences  
B) systematically sequencing DNA sequences as they occur along the length of the chromosome  
C) fragmenting chromosomal DNA, sequencing and using computer analysis to determine regions where sequences overlap  
D) cloning chromosome sections into large plasmid, sequencing, and then reassembling the chromosome
- 121) Which of the following statements is accurate about an organ described as vestigial? 121) \_\_\_\_\_  
A) It must be homologous to some feature in an ancestor.  
B) It must be both homologous and analogous to some feature in an ancestor.  
C) It need be neither homologous nor analogous to some feature in an ancestor.  
D) It must be analogous to some feature in an ancestor.
- 122) A farmer uses triazine herbicide to control pigweed in his field. For the first few years, the triazine works well and almost all the pigweed dies; however, after several years, the farmer sees more and more pigweed growing once again in the fields. Which of the following statements best explains the return of pigweed to the farmer's fields? 122) \_\_\_\_\_  
A) Natural selection caused the pigweed to mutate, creating a new triazine-resistant species.  
B) The herbicide company started selling poor-quality triazine.  
C) Triazine-resistant weeds were more likely to survive and reproduce than were non-resistant individuals.  
D) Triazine-resistant pigweed has less-efficient photosynthetic pathways than the original form.
- 123) Darwin used the phrase "descent with modification" to explain which of the following ideas? 123) \_\_\_\_\_  
A) descent of all organisms from a single, ancient ancestor  
B) the diversity of life  
C) both the unity and diversity of life  
D) the unity of life

- 124) The cow *Bos primigenius* (which is farmed for meat and milk) has a smaller brain and larger eyes than closely related species of wild ungulates. Which of the following statements best describes the process that led to differences between domesticated/farmed cows and their wild relatives? 124) \_\_\_\_\_
- A) Artificial selection resulted in changes in the lineage leading to domesticated cows because humans wanted animals that would see predators and escape from them.
  - B) Natural selection resulted in changes in the lineage leading to domesticated cows because humans provided food for their cows.
  - C) Natural selection resulted in changes in the wild species because humans preyed upon them.
  - D) Artificial selection resulted in changes in the lineage leading to domesticated cows because humans wanted animals with high milk output and high muscle content.
- 125) Given what we know about evolutionary biology, which of the following places would be the most likely to have the highest number of species that are unique to the area (that is, that had evolved in that place). Assume that the conditions have existed for at least a few million years. 125) \_\_\_\_\_
- A) a single mountain in the middle of a continent
  - B) an isolated group of ocean islands
  - C) a grassland, with extreme climatic conditions, in the center of a large continent
  - D) a shallow estuary on a warm-water coast
- 126) Structures as different as human arms, bat wings, and dolphin flippers contain many of the same bones, which develop from similar embryonic tissues. These structural similarities are an example of \_\_\_\_\_. 126) \_\_\_\_\_
- A) convergent evolution
  - B) homology
  - C) the evolution of similar appearance as a result of common function
  - D) the evolution of common structure as a result of common function
- 127) It has been observed that organisms on many islands are different from, but closely related to, similar forms found on the nearest continent. Which of the following possible conclusions is best derived from this observation? 127) \_\_\_\_\_
- A) Island forms are descended from mainland forms.
  - B) Island forms and mainland forms have identical gene pools.
  - C) Common environments are inhabited by the same organisms.
  - D) The island forms and mainland forms are converging.
- 128) Which of the following statements best describes Linnaeus' method of classifying organisms? 128) \_\_\_\_\_
- A) Linnaeus grouped organisms into increasingly more inclusive categories.
  - B) Linnaeus grouped organisms according to their geographical location.
  - C) Linnaeus grouped organisms into increasingly more complex categories.
  - D) Linnaeus grouped organisms according to the linear hierarchy of the *scala naturae*.
- 129) Which of the following statements about evolutionary trees is accurate? 129) \_\_\_\_\_
- A) Evolutionary trees cannot be tested by gathering more evidence.
  - B) Evolutionary trees are considered evolutionary hypotheses.
  - C) Evolutionary trees are considered evolutionary theories.
  - D) Evolutionary trees are developed when they are confirmed by fossil evidence.

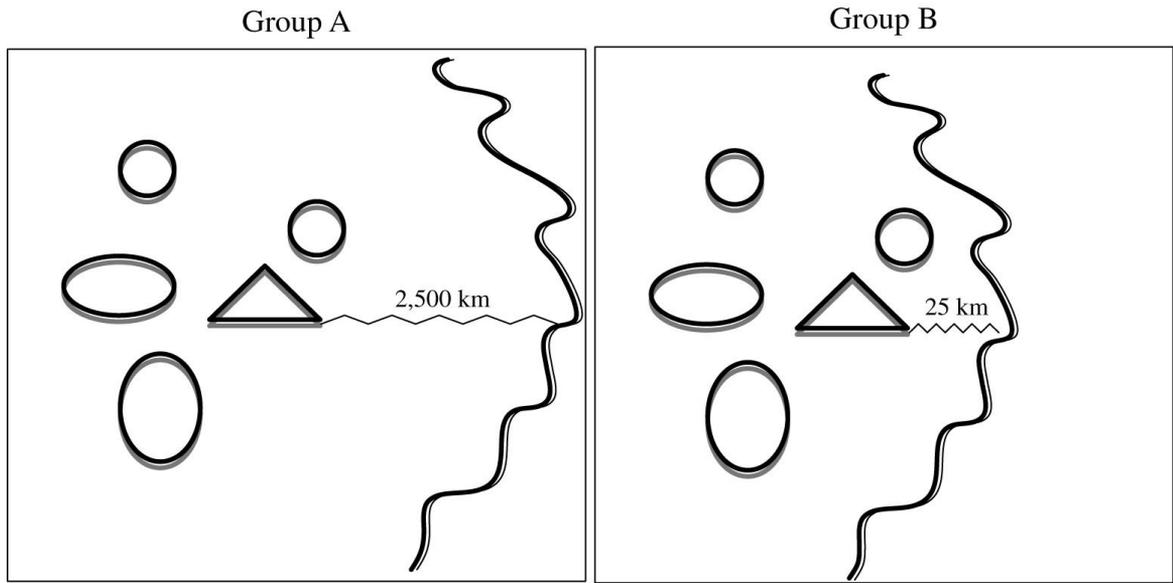
130) DDT was once considered a "silver bullet" that would permanently eradicate insect pests. Instead, DDT is now largely ineffective against many insects. Which of the following possible actions would have had the best chance of preventing this evolution of DDT resistance? 130) \_\_\_\_\_

A) All habitats should have received applications of DDT at about the same time.  
 B) DDT application should have been continual.  
 C) The frequency of DDT application should have been higher.  
 D) The use of DDT should have been interspersed with the use of other pesticides that have a different mode of action.

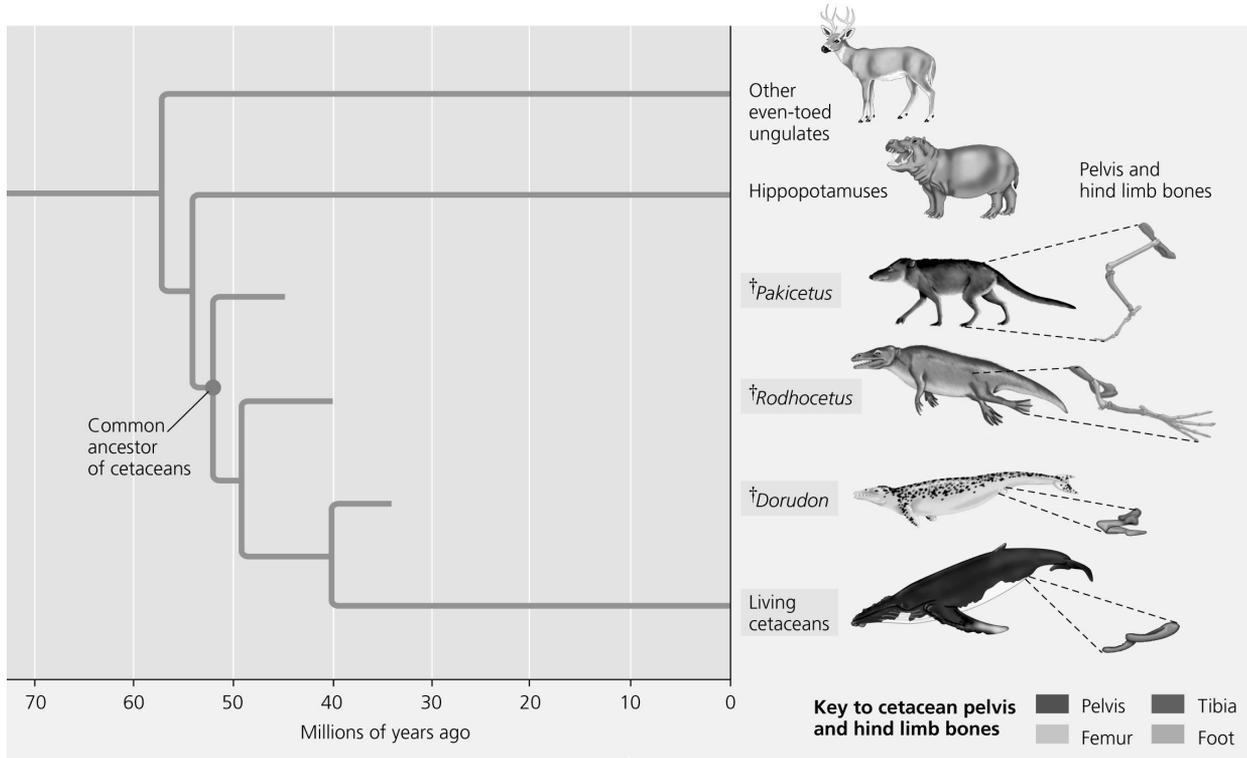
131) Currently, two living elephant species (X and Y) are classified in the genus *Loxodonta*, and a third species (Z) is placed in the genus *Elephas*. Thus, which of the following statements would be accurate? 131) \_\_\_\_\_

A) Species X and Y share a common ancestor that is alive today.  
 B) Species X and Y share a greater number of homologies with each other than either does with species Z.  
 C) Species X and Y are the result of artificial selection.  
 D) Species X and Y are not related to species Z.

132) The diagram shows two sets of islands. Group A is located 2,500 kilometers from the nearest mainland, whereas Group B is located about 25 kilometers from the mainland. Which of the following statements is most likely accurate in comparing the number of unique species (that is, that had evolved in that place) in Island Groups A and B? 132) \_\_\_\_\_



- A) There will be no difference in the number of unique species in the two island groups.  
 B) There will be more unique species in Island Group B  
 C) There will be more unique species in Island Group A.  
 D) There is not enough information to make a prediction.



Fossil evidence indicates that modern whales and other cetaceans (dolphins and porpoises) are closely related to even-toed ungulates (hippopotamuses, pigs, deer, and cows). Which of the following predictions would you make if you wanted to test this idea using the amino acid sequence of hemoglobin?

- A) Hemoglobin sequences of whales will be more similar to hippopotamuses than to a fossil common ancestor of all even-toed ungulates (assume we can discover the amino acid sequence from a fossil).
- B) Hemoglobin sequences of whales will be more similar to dogs than to hippopotamuses.
- C) Hemoglobin sequences of whales will be more similar to gorillas than to hippopotamuses.
- D) Hemoglobin sequences of whales will be more similar to hippopotamuses than to horses.

134) Which of the following ideas of Charles Darwin was most derived from his reading of Malthus's essay on human population growth?

- A) the ability of all species to over reproduce
- B) descent with modification
- C) variation among individuals in a population
- D) humans selected for specific traits in domesticated organisms

135) Which of the following statements best describes the effect of natural selection on a population?

- A) increased mutation rate in the population
- B) increased genetic variation among individuals in a population
- C) reduction in population size
- D) improved match between a population and its environment

- 136) Restriction enzymes in bacteria protect the bacteria from successful attack by bacteriophages, whose genomes can be degraded by the restriction enzymes. The bacterial genomes are not vulnerable to these restriction enzymes because bacterial DNA is methylated. This situation selects for bacteriophages whose genomes are also methylated. As new strains of resistant bacteriophages become more prevalent, they in turn select for bacteria whose genomes are not methylated and whose restriction enzymes instead degrade methylated DNA. Which of the following factors is most likely to cause the changes? 136) \_\_\_\_\_
- A) frequency-dependent selection  
 B) neutral variation  
 C) heterozygote advantage  
 D) evolutionary imbalance
- 137) A large population of laboratory animals has been allowed to breed randomly for a number of generations. After several generations, 25% of the animals display a recessive trait ( $A^2A^2$ ), the same percent as at the beginning of the breeding program. The rest of the animals show the dominant phenotype, with heterozygotes indistinguishable from the homozygous dominants. 137) \_\_\_\_\_
- What proportion of the population is most likely heterozygous ( $A^1A^2$ ) for this trait?  
 A) 0.25  
 B) 0.75  
 C) 0.05  
 D) 0.50
- 138) A population of dark-eyed junco birds became established near the California coastline, many miles from the junco's normal habitat in the mixed-coniferous temperate forests in the mountains. Juncos have white outer tail feathers that the males display during aggressive interactions and during courtship displays. Males with more white in their tail are more likely to win aggressive interactions, and females prefer to mate with males with more white in their tails. 138) \_\_\_\_\_
- The coastal male junco population tails were, on average, 36% white; whereas the tails of males from the mountain populations averaged 40-45% white. Which of the following factors is the most likely original cause of the difference between the populations if the trait is inherited?  
 A) gene flow between populations  
 B) a bottleneck effect in the coastal population  
 C) mutations in the coastal population  
 D) a founder effect in the coastal population
- 139) Which of the following reasons best explains why separate populations of a given species are likely to vary genetically from one another? 139) \_\_\_\_\_
- A) population sizes are likely to differ  
 B) gene flow increases the similarity among nearby populations  
 C) natural selection is the only evolutionary force that improves the match between a population and its environment  
 D) environmental and weather conditions vary on a small scale
- 140) In which of the following situations would genetic drift most likely cause evolution? 140) \_\_\_\_\_
- A) The population has inherited traits better suited to a different environment.  
 B) The size of the gene pool increases because a smaller group establishes a new population.  
 C) A sudden change in the environment drastically increases the population size.  
 D) Chance events cause allele frequencies to fluctuate unpredictably.

141) A population of dark-eyed junco birds became established near the California coastline, many miles from the junco's normal habitat in the mixed-coniferous temperate forests in the mountains. Juncos have white outer tail feathers that the males display during aggressive interactions and during courtship displays. Males with more white in their tail are more likely to win aggressive interactions, and females prefer to mate with males with more white in their tails.

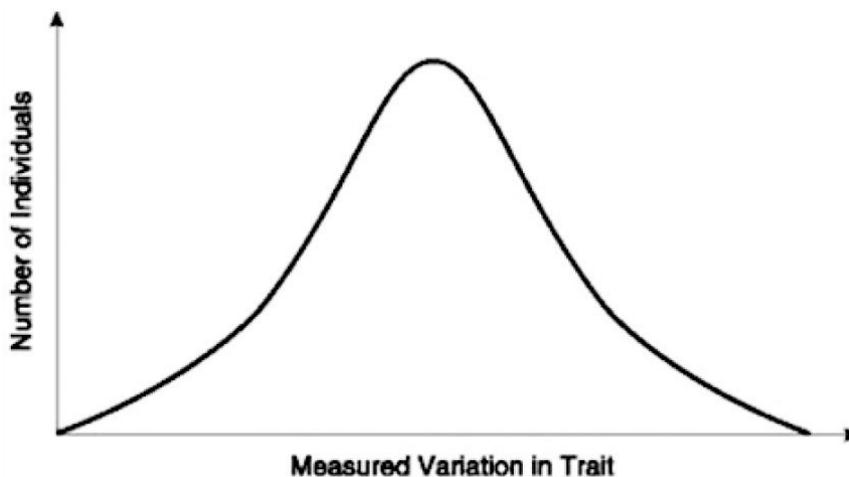
141) \_\_\_\_\_

Population sizes in the coastal areas have been reasonably large, and there are significant differences between the coastal and the mountain habitats. The coastal habitat is more open (making birds more visible) and has a lower junco density (decreasing intraspecific competition) than the mountain forests. Given this information, which of the following evolutionary mechanisms is the most likely cause of the difference between the coastal and mountain populations?

- A) gene flow
- B) natural selection
- C) mutation
- D) genetic drift

142)

142) \_\_\_\_\_



In a very large population, a measurable trait has the distribution pattern shown in the diagram. Assume the trait is genetically determined. If there is no gene flow and the curve shifts to the left or to the right, which of the following processes is most likely occurring?

- A) disruptive selection
- B) genetic drift
- C) immigration or emigration
- D) directional selection

143) In those parts of equatorial Africa where the malaria parasite is most common, the sickle-cell allele constitutes 20% of the  $\beta$  hemoglobin alleles in the human gene pool.

143) \_\_\_\_\_

In the United States, the parasite that causes malaria is not present, but the sickle cell allele is present in many African-Americans whose ancestors were from equatorial Africa. Which of the following processes are most likely acting on the sickle-cell allele in the United States, and in equatorial Africa?

- A) directional selection in the United States; disruptive selection in equatorial Africa
- B) stabilizing selection in the United States; disruptive selection in equatorial Africa
- C) directional selection in the United States; stabilizing selection in equatorial Africa
- D) disruptive selection in the United States; stabilizing selection in equatorial Africa

- 144) Which of the following situations leads to microevolution? 144) \_\_\_\_\_
- A) Alleles move between populations that differ in allele frequencies.
  - B) An individual bird has a beak of a particular size that grows larger during a drought.
  - C) Mutations in muscle cells are transferred to the next generation.
  - D) All individuals within a population have the same allele at a particular locus.
- 145) Imagine a human population with an extremely low frequency of sickle cell alleles. Which of the following changes is most likely in the human population 15 generations after introducing a mosquito population that carries the malaria parasite? 145) \_\_\_\_\_
- A) an increase in the mutation rate of the hemoglobin gene
  - B) a decrease in the number of mosquito bites
  - C) an increase in the sickle cell allele
  - D) an increase in red blood cells without nuclei
- 146) Which of the following statements best explains the need for the "2" in the  $2pq$  term in the Hardy-Weinberg equation? 146) \_\_\_\_\_
- A) The population is doubling in number.
  - B) The population is diploid.
  - C) Heterozygotes have two alleles.
  - D) Heterozygotes can come about in two ways.
- 147) Pigs are vulnerable to infection by bird flu virus and human flu virus, both of which can be present in an individual pig at the same time. When both viruses infect a pig simultaneously, it is possible for genes from bird flu virus and human flu virus to be combined. If the human flu virus contributes a gene for Tamiflu resistance (Tamiflu is an antiviral drug) to the bird flu virus, and if this new virus is introduced to an environment lacking Tamiflu, then which of the following scenarios is most likely to occur? 147) \_\_\_\_\_
- A) The Tamiflu-resistance gene will undergo mutations that convert it into a gene that has a useful function in this environment.
  - B) If the Tamiflu-resistance gene confers no benefit in the current environment, and has no cost, the virus will increase in frequency.
  - C) If the Tamiflu-resistance gene involves a cost, it will experience directional selection leading to reduction in its frequency.
  - D) The new virus will maintain its Tamiflu-resistance gene, in case of future exposure to Tamiflu.

148) Researchers studying a small milkweed population note that some plants produce a toxin and other plants do not. They identify the gene responsible for toxin production. One allele ( $T^1$ ) codes for an enzyme that makes the toxin, and another allele ( $T^2$ ) codes for a nonfunctional enzyme that cannot produce the toxin. Heterozygotes produce an intermediate amount of toxin. The researchers measured the abundance of each of the three possible genotypes and compared those numbers to the expected numbers if the population were in Hardy-Weinberg equilibrium. Those numbers are shown in the chart.

148) \_\_\_\_\_

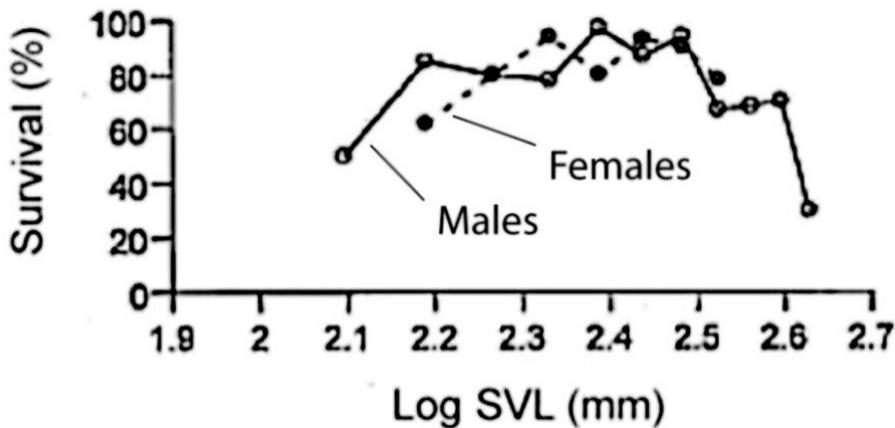
	$T^1T^1$	$T^1T^2$	$T^2T^2$
Hardy-Weinberg expected numbers	98	84	18
Observed numbers	112	56	32

Based on these data, which answer correctly identifies whether the population is likely in Hardy-Weinberg equilibrium?

- A) No, there are more heterozygotes than expected.
- B) Yes, the population appears to be in Hardy-Weinberg equilibrium.
- C) No, there are more homozygotes than expected.
- D) More information is needed to answer this question.

149) Two researchers measured the snout-to-vent (anus) length of Galápagos marine iguanas (lizards) and observed the percent survival of different-sized animals, all of the same age. The graph shows the log snout-vent length (SVL, a measure of overall body size) plotted against the percent survival of these different size classes for males and females.

149) \_\_\_\_\_



(Data from M. Wikelski and L. Michael Romero. Body size, performance and fitness in Galapagos marine iguanas. *Integrative and Comparative Biology* 43:376-386 [2003].)

Based on the data in the figure, what type of selection for body size appears to be occurring in these marine iguanas?

- A) disruptive selection
- B) You cannot determine the type of selection from the above information.
- C) directional selection
- D) stabilizing selection

150) In a Hardy-Weinberg population with two alleles  $A^1$  and  $A^2$  that are in equilibrium, the frequency of the allele  $A^2$  is 0.3. What is the frequency of individuals that are homozygous for this allele? 150) \_\_\_\_\_

A) 0.49                      B) 9.0                      C) 0.09                      D) 0.9

Answer Key

Testname: FINAL EXAM2 BIOL 2410C GENETICS

- 1) D
- 2) C
- 3) C
- 4) B
- 5) D
- 6) D
- 7) A
- 8) D
- 9) B
- 10) D
- 11) B
- 12) A
- 13) C
- 14) B
- 15) B
- 16) A
- 17) A
- 18) C
- 19) D
- 20) A
- 21) B
- 22) B
- 23) D
- 24) D
- 25) C
- 26) A
- 27) D
- 28) D
- 29) A
- 30) C
- 31) D
- 32) A
- 33) B
- 34) D
- 35) D
- 36) C
- 37) B
- 38) D
- 39) D
- 40) B
- 41) B
- 42) C
- 43) A
- 44) B
- 45) D
- 46) D
- 47) D
- 48) C
- 49) D
- 50) D

Answer Key

Testname: FINAL EXAM2 BIOL 2410C GENETICS

- 51) B
- 52) A
- 53) C
- 54) B
- 55) D
- 56) D
- 57) B
- 58) C
- 59) C
- 60) C
- 61) D
- 62) D
- 63) C
- 64) D
- 65) C
- 66) D
- 67) D
- 68) A
- 69) D
- 70) C
- 71) C
- 72) C
- 73) C
- 74) A
- 75) A
- 76) C
- 77) A
- 78) D
- 79) C
- 80) B
- 81) C
- 82) A
- 83) A
- 84) B
- 85) B
- 86) B
- 87) A
- 88) C
- 89) A
- 90) B
- 91) C
- 92) D
- 93) D
- 94) B
- 95) D
- 96) C
- 97) C
- 98) C
- 99) C
- 100) C

Answer Key

Testname: FINAL EXAM2 BIOL 2410C GENETICS

- 101) A
- 102) A
- 103) B
- 104) D
- 105) D
- 106) C
- 107) D
- 108) D
- 109) B
- 110) D
- 111) D
- 112) A
- 113) D
- 114) C
- 115) B
- 116) C
- 117) D
- 118) D
- 119) C
- 120) C
- 121) A
- 122) C
- 123) C
- 124) D
- 125) B
- 126) B
- 127) A
- 128) A
- 129) B
- 130) D
- 131) B
- 132) C
- 133) D
- 134) A
- 135) D
- 136) A
- 137) D
- 138) D
- 139) D
- 140) D
- 141) B
- 142) D
- 143) C
- 144) A
- 145) C
- 146) D
- 147) C
- 148) C
- 149) D
- 150) C

## FILM ANALYSIS PAPER

### Brief Introduction

In addition to entertaining us, movies offer detailed portrayals of human social behavior. Your task in this assignment is to analyze -- from a social-psychological perspective -- the behaviors and events depicted in one of the films listed below. You are not being asked to critique the film in terms of its value as a work of art or as entertainment. Rather, you should think carefully about the human actions and events portrayed in the film. Then, to make sense of this material, apply what you've learned this semester regarding the factors that predict and explain human social behavior. This assignment is comprehensive: I urge you to bring any/all concepts encountered in this course that relate to the issues, interactions, and behaviors portrayed.

### Assignment

Choose a movie and view it at least once. (Two viewings may offer a distinct advantage). Then, after reviewing your notes and readings, identify 3 social-psychological principles that appear to be operating in the events or individuals depicted in the film (e.g., cognitive dissonance, schemas, self-fulfilling prophecies, groupthink, de-individuation, conformity, realistic conflict theory, modern racism, etc.). For each principle that you identify:

- briefly describe the relevant scene (you may assume that your reader has seen the film);
- describe in detail the social-psychological principle you believe is relevant, bringing in research findings as much as possible (that is, briefly state the findings of relevant experiments you've read or heard about);
- elaborate on how the selected scene conforms and/or fails to conform to the social-psychological principle you have identified, as well as to the research findings that support the principle (for example, describe how the scene is similar to or different from relevant experiments you've read or heard about).
- Present the scene and your analysis to your classmates

Your written analysis should be succinct and well-written . Be sure to include a short introduction to orient the reader.

Proper APA format and style Reference is always required!

- a. Title Page
- b. Running Head starting in the upper left corner
- c. Page Numbers in the upper right corner
- d. In-Text Citations throughout the paper

Reference page done in APA format citing the web pages used, our text book, & the movie

**Have fun!**

**Rubric: Film Analysis**

<b>Criteria</b>	<b>Level 4 (80-100%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 1 (50-59%)</b>
<b>Knowledge</b>	- clearly explains a multitude of key concepts and relationships between various films' portrayal of societal issues and real life	- explaining the key concepts and relationships between various films' portrayal of societal issues and real life	-making some effort to explain the relationship between the film's portrayal of the issues and real life	-making a limited effort to explain the relationship between the film's portrayal of the issues and real life
<b>Application</b>	-making excellent connections to social issues, terminology and historical events with evidence and/or current events	-making considerable connections to social issues, terminology and historical events with evidence and/or current events	-Lacking a varied use of connections to social issues, terminology and historical events with some evidence and/or current events	-making little use of connections to social issues, terminology and historical events with weak evidence
<b>Thinking / Inquiry</b>	-providing exceptional analysis in the descriptions and critical comparisons of various themes found in the films and how their relation to society -provides excellent connections between the various films messages / themes and makes critical applications of how the medium delivers an effective message	-providing clear analysis in the descriptions and good comparisons of various themes found in the films and how and their relation to society -provides clear connections between the various films messages / themes and makes applications of how the medium delivers an effective message	-providing some analysis in the descriptions and adequate comparisons of various themes found in the films and how and their relation to society -provides some connections between the various films messages / themes but needs more clear applications of how the medium delivers an effective message	-provides little analysis in the descriptions and few comparisons of various themes found in the films and how and their relation to society -provides few connections between the various films messages / themes
<b>Communication</b>	-exceptional introduction that includes a clear thesis and outline for analysis -ending with a clear and effective conclusion, summing up the evidence - Information presented very organized and contains exceptional language conventions	-begins with a clear introduction with thesis and overview of films -ending with a clear conclusion, summing up the evidence - Information presented organized and contains good language conventions	-begins with an intro. that attempts to set the scene -ending with a conclusion and attempts to sum up the evidence - Information presented is somewhat organized and contains some errors in language conventions	-Begins with an intro. that does not set the scene -ending with a conclusion and makes little attempt to sum up the evidence - Information lacks clear organization and contains numerous errors in language conventions

## **Movies Illustrating Social Psychological Phenomenon:**

### **Willy Wonka and the Chocolate Factory**

Issues dealing with prejudice, discrimination, attitudes, attitude change, person perception, self, social influence, helping behaviour, empirical methods, parenting styles commentary, competition

### **Lord of the Rings**

Issues dealing with attitudes, violence, deception, compliance, obedience, person perception, self, altruism, interpersonal attraction, personal relationships, helping behaviour, aggression

### **Chocolat**

Issues dealing with prejudice, discrimination, attitudes, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour

### **One-hour Photo**

Issues dealing with social construct theory, discrimination, attitudes, violence, deception, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, aggression

### **Footloose**

Issues dealing with prejudice, discrimination, attitudes, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships

### **The Breakfast Club**

Issues dealing with prejudice, discrimination, attitudes, violence, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, social facilitation

### **Titanic**

Issues dealing with prejudice, discrimination, attitudes, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, competition

### **The Cell**

Issues dealing with attitudes, violence, deception, person perception, self, social influence, personal relationships, aggression

### **Pulp Fiction**

Issues dealing with attitudes, violence, obedience, person perception, self, aggression

### **Braveheart**

Issues dealing with prejudice, discrimination, attitudes, violence, compliance, conformity, obedience, person perception, self, personal relationships, helping behaviour, aggression

## **Forrest Gump**

Issues dealing with optimism, discrimination, attitudes, deception, compliance, obedience, attitude change, person perception, self, interpersonal attraction, personal relationships, helping behaviour

## **Goodfellas**

Issues dealing with prejudice, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Saving Private Ryan**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Beauty and the Beast**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **The Shawshank Redemption**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Fear**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Silence of the Lambs**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **The Fugitive**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Toy Story**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Monsters Inc.**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Single White Female**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Matrix**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **The Unforgiven**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Chicken Run**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Shrek**

Issues dealing with prejudice, gender, discrimination, attitudes, violence, deception, compliance, conformity, obedience, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Being John Malkovich**

Examines person perception, self, attitudes, attitude change, interpersonal attraction, personal relationships, gender

## **Summer of Sam**

Deals with person perception, prejudice, social influence, aggression

## **Boys Don't Cry**

Issues dealing with prejudice, gender, discrimination, attitudes, attitude change, person perception, self, social influence, interpersonal attraction, personal relationships, helping behaviour, aggression

## **Pretty Woman**

Addresses person perception, attitude change, interpersonal attraction, personal relationships, gender, helping behaviour, aggression

## **Philadelphia**

Examines social cognition, person perception, self, attitude change, prejudice, personal relationships, aggression

## **Remember the Titans**

Addresses social cognition, person perception, attitude change, prejudice, interpersonal attraction, group behaviour

## **Quiz Show**

Examines social cognition, person perception, attitudes and attitude change

## **Twelve Angry Men**

Issues with social cognition, person perception, attitudes, prejudice, social influence, group behaviour, aggression, helping behaviour

## **The Joy Luck Club**

Addresses social cognition, person perception, self, attitudes, and personal relationships

## **Other possible movies:**

Pinocchio	Super 8
Fight Club	The Hangover
Role models	Chronicle
American Beauty	The Expendables
Up!	300
Fantastic Mr. Fox II	Pandorum
Harry Potter	The Lorax
Miss Congeniality	8 mile
Thelma and Louise	Shawn of the Dead
One Flew Over the Cuckoo's Nest	Seven Pounds
The Hurt Locker	A Streetcar Named Desire
The Girl with the Dragon Tattoo	The Pursuit of Happyness
Shutter Island	The Bucket List
The Book of Eli	Batman Begins
The Hitchhiker's Guide to the Galaxy	As Good as it Gets
Catch Me If You Can	Clockwork Orange
A Beautiful Mind	Extremely Loud and Incredibly Close
Rocky Horror Picture Show	Planet of the Apes
The Hunger Games	Slumdog Millionaire
Salmon Fishing in the Yemen	The Help
Se7en	Mean Girls
Pan's Labyrinth	This is England
9	Inglorious Bastards
Sex and the City	

2001 Space Odyssey  
Sweet Home Alabama  
To Kill a Mockingbird  
Fried Green Tomatoes  
Vanilla Sky  
Dead Poets' Society  
Invictus  
Trainspotting  
Gran Torino  
Glengarry Glen Ross  
The Bang Bang Club  
Cinderella Man  
The Last Samurai  
Radio  
Australia  
Rudy  
Memoirs of a Geisha  
John Q.  
Hairspray  
The Boy in the Striped Pyjamas  
The Godfather  
The Sixth Sense  
The Freedom Writers  
The Blindside  
Law Abiding Citizen  
Grease  
The Curious Case of Benjamin Button  
West Side Story  
American Psycho  
Gone with the Wind  
Double Jeopardy  
The Departed  
An Education  
The Butterfly Effect  
The Outsiders

Avatar  
American History X  
Inception  
Reservoir Dogs  
Training Day  
The Wedding Planner  
Blow  
Requiem for a Dream  
Lion King  
Big Fish  
Restrepo  
Mission Impossible  
Taken  
Little Miss Sunshine  
Scarface  
The Way we Were  
Pirates of the Caribbean  
Crash  
Edward Scissor Hands  
Sweeney Todd  
Enough  
Fracture  
Crazy, Stupid Love

90% CONCERT BAND Concert Evaluation

90% TONE: INS

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div. IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their tone section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an elevated awareness of tuning sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is "near perfect" intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate above <u>average</u> characteristic tone qualities for their music section and musical performance, but there are <u>some</u> minor lapses.</li> <li>Instrumental technique and tone production are excellent, but there are some flaws where students are unable to control and focus tone.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some</u> minor flaws.</li> <li>For the most part, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music, but there are some minor</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate average tone qualities for their section all musical style of performance, however, performer's lose their ability to control tone quality in varying dynamic ranges.</li> <li>Student performers demonstrate an adequate awareness of tuning music sections and sensitivity to uniform intonation within their section, but there are several flaws. Sounds are <u>all times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but lapses consistently occur.</li> <li>The ensemble demonstrates intermediate concepts of balanced musical lines and blend of tone to produce an acceptable sonority of</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their tone section and musical style of performance, additionally, they lose control often.</li> <li>Student performers demonstrate little awareness of tuning throughout sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and does not produce a desirable or appropriate sonority of the music performed. There are some extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate undesirable characteristic tone qualities for their vocal section, musical style of performance, and lose control most of the time.</li> <li>Student performers demonstrate little or no awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper</u> concepts of balance and blend of tone, and produces an unstable and inappropriate sonority of the music performed. There is little or no evidence of dynamic contrast.</li> </ul>
<p>Student performers will sing correct pitches.</p> <ul style="list-style-type: none"> <li>technique is excellent within each section, but there are some lapses that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however, some passages are not uniform throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some</u> inconsistencies that detract from the overall performance.</li> </ul>	<p>Students performers sing incorrect pitches and do not recover quickly</p> <ul style="list-style-type: none"> <li>individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform much of the time.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately.!!!</li> </ul>	<p>Student performers miss some pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is obviously missing resulting in an overall lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent most of the time.</li> <li>Attacks and releases are not performed uniformly most of the time.</li> <li>Diction is used inappropriately most of the time.</li> </ul>	<p>Student performers miss numerous pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>	
<p>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</p> <ul style="list-style-type: none"> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers convey an artistic, energetic, and emotional performance to the audience.</li> </ul>	<p>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with only <u>minor inconsistencies</u>.</p> <ul style="list-style-type: none"> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there are <u>some</u> inconsistencies.</li> <li><u>All times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits above average control of all aspects of rhythm, tempo, and musical style with <u>minor</u> lapses.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<p>For this classification, the suitability of the music is <u>adequate</u>.</p> <ul style="list-style-type: none"> <li>Performers use appropriate style much of the time but there are noticeable inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is not consistent.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style with some lapses.</li> <li>Performance is somewhat mechanical, lacking emotion and energy</li> </ul>	<p>For this classification, the suitability of the music is <u>inadequate</u>.</p> <ul style="list-style-type: none"> <li>Performers do not address musical style throughout most of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A below <u>average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<p>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</p> <ul style="list-style-type: none"> <li>Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically ineffective and results in little or no contrast for music performed.</li> <li>The ensemble exhibits little or no control of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers' musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>

## SPAN 1110: Elementary Spanish I

### New Mexico Institute of Mining and Technology

#### Supporting Document for New Mexico General Education Course Certification Form

February 3, 2021

**Proyecto final: A Zoom interview with a Spanish speaker.** You will ask a friend, acquaintance, or family member to complete a 5-7-minute Zoom interview with you (similar to the interviews we watch in class). You will be able to choose from a list of different topics. Prior to the interview, you will formulate a list of questions and submit them on Canvas. You will then carry out the interview, asking the questions and also follow-up questions based on your interviewee's answers. At the end of the interview, you will need to film a brief (2 min.) reflection on what you learned through the interview.

#### Procedimiento básico:

1. **Las preguntas.** You will submit an initial list of 12-15 interview questions and 5-7 sub-questions as part of your weekly homework assignment on **miércoles, 18 noviembre**. You will also let me know who you plan to interview. I'll give you feedback by **viernes, 20 noviembre**.
2. **La entrevista.** You will complete the interview, using Zoom. Don't forget to press "Record" (this is a mistake I have made before). See the rubric below for more details on how you will be graded. The basic time requirement is *at least five minutes*. I have set seven minutes as a maximum, but if you go over, that is fine!
3. **La reflexión.** You will have two options for your brief reflection on the assignment: a) a two-minute video reflection, or b) a one-page (200-250 word) written reflection in Spanish.
4. **La entrega.** You will save your videos and share them via Google Drive. **Fecha límite: 9 diciembre a las 11:59 PM.**

#### Temas posibles:

1. **La vida universitaria.** Si tú entrevistas a un estudiante de NMT u otro miembro de la comunidad universitaria, puedes hacer preguntas sobre la vida universitaria (Capítulo 2). También puedes hacer preguntas sobre la casa/departamento (Capítulo 3), la comunidad (Capítulo 4) y las preferencias de música y de cine (Capítulo 5).
2. **Nuestra comunidad.** Si entrevistas a un miembro de tu familia o a otra persona de tu comunidad, puedes hacer preguntas sobre los lugares importantes en su comunidad y sus lugares favoritos. También puedes hacer preguntas sobre su familia (Capítulo 1) y la casa/departamento (Capítulo 3).
3. **Actividades, gustos y preferencias.** Puedes hacer una entrevista sobre varios aspectos de la vida de un amigo, conocido o pariente. Puedes hablar de su rutina diaria (Capítulo 2), los lugares en la comunidad que visita (Capítulo 4), sus hobbies y pasatiempos (Capítulo 2), y sus preferencias de música y de cine (Capítulo 5).





3. [15 pts] What is the percent yield if 4.0 moles of NaCl are obtained when 5.0 moles of NaOH react with 6.0 moles of HCl? Be sure to balance the equation.

4. [15 pts] In the reaction of 4.0 mole of  $\text{N}_2$  with 6.0 moles of  $\text{H}_2$ , 1.6 moles of  $\text{NH}_3$  were obtained. What is the percent yield?

5. [15 pts] The combustion of  $\text{N}_2$  gas yields the pollutant  $\text{NO}_2$ . Calculate the percent yield of  $\text{NO}_2$  if 60 grams of  $\text{NO}_2$  form when 56 grams of nitrogen.

6. [15 pts] The reaction between  $\text{SO}_2$  (g) and molecular oxygen yields  $\text{SO}_3$ (g). Calculate the percent yield of  $\text{SO}_3$  if 40 grams of  $\text{SO}_3$  form when 32 grams of  $\text{SO}_2$  react with an excess of oxygen.

7. [15 pts] How can 500.0 mL of 3.0 M aqueous  $\text{H}_2\text{SO}_4$  be made from concentrated sulfuric acid (18 M)?

8. [15 pts] A chemist wishes to prepare 250 mL of a 2.00 M aqueous solution of sodium hydroxide, NaOH (40.0 g/mol). How many grams of NaOH should be used?

9. [15 pts] What is the molarity of a solution made by dissolving 32.0 g of silver nitrate,  $\text{AgNO}_3$  (169.9 g/mol), in 68 g of water,  $\text{H}_2\text{O}$  (18.0 g/mol)? The density of water is 0.990 g/mL, and the density of the solution is 1.35 g/mL

# HANDOUT 7-5

## Creating Educational Games

*Directions:* You and your group have just been hired as the research and development team for the Aggresso Toy Company. Since Aggresso's last product, a game called "Toxic Waste Wars," was not a great hit with parents (perhaps the Surgeon General's warnings about mutations and other unpleasant side effects stunted sales), you have been hired to create a developmental game.

Specifically, Aggresso would like you to design a game that will facilitate the reading, mathematical, and information-processing abilities of children. Aggresso is interested in being able to market your game as a tool for enhancing a variety of abilities (the more, the better, as far as Aggresso is concerned). The board of directors at Aggresso thought that any of the following skills that could be included in the game would be easily marketable (but you are welcome to incorporate additional skills):

<b>Reading Skills</b>	<b>Mathematical Skills</b>	<b>Information-processing Skills</b>
<i>word recognition</i>	<i>quantity</i>	<i>problem-solving strategies</i>
<i>phonological awareness</i>	<i>one-to-one principle</i>	<i>automatic processing</i>
<i>comprehension</i>	<i>stable-order principle</i>	<i>speed of processing</i>
<i>propositions</i>	<i>cardinality principle</i>	<i>memory strategies</i>
	<i>counting</i>	<i>cognitive monitoring</i>
	<i>addition</i>	<i>knowledge</i>
	<i>subtraction</i>	<i>scripts</i>
	<i>advanced math concepts</i>	

Your game must include the following components:

- (a) **Instructions** – you must explain how the game is to be played, including the purpose of the game, the number of players, their ages, rules of play, and any other information necessary to play the game (please include sub-headings to organize your instructions). The page length of your instructions will vary with the complexity of your game, but one or two pages (typed, double-spaced) is usually sufficient.
- (b) **Developmental Critique** – you must provide a 2-page (minimum), typed, double-spaced summary of the developmental concepts incorporated into your game, including the reading, mathematical, and information-processing skills enhanced by the game. You will support the relevance of each of the developmental constructs for your game by reviewing published research that supports the significance of each construct to the age group(s) for whom the game is designed. (Minimum number of sources – 6)
- (c) **Demonstration** – All groups will be asked to demonstrate their games to the class during "Game Day." This demonstration will require that you create or find the materials necessary to play your game (e.g., a game board, playing pieces, game equipment, etc.). All game materials will be returned to your group after the game has been graded.

*Note: You are encouraged to have some fun with this project; please keep that in mind. Also, a stroll through a toy store may prove helpful toward generating game ideas (but do not design a game that violates any copyright laws or patents—in other words, don't copy an existing game—Aggresso has enough problems to contend with already).*

## New Mexico Military Institute – Live choral performance assessment

After participating in live performance it is important to evaluate what occurred from a performer's perspective. Musical performance is evaluated in real time by the audience and is reflected in applause, critical review, and public opinion. These types of assessments normally only take into account what occurs during one live performance event and are, in general, not as comprehensive nor informed in their assessment as the performer is able to be.

The performer knows all of the work it took to create the musical performance and was present during the entire rehearsal process. The performer is aware and appreciates the feedback that audiences give, but needs to assess the performance from their own perspective. This allows accountability and understanding of what occurred and why it occurred. There will never be a perfect performance, so if success is achieved it is important to understand why and how it was achieved. Equally valuable is to understand shortcomings of a performance in order to learn how to avoid them in future performances.

Attached you will find a rubric that breaks a performance down into three categories of tone, technique, and musicianship. Within those categories there are many sub areas that we have addressed in our learning of each musical work coupled with our ability to perform it. Those areas are listed below and room has been provided for you to write down any thoughts that you have for each sub area. After writing down your notes, use the attached rubric to rate our performance according to the five level divisional rating scheme ranging from poor to superior.

Posture

Breathing

Choral Tone/Timbre

Vowel Formation

Rhythm

Pitch Accuracy

Intonation

Dynamics

Phrasing

Text

Musical Style

Emotional Content

Expression

Contrast

Phrase shape

## PSYC 1110

### TOPIC FOR MAJOR PAPER

Your purpose in researching and writing this paper is to inform, explain and summarize your research on a particular area in Psychology

- Ask yourself what you want to know about a particular topic:
  - For example: Is medication the right treatment for the increasing problem of ADHD in children?
- Form a thesis for the paper.
  - For example: Treating ADHD in children with medication alone is too narrow an approach to this growing problem.
- Where will your information come from? What type of evidence, facts, and examples will help you answer the question?

Include a list of sources you are investigating. What have you read? (Of course this list may change as you continue your research). A minimum of five resources must be used, and all resources must be documented with proper documentation within the body of the paper and with a “Works Cited” page at the conclusion. Please do not use resources such as Wikipedia. One of the resources must be our textbook. Other sources include peer-reviewed articles. See the ENMU-Ruidoso website for access to online databases

**Psychology** <https://enmu.libguides.com/Psychology>

For a complete list of the information sources A to Z and LibGuides available to you see the list at:

<https://my.enmu.edu/web/golden-library/home>

- Write a proposal for your research paper. Include your working thesis and a list of sources you are reading. Briefly outline the organization of the paper (for example, if there is a major controversy in this literature, briefly describe it and state that you will present research supporting first one side, then the other.

The proposal should be a short (5-7 sentences) paragraph that introduces your topic, thesis and your purpose. Please include a list of sources you are currently considering using. you might find useful in your exploration:

The purpose of the paper is to inform the reader about the topic of your choice.

- Minimum of 5 pages in APA format (<http://owl.english.purdue.edu>).
- Title page
- NO abstract
- MUST include reference page. You must have at minimum two scholarly references outside of the textbook. Scholarly is something written by an expert in that field; it is not a “popular” search. Google and any Dictionary/Webster does **NOT** count as scholarly. Late work will be deducted points.
- The research portion of your topic will be a minimum of 5 pages long. At least FIVE RESOURCES must be used and all resources MUST BE documented with proper documentation within the body of the paper and with a "Works Cited" page at the conclusion.
- NO “WIKI” sites are permitted as resources. Your text, academic journals, and certain academic web-sites are acceptable sources.
- Your paper must be based on a topic from our text or other academic articles. Critical thinking must be evident as you explore your topic. The paper must be focused, show clarity, and be well-organized.
- This paper can be worth up to 100 points.



Semester: Fall/Spring  
Credit Hours: 3  
Classroom:  
Instructor:

Course Name: Survey of Mathematics  
Course No. Math 1130  
Class Meeting: MWF

Office:  
Phone:

Office Hours:  
Email:

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**Course Catalog Description & Course Prerequisites** This course will develop students' ability to work with and interpret numerical data, to apply logical and symbolic analysis to a variety of problems, and/or to model phenomena with mathematical or logical reasoning. Topics include financial mathematics used in everyday life situations, statistics, and optional topics from a wide array of authentic contexts.

Prerequisites: Math 1215 with a minimum grade of C, or ACT score of 22 or above, or SAT Math Section score of 540 or above, or Accuplacer Next-Generation Advanced Algebra and Functions score of 218 or above, or Accuplacer Next-Generation Quantitative Reasoning, Algebra, and Statistics score of 253 or above.

Textbook: A Survey of Mathematics with Applications by Angel, Abbott, and Runde  
Japanese Abacus: Practical Step-by-Step Guide by Nabil Mjid  
Geometric Origami by Michael G LaFosse and Richard L Alexander

### **Course Objectives**

The objective of this course is for the students to master the following student learning outcomes through the study and application of the major topics listed below:

#### **Student Learning Outcomes**

1. Construct and analyze graphs and/or data sets.
  - a. Gather and organize information.
  - b. Understand the purpose and use of various graphical representations such as tables, line graphs, tilings, networks, bar graphs, etc.
  - c. Interpret results through graphs, lists, tables, sequences, etc.
  - d. Draw conclusions from data or various graphical representations.
2. Use and solve various kinds of equations.
  - a. Understand the purpose of and use appropriate formulas within a mathematical application.
  - b. Solve equations within a mathematical application.
  - c. Check answers to problems and determine the reasonableness of results.
3. Understand and write mathematical explanations using appropriate definitions and symbols.
  - a. Translate mathematical information into symbolic form.
  - b. Define mathematical concepts in the student's own words.
  - c. Use basic mathematical skills to solve problems.

4. Demonstrate problem solving skills within the context of mathematical applications.
  - a. Show an understanding of a mathematical application both orally and in writing.
  - b. Choose an effective strategy to solve a problem.
  - c. Gather and organize relevant information for a given application.

### **Relevant NMHU Traits:**

1. Mastery of content knowledge and skills (aligned with SLO 1, 2, 3, 4; evaluated via quizzes, inclass assignments, take home assignments, term paper)
2. Effective communication skills (aligned with SLO 1.c, 1.d, 3.b, 4.a; evaluated via term paper, participation, inclass assignments)
3. Critical and reflective thinking skills (aligned with SLO 1, 2, 3, 4; evaluate via quizzes, inclass assignments, take home assignments, term paper)

### **Major Topics**

1. Numeration Systems
  - a. Roman
  - b. Hindu-Arabic
  - c. Mayan
  - d. Japanese abacus (Soroban)
2. Descriptive Statistics
  - a. Measures of central tendency – mean, median, mode
  - b. Measures of spread – quartiles, variance, standard deviation
  - c. Trends within the data
3. Consumer Mathematics
  - a. Interest – simple interest, compound interest
  - b. Personal finances – credit cards, debit cards, loans, mortgages
  - c. Taxes – state and federal tax returns
4. Introduction to Classical Cryptography
  - a. Column Transposition
  - b. Monoalphabetic Ciphers
  - c. Polyalphabetic Ciphers
5. Geometry and Patterns
  - a. Lines, Rays, and Angles
  - b. Circles and Polygons
  - c. The Pythagorean Theorem
  - d. Perimeter and Area
  - e. Geometric Origami

### **Assignments, Assessment,**

Class Participation – The instructor will ask each student, throughout the semester, a number of questions. These questions will be on the topic currently being discussed in class. The students will be evaluated on their efforts to give a clear and well-reasoned answer. In addition, students will earn credit for asking well-formed and thoughtful questions.

Inclass Assignments – The students will be given exercises on each of the major topics covered. These exercises will be evaluated on completeness and correctness. They will also be required to give demonstrations on how to use an abacus to solve a numerical problem and how to construct an origami figure. These assignments will be evaluated on how effectively the student is able to communicate.

Take home Assignments – The students will be given assignments on each of the major topics covered. These assignments will be more challenging and time consuming than the inclass assignments and they will be evaluated on correctness and completeness. They will also be assigned to write a paper describing and analyzing a method of cryptography that was not covered in class. This paper will be evaluated on completeness and clarity of expression.

Quizzes – Students will be given regular quizzes. These quizzes will be relatively short and they will be based upon material that has already been covered. They will be evaluated on correctness and completeness.

Term Project - Students will be assigned a term project where they will apply the concepts learned in financial mathematics to analyze an important consumer mathematics problem. Their written report will be evaluated on its correctness, completeness, and clarity. Their oral presentation will be evaluated on its effectiveness in communicating to their peers.

*Note that instead of taking a final exam, the students will be giving an oral presentation of their term project.*

### **Course Grading Policy**

Attendance	---	5%
Class Participation	---	10%
Inclass Assignments	---	20%
Take home Assignments	---	25%
Quizzes	---	20%
Final Project	---	20%

### Grading Scale

$$97 \leq A+ \leq 100$$

$$93 \leq A < 97$$

$$90 \leq A- < 93$$

$$87 \leq B+ < 90$$

$$83 \leq B < 87$$

$$80 \leq B- < 83$$

$$77 \leq C+ < 80$$

$$70 \leq C < 77$$

$$50 \leq D < 70$$

$$F < 50$$

**Course Attendance Policy** Student attendance is a critical aspect of this course and students are expected to attend all class meetings.

### **NMHU Academic Integrity Policy**

Because academic dishonesty in any form compromises the university's reputation and thus devalues the NMHU degree, it simply will not be tolerated. Consequently, students caught cheating, plagiarizing, or doing anything which involves trying to pass off someone else's intellectual work as their own, will be subject to disciplinary action (NMHU Student Handbook, page 28; <http://bit.ly/nmhustudenthandbook>).

### **Disabilities Accommodations (ADA Policy)**

NOTE: "In accordance with federal law, it is university policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Coordinator of Accessibility Services by phone at (505) 454-3188 or 454-3252, via e-mail at [desquibel@nmhu.edu](mailto:desquibel@nmhu.edu), or visit the Felix Martinez Building, Room 111 on the Las Vegas campus. If you need the document upon which this notice appears in an alternative format, you may also contact the Coordinator of Accessibility Service." *David Esquibel, Student Advisor/Coordinator of Testing and Accessibility Services*

### **NMHU's HU Cares Policy**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you are encouraged to contact the Center for Advocacy, Resources, Education, & Support (HU-CARES) located in the Student Union Building at 800 National Ave in Suite 306. If you have questions or need to speak to someone regarding a concern, please call HU-CARES at 505-454-3529 or email [preventviolence@nmhu.edu](mailto:preventviolence@nmhu.edu). HU-CARES can support you in various ways, regardless if you want to report to police or not. All services are confidential, student-centered, and free for all NMHU students, including center campuses.

Additional resources available to you include:

- Student Health Center Main Campus-(Counseling) 505-454-3218
- Campus Police 505-454-3278
- NMHU Dean of Students 505-454-3020
- Human Resources, Title IX Officer 505-426-2240
- NM Crisis & Access Line (Professional Counselors available 24/7) 1-855-662-7474
- *Center students are encouraged to contact HU-CARES for resources near the center campuses.*

### **NMHU Inclement Weather Hotline**

505-426-2297                      1-866-231-2366 [www.nmhu.edu](http://www.nmhu.edu)

## Vocal Concert Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>.</li> <li>Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li><u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u></li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapsés</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority of the music performed. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>There is <u>little or no</u> evidence of dynamic contrast.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students performers sing incorrect pitches and do not recover quickly</li> <li>Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li><u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed.</li> <li>The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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Review Section	Excellent	Good	Adequate	Deficient
Argument Outline	<p>Describes the main argument through either:</p> <ul style="list-style-type: none"> <li>• A quotation from the book containing the main argument OR</li> <li>• A one sentence paraphrase of the main argument with short quotes to support your contention</li> </ul> <p>Identifies the key sub-arguments the author uses AND explains how those arguments build up to and support the main argument</p> <p>Provides an accurate, succinct, outline of the book.</p>	<p>Describes the main argument through either:</p> <ul style="list-style-type: none"> <li>• A quotation from the book containing the main argument OR</li> <li>• A one sentence paraphrase of the main argument</li> </ul> <p>Identifies the key sub-arguments the author uses and may or may not explain how those arguments support the main argument.</p> <p>Provides an accurate outline of the book.</p>	<p>Attempts to describe the main argument but misidentifies the main argument or mistakes a sub-argument for the main argument.</p> <p>May or may not utilize quotations from the text</p> <p>Either fails to identify sub-arguments OR fails to connect any sub-arguments identified to the main argument</p> <p>Provides an outline of the book, but may be muddled, unclear, or demonstrate misunderstanding.</p>	<p>No attempt to identify the main argument OR the main argument identified is incorrect in such a way as to indicate little effort put forward, essentially a guess</p> <p>No Sub-arguments identified OR identified sub-arguments are not made by the author of the reviewed book OR sub-arguments identified are essentially nonsensical in relation to the identified main argument</p> <p>Reviewed book is not outlined OR outline is incorrect as to indicate no more than a cursory skim of the reviewed book</p>
Evidence Description	<p>Identifies and describe at least one major example/case study in detail.</p> <p>Explains how example(s) act as evidence for the main argument using quotations from the text.</p> <p>Briefly identifies other examples and explains what aspects of the main argument they support.</p> <p>Can generalize the</p>	<p>Identifies and describes one major example/case study in detail.</p> <p>Explains how the example acts as evidence for the main argument</p> <p>May or may not provide quotations from text to prove contention.</p> <p>May or may not identify other examples.</p>	<p>Identifies and describes one major example in detail OR identifies and describes multiple examples in less detail.</p> <p>Explanation of how example(s) support(s) the main argument is either muddled or dubious.</p> <p>May or may not use quotations from the text.</p>	<p>Does not describe a case study or example in detail. Either missing or too cursory to demonstrate understanding.</p> <p>Existing descriptions of evidence do not connect to one another or the main argument.</p>

	application of the detailed example to the other examples to stay succinct.			
Synthesis	Makes connections between the reviewed book and course material by using multiple concepts, examples, and/or arguments from course materials in your analysis of the reviewed book	Makes a connection between a concept, example, or argument from the course material and the reviewed book.	Identifies similarities and differences between course material and the reviewed book but doesn't necessarily apply specific aspects from the course material or the reviewed book.	Connection is not made between course material and reviewed book OR connection is too cursory to indicate understanding.
Analysis	<p>Extends the analysis of the reviewed book by applying concepts, examples, and/or arguments from course material to the subject/argument presented in the reviewed book</p> <p>OR</p> <p>Utilizes concepts, examples, and/or arguments from the reviewed book to extend the analysis found in course material.</p> <p>Does so in a novel way that is more than paraphrase of points made in either course material or reviewed book.</p>	<p>Extends analysis of the reviewed book by applying a concept, example, or argument from the course material to the subject/argument presented in the reviewed book or vice versa.</p> <p>Argument is potentially novel, but could be insufficiently explained or supported with direct evidence from material or texts.</p>	<p>Makes connection between course material without making significant extension of either course material or reviewed book.</p> <p>Connection consists of more direct comparisons, such as description of basic similarities and differences.</p>	No new or extended argument/analysis is offered beyond surface level agreement/disagreement with the reviewed book or evaluation as merely "good" or "bad".

## Vocal Concert Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>.</li> <li>Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li><u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u></li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapsés</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority of the music performed. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>There is <u>little or no</u> evidence of dynamic contrast.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students performers sing incorrect pitches and do not recover quickly</li> <li>Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li><u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed.</li> <li>The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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**Clovis Community College**  
**MATH 2531 – Calculus III – Section 301**  
**Fall 2021**

**INSTRUCTOR:** Brandon J. Finney  
**OFFICE:** Faculty Office 4, Room B (403-B)  
**OFFICE PHONE:** (575) 769-4933  
**MESSAGE PHONE:** (575) 769-4945 (Faculty Office 4 Secretary)  
**OFFICE HOURS:** TBA  
**E-MAIL:** brandon.fnney@clovis.edu

**TEXTBOOK:**

This course uses the OpenStax book *Calculus, Volume 3*, which is free for students. There are three versions of the book students can use:

1. The online version of the book, which can be accessed at <https://openstax.org/books/calculus-volume-3/pages/1-introduction>.
2. The PDF version of the book, which is available on Canvas.
3. The print copy of the book, which can be purchased at the CCC bookstore. The ISBN for the print copy of the book is 9781938168079.

**MATERIALS REQUIRED:**

For this course, students should have the following:

1. Access to the textbook (see above)
2. Scientific Calculator (optional) – **Graphing calculators are not allowed in this course**
3. Spiral/Notebook/Paper to take notes
4. Pencil and Eraser – Students should avoid using pen in this course
5. Graph paper

**COURSE DESCRIPTION:**

Vector operations, vector representation of planes and curves, functions of several variables, partial derivatives, gradient, tangent planes, optimization, multiple integrals in Cartesian, cylindrical and spherical coordinates, vector fields, line integrals and Green's theorem.

**COURSE OBJECTIVES:**

Students that successfully complete the course will, by the end of the course, be able to:

1. **(Vector Operations)** Perform basic operations on vectors in 3D: addition, subtraction, scalar multiplication, dot product. Visualize addition, subtraction and scalar multiplication geometrically, state geometric meaning of dot product and cross product, recognize and write down the equations defining lines and planes, and draw geometric information from the equations (such as a point on lines/planes, tangent and normal vectors, intersections).
2. **(Vector-Valued Functions of One Variable)** Visualize given functions as curves in space, find functional parametrization of given curves, find their derivatives and interpret them as tangent vectors to curves; for functions describing the motion of a particle, interpret derivatives as velocity and acceleration; solve initial value problems.
3. **(Scalar-Valued Functions of Several Variables)** Visualize functions of two variables by graphs in space or level curves in the plane; visualize functions of three variables by level surfaces in space; recognize and graph equations for conic sections and for surfaces of revolution; state what it means for a limit of a function of several variables to exist; compute partial derivatives, gradients, directional derivatives and understand their meanings, e.g. with respect to direction of fastest growth and tangent planes; compute the gradient of a function and state its geometric

significance; solve min/max problems with or without constraints (using substitution or Lagrange multipliers for the former) explain why the Lagrange multiplier method works.

4. **(Double and Triple Integrals)** Compute by reducing to an iterated integral, by changing the order of integration, by changing from Cartesian coordinates to cylindrical or spherical coordinates and vice-versa; use double and triple integrals to compute areas, volumes, centers of mass.
5. **(Vector Fields)** Visualize basic vector fields by flow lines and integral curves; state the definition of a gradient (or conservative) vector field and how to recognize one and compute a potential function; compute the divergence and curl of a vector field; rules for differentiation; recognize permissible and non-permissible operations.
6. **(Line Integrals)** Compute line integrals such as arc length, work, circulation using the parametrization of a curve; compute using the Fundamental Theorem of Line Integrals when applicable; state Green's theorem (2-D), apply it to examples.

### **ATTENDANCE REQUIREMENTS:**

Attendance is required at all sessions in each course. When circumstances make attendance impossible, you should notify the instructor of your absence. You are responsible for making sure you are caught up with the class lectures and assignments, so you're able to attend the next class session prepared.

### **WITHDRAW:**

If you are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, you should withdraw from the class after you have spoken with your instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

### **STUDENT EMAIL:**

Any announcements or messages sent through Canvas will also be sent to students' CCC email address. Students should check their CCC email at least daily in order to stay up-to-date on course information.

### **CANVAS SHELL:**

The Canvas Shell for this course will be used to post grades, send announcements, communicate via messaging, post homework assignments, and post handouts. Students should sign into the Canvas Shell at least once per day to ensure they are up-to-date with course information.

### **TECHNOLOGY REQUIREMENTS:**

Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please [click here](#) to see basic computer specifications for Canvas.

### **COMPUTERS ON CAMPUS:**

Computers for student use are available on campus in the Center for Student Success (Room 171) or the Library. Staff will not instruct and/or tutor students regarding assignments. When in doubt, **CONTACT YOUR INSTRUCTOR.** Students needing tutoring assistance should go to the Tutoring Center (Room 415A).

### **STARFISH:**

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may

ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit “Starfish for Students” at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu).

**MAKE-UP WORK:**

No make-up work is available for this course, but each student’s two lowest homework grades will be dropped and will not count towards their final course grade. If a student must be absent on the day of an exam, they should let the instructor know before the scheduled test time so that a make-up exam can be scheduled.

**GRADING POLICY:**

Grades in this course will be based on the following:

1. Homework Assignments – Homework assignments will be assigned from the textbook. For each assignment, students will be given a list of problems from the book to complete. The problems should be completed on notebook paper (or graph paper, if appropriate) and be written neatly and in order. For an example of how a proper homework assignment should look, see the example that is posted on Canvas. Homework assignments will be due at the beginning of class every Monday. No late work will be accepted. Each question on the homework will hold equal weight, with the points-per-question being determined by the total number of questions. The lowest two homework grades will be dropped.
2. Unit Exams – This course is separated into three units. The first unit consists of Chapters 2 and 3; the second unit consists of Chapters 4 and 5; and the third unit consists of Chapter 6. The first two units will have an accompanying Unit Exam. The third unit will not have a separate exam due to time constraints. Each Unit Exam will only consist of questions from that unit. The exams will be held in class on the listed date. Point values for the questions on the exam will be listed on the exam itself. Each Unit Exam will have a review which will count as a homework grade.
3. Final Exam – The Final Exam for this course will be comprehensive, meaning it will consist of questions from the entire semester. Students must take the exam at the assigned day/time, which is listed in the syllabus. There will be a review for the Final Exam which will count as a homework grade

**ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:**

Homework	35%
Unit Exams	40%
Final Exam	25%

**GRADING SCALE:** Student final grades are based on overall performance in class.

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
599 and below	F

**QUALIFIED STUDENTS WITH DISABILITIES:**

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller

Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

**COPYRIGHT:**

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

**EMERGENCY ALERT:**

In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website ([www.clovis.edu](http://www.clovis.edu)) to announce the cancellation of classes or closure of the college. You may sign up for text and email alerts at [www.clovis.edu/getrave](http://www.clovis.edu/getrave).

**ACADEMIC DISHONESTY:**

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

**TECHNICAL SUPPORT:**

CCC Help Desk (Room 119) support is available by emailing [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu) or by calling 575-769-4969. Be sure to visit the [Canvas Student Orientation](#) site if you need help navigating our online classroom. You may also find answers to common questions / problems on [Canvas FAQs](#). To see the Help Desk hours of operation, please visit <http://www.clovis.edu/helpdesk/>.

## COURSE SCHEDULE / CALENDAR

Week #	In-Class Lessons and Homework Due
1	In-Class: <ol style="list-style-type: none"> <li>1. Course Introduction</li> <li>2. Brief Review of Calculus II</li> <li>3. Section 2.1: Vectors in the Plane</li> </ol>
	<b>Homework Assignment #1 due on Monday</b>
2	In-Class: <ol style="list-style-type: none"> <li>1. Section 2.2: Vectors in Three Dimensions</li> <li>2. Section 2.3: The Dot Product</li> <li>3. Section 2.4: The Cross Product</li> </ol>
	<b>Homework Assignment #2 due on Monday</b>
3	In-Class: <ol style="list-style-type: none"> <li>1. Section 2.5: Equations of Lines and Planes in Space</li> <li>2. Section 2.6: Quadric Surfaces</li> <li>3. Section 2.7: Cylindrical and Spherical Coordinates</li> </ol>
	<b>Homework Assignment #3 due on Monday</b>
4	In-Class: <ol style="list-style-type: none"> <li>1. Section 3.1: Vector-Valued Functions and Space Curves</li> <li>2. Section 3.2: Calculus of Vector-Valued Functions</li> </ol>
	<b>Homework Assignment #4 due on Monday</b>
5	In-Class: <ol style="list-style-type: none"> <li>1. Section 3.3: Arc Length and Curvature</li> <li>2. Section 3.4: Motion in Space</li> </ol>
	<b>Homework Assignment #5 and Unit Exam #1 Review due on Monday</b>
6	In-Class: <ol style="list-style-type: none"> <li>1. <b>Unit Exam #1 on Monday</b></li> <li>2. Section 4.1: Functions of Several Variables</li> <li>3. Section 4.2: Limits and Continuity</li> </ol>
	<b>Homework Assignment #6 due on Monday</b>
7	In-Class: <ol style="list-style-type: none"> <li>1. Section 4.3: Partial Derivatives</li> <li>2. Section 4.4: Tangent Planes and Linear Approximations</li> <li>3. Section 4.5: The Chain Rule</li> </ol>

<b>8</b>	<p><b>Homework Assignment #7 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 4.6: Directional Derivatives and the Gradient</li> <li>2. Section 4.7: Maxima/Minima Problems</li> <li>3. Section 4.8: Lagrange Multipliers</li> </ol>
<b>9</b>	<p><b>Homework Assignment #8 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 5.1: Double Integrals over Rectangular Regions</li> <li>2. Section 5.2: Double Integrals over General Regions</li> <li>3. Section 5.3: Double Integrals in Polar Coordinates</li> </ol>
<b>10</b>	<p><b>Homework Assignment #9 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 5.4: Triple Integrals</li> <li>2. Section 5.5: Triple Integrals in Cylindrical and Spherical Coordinates</li> </ol>
<b>11</b>	<p><b>Homework Assignment #10 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 5.6: Calculating Centers of Mass and Moments of Inertia</li> <li>2. Section 5.7: Change of Variables in Multiple Integrals</li> </ol>
<b>12</b>	<p><b>Homework Assignment #11 and Unit Exam #2 Review due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. <b>Unit Exam #2 on Monday</b></li> <li>2. Section 6.1: Vector Fields</li> </ol>
<b>13</b>	<p><b>Homework Assignment #12 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 6.2: Line Integrals</li> <li>2. Section 6.3: Conservative Vector Fields</li> <li>3. Section 6.4: Green's Theorem</li> </ol>
<b>14</b>	<p><b>Homework Assignment #13 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 6.5: Divergence and Curl</li> <li>2. Section 6.6: Surface Integrals</li> </ol>
<b>15</b>	<p><b>Homework Assignment #14 due on Monday</b></p> <p>In-Class:</p> <ol style="list-style-type: none"> <li>1. Section 6.7: Stokes' Theorem</li> <li>2. Section 6.8: The Divergence Theorem</li> </ol>
<b>16</b>	<p><b>Final Exam Review due on Monday</b>  <b>FINAL EXAM ON MONDAY</b></p>

## Concert Evaluation

### TONE: INS

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<p>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their tone section and musical style <u>throughout the</u> performance with <u>minimal lapses</u>.</p> <ul style="list-style-type: none"> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an elevated awareness of tuning sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is "<u>near perfect</u>" intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<p>Student performers demonstrate above <u>average</u> characteristic tone qualities for their music section and musical performance, but there are <u>some</u> minor <u>lapses</u>.</p> <ul style="list-style-type: none"> <li>Instrumental technique and tone production are excellent, but there are some flaws where students are unable to control and focus tone.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some</u> minor flaws.</li> <li>For the most part, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music. performed, but there are some minor lapses.</li> </ul>	<p>Student performers demonstrate <u>average</u> tone qualities for their section all musical style of performance, however, performer's lose their ability to control tone quality in varying dynamic ranges.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate an adequate awareness of tuning music sections and sensitivity to uniform intonation within their section, but there are several flaws.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapses</u> consistently occur.</li> <li>The ensemble demonstrates intermediate concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<p>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their tone section and musical style of performance, additionally, they lose control often.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little awareness of tuning throughout sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and does not <u>produce</u> a desirable or appropriate sonority of the music performed. There are some extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast</li> </ul>	<p>For this classification, student performers demonstrate undesirable characteristic tone qualities for their vocal section, musical style of performance, and lose control most of the time.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little or no awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an unstable and inappropriate sonority of the music performed. There is little or no evidence of dynamic contrast.</li> </ul>
<p><u>PROBATION: INS</u></p> <p>Student performers demonstrate correct pitches.</p> <ul style="list-style-type: none"> <li>technique is near flawless within each section with only minimal <u>lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all</u> tempi. Rhythmic approach is uniform <u>throughout the</u> ensemble.</li> <li>Diction is appropriate and consistent throughout the performance according to stylist performance practices.</li> </ul>	<p>Student performers will sing correct pitches.</p> <ul style="list-style-type: none"> <li>technique is excellent within each section, but there are some lapses that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; some <u>passages</u> are not uniform throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some</u> inconsistencies that detract from the overall performance.</li> </ul>	<p>Students performers sing incorrect pitches and do not recover quickly</p> <ul style="list-style-type: none"> <li>technique is good <u>but times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform much of the time.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately.!!! times.</li> </ul>	<p>Student performers miss some pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most of</u> the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately most of the time.</li> </ul>	<p>Student performers miss numerous pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed. Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers convey an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with only <u>minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some</u> inconsistencies.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits above <u>average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are noticeable inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is not consistent. At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits adequate control of all aspects of rhythm, tempo, and musical style with some <u>lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>"inadequate"</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists <u>within</u> and between sections of the ensemble.</li> <li>A below <u>average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li>Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically ineffective and results in little or no contrast for music performed.</li> <li>The ensemble exhibits little or no <u>control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers' musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>

**ARTS 1320 CERAMICS I Sample Rubric for Art Portfolio**

<b>Component Skill</b>	<b>Deficient (0-2)</b>	<b>Rudimentary (3-5)</b>	<b>Basic (6-8)</b>	<b>Proficient (9-10)</b>
<b>Critical Thinking</b>				
-Were ideas visually communicated and understood by others? -Upon reflection of critique, did students improve/revise work? -Ideas were applied in original ways to assignment/was it creative?				
<b>Personal &amp; Social Responsibility</b>				
-Did student participate constructively in critique to benefit other students? -Did student listen carefully and receive feedback? -Did student provide work to be publicly displayed? -Did the student bring finished work for others to critique and was effort employed in its creation?				
<b>Information &amp; Digital Literacy</b>				
-Student shared influences and origins of ideas during individual and group discussions. -Information and process recorded in sketchbook by students about assignment.				
<b>Communication</b>				
-Did student create work that is appropriate for purpose and context? -Did students rely on symbols or develop skills necessary for assignment/s?				
<b>Portfolio</b>				
-Were all assignments complete? -Were all assignments included? -Were issues discussed about artwork resolved?				

# ECON Discussion (1)

## ECON Discussion (1)

Criteria	Ratings			Pts
<p><b>Presentation</b> Discussions are posted using well formed sentences, complete with proper grammar, punctuation and capitalization.</p>	<p><b>5 to &gt;3.0 pts</b> <b>Very well written</b> Sentences are complete and well phrased.</p>	<p><b>3 to &gt;1.0 pts</b> <b>Well written</b> Some elements of grammar and style are missing.</p>	<p><b>1 to &gt;0 pts</b> <b>Needs work</b> Post contains incomplete sentences, and/or lacks most of the required qualities.</p>	5 pts
<p><b>Personal Thought</b> Post contains reflection and personal thought or example.</p>	<p><b>5 to &gt;3.0 pts</b> <b>Very well explained</b> Post presents personal thought and/or example</p>	<p><b>3 to &gt;1.0 pts</b> <b>Somewhat explained</b> Post did not indicate much reflection and/or lacked clarity.</p>	<p><b>1 to &gt;0 pts</b> <b>Needs work</b> Post lacks any personal reflection or example.</p>	5 pts
<p><b>Textbook application</b> Post contains at least one concept or term from the textbook and the application is explained.</p>	<p><b>10 to &gt;5.0 pts</b> <b>Very well explained</b> Post contains a textbook example, and a clear explanation of the application.</p>	<p><b>5 to &gt;1.0 pts</b> <b>Somewhat explained</b> Post contains a textbook example, but the explanation of the application lacks clarity.</p>	<p><b>1 to &gt;0 pts</b> <b>Needs work</b> Post lacks any textbook concepts or terms, or lacks explanation.</p>	10 pts
<p><b>Reply to classmate</b> Post contains at least one thoughtful reply to a classmate's post.</p>	<p><b>10 to &gt;5.0 pts</b> <b>Thoughtful reply posted</b> Post contains a reply that is well written and polite.</p>	<p><b>5 to &gt;0 pts</b> <b>Needs work</b> Post did not add enough to the discussion.</p>		10 pts

Total Points: 30

<b>Sample Rubric</b>				
Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, intent, and context.				
Critical Thinking				
Formulation of an open-ended problem statement.				
Relevant information is identified/utilized to address the problem/question.				
Acquisition of evidence and evaluation of solutions.				

Response develops a conclusion that reflects an informed well-reasoned evaluation/argument.				
Personal and Social Responsibility				
A range of ethical perspectives are compared and a solution proposed from one or more of those perspectives.				
Evaluation of personal and social justice issues relative to specific contexts.				
Comparison of multiple solutions across social and cultural relationships.				
Evidence based determination of organizational, cultural, economic, or political factors of local and global problems.				

<b>Name:</b> _____  <b>Project 1: Pinch Pots</b>				
	<b>A(90%-100%)</b> Excellent use of design principles; All elements are essential, interrelated, and clearly intentional; Excellent exploration of the goals of the project	<b>B(80%-89%)</b> Very good use of design principles; Most elements are essential, interrelated, and clearly intentional; Very good exploration of project goals.	<b>C(70%-79%)</b> Typical use of design principles; Some elements seem essential, interrelated, and clearly intentional; Good exploration of the goals of the project	<b>D(60%-69%)</b> Poor use of design principles; Few elements seem essential, interrelated, and clearly intentional; Poor exploration of the goals of the project
<b>Form</b> (20pts)	Extremely involved and creative creature design, very good variety of approaches to utilitarian forms with a lot of attention to useability.	Very involved and creative creature design and execution; several approaches to utilitarian forms with some attention to useability	Somewhat involved and creative creature design and execution; few approaches to utilitarian forms with typical attention to useability.	Lacking in creative approach to creature design and execution; utilitarian forms are do not vary and are not useable.
<b>Content</b> (20pts)	Innovative use of sophisticated pinching/shaping/pressing techniques; Creative exploration of material and processes; seems are clearly strong and smoothed over	Somewhat creative use of pinching/shaping/pressing techniques; Somewhat creative exploration of material and processes; seems are somewhat strong and smoothed over	Typical use of pinching/shaping/pressing techniques; Typical exploration of material and processes, seems are cracked and do not transition into the piece	Poor use of pinching/shaping/pressing techniques; Lack of exploration of material and processes; seems are detached and no coil was used
<b>Craftsmanship</b> (25pts)	Extremely efficient use of class time; Excellent scale with a plethora of details	Efficient use of class time; Good scale with a good amount of detail	Good use of class time; Typical scale with some detail	Inefficient use of class time; very small scale with little to no detail
<b>Ambition</b> (25pts)	8 or more sketches of possible forms: excellent variety of approaches, excellent use of design principles	6 sketches of possible forms: very good variety of approaches, very good use of design principles	4 sketches of possible forms: acceptable variety of approaches, acceptable use of design principles	0-3 sketches of possible forms: lacks variety of approaches, lacks use of design principles
<b>Sketchbook</b> (10pts)				
<b>Total(100pts):</b> _____				

**Clovis Community College**  
**Western Civilization II**  
**HIST. 1160 Online**  
**Spring 2021**

Instructor – Dr. Aaron Anderson

Office: Faculty V - Room 505 D

Office Hours (virtual or by phone) – Mon.-Wed. 12:00-1:00 PM, Tues. 9:00-11:00 AM, Thurs. 09:00-10:00 AM, or any other time by appointment

Phone- 575-769-4960

E-mail – [aaron.anderson@clovis.edu](mailto:aaron.anderson@clovis.edu)

**Email and Virtual Office Hours:**

You are issued student email accounts, and we will use these accounts as our primary form of communication outside the virtual classroom. I suggest you to contact me via e-mail if you have a question or concern, as I check my email frequently, and check yours often as I will use it to make announcements concerning any delays, etc. I will reply to all email inquiries within 24 hours during weekdays, or 48 hours during weekends. I will also be in my office during office hours listed above, and you can call me by telephone during those times, or you can schedule an appointment to meet with me via Canvas Conferencing.

Course Start Date: January 19, 2021

Course End Date: May 15, 2021

**Online Access:**

[www.canvas.clovis.edu](http://www.canvas.clovis.edu)

**Course Description:**

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Course Objectives:**

1) Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

2) Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and empathize with people in their historical context.

Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE

3) Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.

Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY

4) Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.

Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE

5) Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.

Bloom Taxonomy's Cognitive Process: CREATE, APPLY

6) Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."

Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

### **Required Textbook:**

Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. II, Since 1500, 10th ed., 2020

ISBN-13: 978-0357026748

If you are a high school dual enrollment student, you will contact your school guidance counselor to procure your textbooks. All other students will need to make arrangements to purchase the textbooks from the CCC Bookstore or online. If you are going to use an online site such as amazon.com – just use the above ISBN number to order the right book. But do so quickly as you have assigned readings due the first week!

### **Canvas:**

Clovis Community College's online classes offer anytime, anyplace, distance learning over the Internet. Our accredited online classes offer you the flexibility and convenience to complete many of your degree requirements from any computer that has Internet access. Students will need access to a computer as they may not be able to use the college's computer lab for their online coursework this fall. The entirety of this class will be conducted through the Canvas course provided.

Orientation: A Canvas orientation course is available to familiarize yourself with our online learning management system at <https://cloviscc.instructure.com/courses/276879>

### **COVID-19 and Fully Online Class**

As we are all aware, the situation can change rapidly due to the ongoing COVID-19 Pandemic, and because of that, this course has been designed to function in a fully online environment with little or no disruption to class by the ongoing situation. However, be prepared for potential modifications to be announced as needed.

### **Respondus LockDown Browser:**

Clovis Community College utilizes Respondus software as a means to proctor exams. This software is no additional cost to students and runs seamlessly in the background as exams are taken. In the event of a possible academic integrity breach the instructor will be notified and appropriate action will be taken, up to and including a zero grade on the exam in question. During the duration of the COVID-19 closures, Respondus is the *preferred* proctoring solution for Clovis Community College, meaning it is to be used first before any alternatives are used for proctoring quizzes and/or exams. Students will be required to have access to a computer that can run Respondus' LockDown browser, and students will need access to Web cameras and microphones as well. It should be noted that students will need access to a stable Internet connection in order to use Respondus. For those students who cannot meet the necessary bandwidth, hardware, and/or software requirements for Respondus, please contact your instructor for suitable alternatives.

### **Technical Skills Needed:**

Students need access to a laptop or pc computer with internet, and students must be able to use email with attachments, attach files, create a discussion thread, and respond to the threads of others. These are important aspects of the class; do not hesitate to ask if you need assistance with any of the tasks mentioned. Student assessment will be accomplished via instructor evaluation of a quizzes, discussion board conversations, and examinations as follows:

### **Submitting Assignments:**

All assignments must be submitted in the online classroom. Please pay close attention to the due dates and note that all online course messages and submissions are automatically date and time stamped using MST, Clovis time. Make sure you know what time it is when you submit your assignments as there are specific due dates and times that are spread out over the week so you are not overwhelmed.

### **Course Requirements and Grading Policy:**

There will be two proctored exams in this class – a midterm and a final exam. In addition, there will be one quiz and written “Discussion Board” assignment due each week based upon the readings, videos, and PowerPoint Lectures. You will find all weekly assignments and study materials such as PowerPoint lectures and videos in “Modules.” You will also be reminded of the week’s assignments in the “Announcements” section, so check it often.

Grades will be broken-down as follows:

Exam 1	= 125 points
Exam 2	= 125 points
Quizzes	= 450 points (30 points each)
Discussion Board	= 300 points (20 points each)

Final Grades will be calculated on the following scale:

A = 1000-900 points  
B = 899-800 points  
C = 799-700 points  
D = 699-600 points  
F = Below 599 points

**Reading/PowerPoint Lectures/Videos:**

In addition to the weekly textbook readings, additional PowerPoint lectures and videos will be assigned to supplement reading. Information from these additional sources will appear on tests and should appear in discussions.

**Weekly Quizzes (30 pts. each):**

Quiz material is drawn from the textbook and from any supplemental content posted by the instructor. Quizzes are not cumulative and will be specific to anything covered in the lesson materials for a given week. Each quiz can consist of two kinds of questions: multiple-choice questions and/or short essay questions. The quizzes will be available at 12:00 p.m. on the Monday of the week of the quiz and will remain open until the due date Sunday, and students may take the quiz anytime during that time.

**Weekly Discussion Board or Document Exercise (20 pts. each):**

Students will participate in weekly discussions or written exercises, and students will be required to have one original post on the instructor-selected topic and respond to at least one fellow student's original post each week. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

**Midterm and Final Exams (125 pts. each):**

There will a midterm and a final exam, counting for 25% of your total grade. The exams will be cumulative for each half of the semester. Thus, each will cover about 8-9 chapters of readings, quizzes, lectures, and written discussion board assignments. The format will be multiple choice and one essay.

These exams will be taken during the scheduled midterm and finals weeks and will be proctored by the Respondus LockDown Browser in Canvas. This means the student will have the flexibility to take the exam at home or elsewhere, provided the computer meets the requirements of the Respondus software.

Midterm Exam: Spielvogel Chapters 13-22 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

Final Exam: Spielvogel Chapters 23-30 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

### **Attendance Requirements and Participation:**

Attendance is required for all sessions of this course. When circumstances make attendance impossible, students should notify the instructor of their absence as soon as possible. Students are responsible for making sure they are caught up with the class lectures and assignments, so they are able to attend the next class session prepared.

Attendance will be recorded weekly, and this means that you must participate in the weekly assignments or you will be counted absent – even if you logged on, but did not participate or complete any assigned work. If you miss three weeks without participating, you will be in grave jeopardy of failing. If you have an illness or some other mitigating circumstance, you will need to contact me immediately to discuss your situation and make arrangements.

### **Remediation and Make-up:**

Student Success Programs: Clovis Community College offers students several free services staffed by specialists and tutors. These include: The Center for Student Success (room 171 where computers for student use are also available), the Writing Center (room 172), and many other resources for student success. Students may walk in, schedule appointments, or attend mini sessions.

Late assignments or quizzes will be accepted only on approval of the instructor, and could be subject to a penalty. Computer failure and personal or school related trips are not an acceptable excuse for failure to turn in an assignment, unless prior arrangements have been made. Students have access to computers at host of places, including school and public libraries, fast food restaurants, and all hotels provide Wi-Fi and/or have a business center that provides computers with internet access. It is rare that internet access is not available so please do not try to use this as an excuse. Everyone is required to participate in discussions and quizzes in a timely manner each week, and it is not possible to complete this class with a passing grade without such participation. The beauty of an online class is that students can complete the assignments on their own time; because of this, the late assignment policy will be strictly enforced. This class is not a self-paced class and assignments have due dates.

### **Discussion Rules:**

Students must uphold a mature level of interaction with each other and with the instructor. Please respect other students when they respond to the learning group discussion. Part of this learning process includes the acquisition or honing of life skills associated with online collaboration as a group including a civil discussion of differences of ideas. Grades of students who fail to display appropriate behavior, decorum, respect, or kindness to each other will be adjusted accordingly (this includes responding to questions posed by other students). Student's original posts, as well as responses, must be relevant to the lead question for each discussion,

failure to adhere to this will reflect negatively on the student's grade. Students must respond, on a separate day, with intelligence to other students' posts.

All original posts are due Thursday and at least one response is to be made on a separate day to another students' post, which are due Saturday of the week assigned. It is a general rule that the more a student participates in the discussion board the more the student learns; so, try to participate as much as possible. Be sure to check your Canvas regularly, checking in once a week will not be beneficial to students. It is expected that students respond to questions of their fellow students and the instructor. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

### **Starfish Early Alerts:**

Clovis Community College uses Starfish Early Alert as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu).

### **Withdrawal:**

If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and an academic advisor. Instructors do not withdraw students. Dual credit students must contact their high school counselor.

### **Disputed grades:**

Students who disagree with a grade should consult the instructor.

### **Academic Dishonesty and Standards:**

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

### **Qualified Students with Disabilities:**

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

### **Copyright:**

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

### **Technical Support:**

CCC Help Desk support is available by emailing [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu) or by calling 575-769-4747. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom. You may also find answers to common questions / problems on Canvas FAQs.

### **Help Desk Hours:**

Monday-Thursday 7 a.m. to 7 p.m.  
Friday 7 a.m. to 4:30 p.m.  
Interim, Monday-Friday 7 a.m. to 4:30 p.m.

### **Computers on Campus:**

Due to the Covid-19 situation, computers for student use are available on campus in the Center for Student Success (room 171). Please call 575.769.4095 for more information. The Center is open Monday-Thursday from 8 a.m. to 8 p.m. and 8 a.m. to 4:30 p.m. on Fridays. It is closed weekends and holidays.

The employees in the Center are there to assist students and faculty with computer functions such as power-up, keyboard operations, printer operations, and software problem determination. They are not expected, however, to instruct students or be a substitute for a faculty member. Any help from assistants should be considered a suggested solution and may be different from the solution expected by the instructor. When in doubt, contact your instructor.

## **Class Calendar and Reading Requirements:**

On this course calendar, assignments and exams are due each week by the assigned date and time. This calendar is subject to change by the instructor.

### **Module 1 (January 19-24): Orientation and “The Reformation”**

Read all the course documents carefully!

Print a copy of this syllabus for future reference.

Read Spielvogel Ch. 13 - pp. 290-313 (Ch. 13 scan available – click the Blue Link), view PowerPoint Lecture and video.

Discussion board Introduce Yourself Post due Thursday, January 21 by 11:59 p.m.

Response to others due Saturday, January 23 by 11:59 pm.

Start work on the Primary Source Document Written Exercise on Martin Luther’s *95 Theses* 's in Module 2 and turn it into Canvas by next Thursday, January 28 by 11:59 pm.

Complete the Week 1 Quiz by 11:59 pm Sunday, January 24 by 11:59 p.m.

### **Module 2 (January 25-31): “European Exploration and Colonization”**

Read Spielvogel Ch. 14 – pp. 314-341, view PowerPoint Lectures and videos.

Complete the Primary Source Document Written Exercise on Martin Luther’s *95 Theses* 's and turn it into Canvas by Thursday, January 28 by 11:59 pm.

Complete Week 2 Quiz by 11:59 pm Sunday, January 31 by 11:59 p.m.

### **Module 3 (February 1-7): “Absolutism and Constitutionalism”**

Read Spielvogel Ch. 15 – pp. 343-368, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 4 by 11:59 pm.

Responses to others due Saturday, February 6 by 11:59 pm.

Complete Week 3 Quiz by 11:59 pm Sunday, February 7 by 11:59 p.m.

### **Module 4 (February 8-14): “Enlightenment and the Scientific Revolution”**

Read Spielvogel Ch. 16 – pp. 370-387, Ch. 17 – pp. 389-408, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 11 by 11:59 pm.

Responses to others due Saturday, February 13 by 11:59 pm.

Complete Week 4 Quiz by 11:59 pm Sunday, February 14 by 11:59 p.m.

### **Module 5 (February 15-21): “Enlightened Absolutism and Revolution”**

Read Spielvogel Ch. 18 – pp. 410-430, Ch. 19 – pp. 431-456, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 18 by 11:59 pm.

Responses to others due Saturday, February 20 11:59 pm.

Complete Week 5 Quiz by 11:59 pm Sunday, February 21 by 11:59 p.m.

### **Module 6 (February 22-28): “Industrialization and the Ideologies of Change”**

Read Spielvogel Ch. 20 – pp. 457-478, Ch. 21 – pp. 479-499, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 25 by 11:59 pm.

Responses to others due Saturday, February 27 by 11:59 pm.  
Complete Week 6 Quiz by 11:59 pm Sunday, February 28 by 11:59 p.m.

**Module 7 (March 1-7): “Emerging Nationalism and Unification”**

Read Spielvogel Ch. 22 – pp. 501-523, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 4 by 11:59 pm.  
Responses to others due Saturday, March 6 by 11:59 pm.  
Complete Week 7 Quiz by 11:59 pm Sunday, March 7 by 11:59 p.m.

**Module 8 (March 8-14): Midterm Exam**

Take the proctored midterm exam no later than Wednesday, March 10 by 4:00 pm.  
No Discussion board posts due this week.  
No Quiz due this week.

**Module 9 (March 15-21): “Mass Society in the Age of Progress”**

Read Spielvogel Ch. 23 – pp. 525-550, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 18 by 11:59 pm.  
Responses to others due Saturday, March 20 by 11:59 pm.  
Complete Week 9 Quiz by 11:59 pm Sunday, March 21 by 11:59 p.m.

**Module 10 (March 22-28): “An Age of Anxiety and Imperialism”**

Read Spielvogel Ch. 24 – pp. 552-579, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, March 25 by 11:59 pm.  
Responses to others due Saturday, March 27 by 11:59 pm.  
Complete Week 10 Quiz by 11:59 pm Sunday, March 28 by 11:59 p.m.

**Module 11 (March 29-April 4): “The Great War and its Settlement”**

Read Spielvogel Ch. 25 – pp. 580-605, view PowerPoint Lecture and videos.  
Discussion board original post due Thursday, April 1 by 11:59 pm.  
Responses to others due Saturday, April 3 by 11:59 pm.  
Complete Week 11 Quiz by 11:59 pm Sunday, April 4 by 11:59 p.m.

**Module 12 (April 5-11): “The Western World Between Wars”**

Read Spielvogel Ch. 26 – pp. 606-630, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 8 by 11:59 pm.  
Responses to others due Saturday, April 10 by 11:59 pm.  
Complete Week 12 Quiz by 11:59 pm Sunday, April 11 by 11:59 p.m.

**Module 13 (April 12-18): “World War II and Onset of Cold War”**

Read Spielvogel Ch. 27 – pp. 631-658, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 15 by 11:59 pm.  
Responses to others due Saturday, April 17 by 11:59 pm.  
Complete Week 13 Quiz by 11:59 pm Sunday, April 18 by 11:59 p.m.

**Module 14 (April 19-25): “Cold War and a New Western World”**

Read Spielvogel Ch. 28 – pp. 659-684, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 22 by 11:59 pm.  
Responses to others due Saturday, April 24 by 11:59 pm.  
Complete Week 14 Quiz by 11:59 pm Sunday, April 25 by 11:59 p.m.

**Module 15 (April 26-May 2): “Age of Protest and Stagnation”**

Read Spielvogel Ch. 29 – pp. 685-704, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, April 29 by 11:59 pm.  
Responses to others due Saturday, May 1 by 11:59 pm.  
Complete Week 15 Quiz by 11:59 pm Sunday, May 2 by 11:59 p.m.

**Module 16 (May 3-9): “The Global Age”**

Read Spielvogel Ch. 30 – pp. 706-735, view PowerPoint Lectures and videos.  
Discussion board original post due Thursday, May 6 by 11:59 pm.  
Responses to others due Saturday, May December 8 11:59 pm.  
Complete Week 16 Quiz by 11:59 pm Sunday, May 9 11:59 p.m.

**Final Exam (May 10-12)**

Take the proctored final exam no later than Wednesday, May 12 by 4:00 pm MST.

## Vocal Concert Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>.</li> <li>Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li><u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u></li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapsés</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority of the music performed. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>There is <u>little or no</u> evidence of dynamic contrast.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students performers sing incorrect pitches and do not recover quickly</li> <li>Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li><u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed.</li> <li>The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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## Vocal Concert Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>.</li> <li>Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li><u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u></li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapsés</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority of the music performed. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>There is <u>little or no</u> evidence of dynamic contrast.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students performers sing incorrect pitches and do not recover quickly</li> <li>Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li><u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed.</li> <li>The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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**Clovis Community College**  
**Western Civilization I**  
**HIST. 1150 Online**  
**Spring 2021**

Instructor – Dr. Aaron Anderson

Office: Faculty V - Room 505 D

Office Hours (virtual or by phone) – Mon.-Wed. 12:00-1:00 PM, Tues. 9:00-11:00 AM, Thurs. 09:00-10:00 AM, or any other time by appointment

Phone- 575-769-4960

E-mail – [aaron.anderson@clovis.edu](mailto:aaron.anderson@clovis.edu)

**Email and Virtual Office Hours:**

You are issued student email accounts, and we will use these accounts as our primary form of communication outside the virtual classroom. I suggest you to contact me via e-mail if you have a question or concern, as I check my email frequently, and check yours often as I will use it to make announcements concerning any delays, etc. I will reply to all email inquiries within 24 hours during weekdays, or 48 hours during weekends. I will also be in my office during office hours listed above, and you can call me by telephone during those times, or you can schedule an appointment to meet with me via Canvas Conferencing.

Course Start Date: January 19, 2021

Course End Date: May 15, 2021

**Online Access:**

[www.canvas.clovis.edu](http://www.canvas.clovis.edu)

**Course Description:**

This course is a chronological treatment of the history of the western world from ancient times to the early modern era. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

**Course Objectives:**

1) Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries of history of the western world from ancient times to the early modern era.

Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND

- 2) Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and empathize with people in their historical context.  
Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE
- 3) Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.  
Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY
- 4) Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.  
Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE
- 5) Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.  
Bloom Taxonomy's Cognitive Process: CREATE, APPLY
- 6) Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present."  
Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

### **Required Textbook:**

Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. I, To 1715, 10th ed., 2020

ISBN-13: 978-0357026731

If you are a high school dual enrollment student, you will contact your school guidance counselor to procure your textbooks. All other students will need to make arrangements to purchase the textbooks from the CCC Bookstore or online. If you are going to use an online site such as amazon.com – just use the above ISBN number to order the right book. But do so quickly as you have assigned readings due the first week!

### **Canvas:**

Clovis Community College's online classes offer anytime, anyplace, distance learning over the Internet. Our accredited online classes offer you the flexibility and convenience to complete many of your degree requirements from any computer that has Internet access. Students will need access to a computer as they may not be able to use the college's computer lab for their online coursework this fall. The entirety of this class will be conducted through the Canvas course provided.

Orientation: A Canvas orientation course is available to familiarize yourself with our online learning management system at <https://cloviscc.instructure.com/courses/276879>

### **COVID-19 and Fully Online Class**

As we are all aware, the situation can change rapidly due to the ongoing COVID-19 Pandemic, and because of that, this course has been designed to function in a fully online environment with little or no disruption to class by the ongoing situation. However, be prepared for potential modifications to be announced as needed.

### **Respondus LockDown Browser:**

Clovis Community College utilizes Respondus software as a means to proctor exams. This software is no additional cost to students and runs seamlessly in the background as exams are taken. In the event of a possible academic integrity breach the instructor will be notified and appropriate action will be taken, up to and including a zero grade on the exam in question. During the duration of the COVID-19 closures, Respondus is the *preferred* proctoring solution for Clovis Community College, meaning it is to be used first before any alternatives are used for proctoring quizzes and/or exams. Students will be required to have access to a computer that can run Respondus' LockDown browser, and students will need access to Web cameras and microphones as well. It should be noted that students will need access to a stable Internet connection in order to use Respondus. For those students who cannot meet the necessary bandwidth, hardware, and/or software requirements for Respondus, please contact your instructor for suitable alternatives.

### **Technical Skills Needed:**

Students need access to a laptop or pc computer with internet, and students must be able to use email with attachments, attach files, create a discussion thread, and respond to the threads of others. These are important aspects of the class; do not hesitate to ask if you need assistance with any of the tasks mentioned. Student assessment will be accomplished via instructor evaluation of a quizzes, discussion board conversations, and examinations as follows:

### **Submitting Assignments:**

All assignments must be submitted in the online classroom. Please pay close attention to the due dates and note that all online course messages and submissions are automatically date and time stamped using MST, Clovis time. Make sure you know what time it is when you submit your assignments as there are specific due dates and times that are spread out over the week so you are not overwhelmed.

### **Course Requirements and Grading Policy:**

There will be two proctored exams in this class – a midterm and a final exam. In addition, there will be one quiz and written “Discussion Board” assignment due each week based upon the readings, videos, and PowerPoint Lectures. You will find all weekly assignments and study materials such as PowerPoint lectures and videos in “Modules.” You will also be reminded of the week’s assignments in the “Announcements” section, so check it often.

Grades will be broken-down as follows:

Exam 1	= 125 points
Exam 2	= 125 points
Quizzes	= 450 points (30 points each)
Discussion Board	= 300 points (20 points each)

Final Grades will be calculated on the following scale:

A = 1000-900 points  
B = 899-800 points  
C = 799-700 points  
D = 699-600 points  
F = Below 599 points

**Reading/PowerPoint Lectures/Videos:**

In addition to the weekly textbook readings, additional PowerPoint lectures and videos will be assigned to supplement reading. Information from these additional sources will appear on tests and should appear in discussions.

**Weekly Quizzes (30 pts. each):**

Quiz material is drawn from the textbook and from any supplemental content posted by the instructor. Quizzes are not cumulative and will be specific to anything covered in the lesson materials for a given week. Each quiz can consist of two kinds of questions: multiple-choice questions and/or short essay questions. The quizzes will be available at 12:00 p.m. on the Monday of the week of the quiz and will remain open until the due date Sunday, and students may take the quiz anytime during that time.

**Weekly Discussion Board or Document Exercise (20 pts. each):**

Students will participate in weekly discussions or written exercises, and students will be required to have one original post on the instructor-selected topic and respond to at least one fellow student's original post each week. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

**Midterm and Final Exams (125 pts. each):**

There will a midterm and a final exam, counting for 25% of your total grade. The exams will be cumulative for each half of the semester. Thus, each will cover about 8-9 chapters of readings, quizzes, lectures, and written discussion board assignments. The format will be multiple choice and one essay.

These exams will be taken during the scheduled midterm and finals weeks and will be proctored by the Respondus LockDown Browser in Canvas. This means the student will have the flexibility to take the exam at home or elsewhere, provided the computer meets the requirements of the Respondus software.

Midterm Exam: Spielvogel Chapters 1-6 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

Final Exam: Spielvogel Chapters 7-12 in the textbook, videos, quizzes, PowerPoint lectures, and Discussion Board questions.

### **Attendance Requirements and Participation:**

Attendance is required for all sessions of this course. When circumstances make attendance impossible, students should notify the instructor of their absence as soon as possible. Students are responsible for making sure they are caught up with the class lectures and assignments, so they are able to attend the next class session prepared.

Attendance will be recorded weekly, and this means that you must participate in the weekly assignments or you will be counted absent – even if you logged on, but did not participate or complete any assigned work. If you miss three weeks without participating, you will be in grave jeopardy of failing. If you have an illness or some other mitigating circumstance, you will need to contact me immediately to discuss your situation and make arrangements.

### **Remediation and Make-up:**

Student Success Programs: Clovis Community College offers students several free services staffed by specialists and tutors. These include: The Center for Student Success (room 171 where computers for student use are also available), the Writing Center (room 172), and many other resources for student success. Students may walk in, schedule appointments, or attend mini sessions.

Late assignments or quizzes will be accepted only on approval of the instructor, and could be subject to a penalty. Computer failure and personal or school related trips are not an acceptable excuse for failure to turn in an assignment, unless prior arrangements have been made. Students have access to computers at host of places, including school and public libraries, fast food restaurants, and all hotels provide Wi-Fi and/or have a business center that provides computers with internet access. It is rare that internet access is not available so please do not try to use this as an excuse. Everyone is required to participate in discussions and quizzes in a timely manner each week, and it is not possible to complete this class with a passing grade without such participation. The beauty of an online class is that students can complete the assignments on their own time; because of this, the late assignment policy will be strictly enforced. This class is not a self-paced class and assignments have due dates.

### **Discussion Rules:**

Students must uphold a mature level of interaction with each other and with the instructor. Please respect other students when they respond to the learning group discussion. Part of this learning process includes the acquisition or honing of life skills associated with online collaboration as a group including a civil discussion of differences of ideas. Grades of students who fail to display appropriate behavior, decorum, respect, or kindness to each other will be adjusted accordingly (this includes responding to questions posed by other students). Student's original posts, as well as responses, must be relevant to the lead question for each discussion,

failure to adhere to this will reflect negatively on the student's grade. Students must respond, on a separate day, with intelligence to other students' posts.

All original posts are due Thursday and at least one response is to be made on a separate day to another students' post, which are due Saturday of the week assigned. It is a general rule that the more a student participates in the discussion board the more the student learns; so, try to participate as much as possible. Be sure to check your Canvas regularly, checking in once a week will not be beneficial to students. It is expected that students respond to questions of their fellow students and the instructor. See Discussion Rules and Guidelines in Course Documents in Module 1 for specific details regarding expectations for the Discussion Board.

### **Starfish Early Alerts:**

Clovis Community College uses Starfish Early Alert as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu).

### **Withdrawal:**

If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and an academic advisor. Instructors do not withdraw students. Dual credit students must contact their high school counselor.

### **Disputed grades:**

Students who disagree with a grade should consult the instructor.

### **Academic Dishonesty and Standards:**

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

### **Qualified Students with Disabilities:**

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

### **Copyright:**

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

### **Technical Support:**

CCC Help Desk support is available by emailing [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu) or by calling 575-769-4747. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom. You may also find answers to common questions / problems on Canvas FAQs.

### **Help Desk Hours:**

Monday-Thursday 7 a.m. to 7 p.m.  
Friday 7 a.m. to 4:30 p.m.  
Interim, Monday-Friday 7 a.m. to 4:30 p.m.

### **Computers on Campus:**

Due to the Covid-19 situation, computers for student use are available on campus in the Center for Student Success (room 171). Please call 575.769.4095 for more information. The Center is open Monday-Thursday from 8 a.m. to 8 p.m. and 8 a.m. to 4:30 p.m. on Fridays. It is closed weekends and holidays.

The employees in the Center are there to assist students and faculty with computer functions such as power-up, keyboard operations, printer operations, and software problem determination. They are not expected, however, to instruct students or be a substitute for a faculty member. Any help from assistants should be considered a suggested solution and may be different from the solution expected by the instructor. When in doubt, contact your instructor.

## **Class Calendar and Reading Requirements:**

On this course calendar, assignments and exams are due each week by the assigned date and time. This calendar is subject to change by the instructor.

### **Module 1 (January 19-24): Orientation and “Early Civilization”**

Read all the course documents carefully!

Print a copy of this syllabus for future reference.

Read Spielvogel Ch. 1 - pp. 1-7 (Ch. 1 scan available – click the blue link), view PowerPoint Lecture and video.

Discussion board Introduce Yourself Post due Thursday, January 21 by 11:59 p.m.

Response to others due Saturday, January 23 by 11:59 pm.

Start work on the Primary Source Document Written Exercise on Hammurabi's Code of Laws in Module 2 and turn it into Canvas by next Thursday, January 28 by 11:59 pm.

Complete the Week 1 Quiz by 11:59 pm Sunday, January 24 by 11:59 p.m.

### **Module 2 (January 25-31): “Ancient Mesopotamia and Egypt”**

Read Spielvogel Ch. 1 – pp. 7-25, view PowerPoint Lectures and videos.

Complete the Primary Source Document Written Exercise on Hammurabi's Code of Laws and turn it into Canvas by Thursday, January 28 by 11:59 pm.

Complete Week 2 Quiz by 11:59 pm Sunday, January 31 by 11:59 p.m.

### **Module 3 (February 1-7): “The Ancient Near East”**

Read Spielvogel Ch. 2 – pp. 27-44, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 4 by 11:59 pm.

Responses to others due Saturday, February 6 by 11:59 pm.

Complete Week 3 Quiz by 11:59 pm Sunday, February 7 by 11:59 p.m.

### **Module 4 (February 8-14): “The Rise of Greek Civilization”**

Read Spielvogel Ch. 3 – pp. 46-69, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 11 by 11:59 pm.

Responses to others due Saturday, February 13 by 11:59 pm.

Complete Week 4 Quiz by 11:59 pm Sunday, February 14 by 11:59 p.m.

### **Module 5 (February 15-21): “The Hellenistic World”**

Read Spielvogel Ch. 4 – pp. 71-88, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 18 by 11:59 pm.

Responses to others due Saturday, February 20 11:59 pm.

Complete Week 5 Quiz by 11:59 pm Sunday, February 21 by 11:59 p.m.

### **Module 6 (February 22-28): “The Roman Republic”**

Read Spielvogel Ch. 5 – pp. 91-113, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, February 25 by 11:59 pm.

Responses to others due Saturday, February 27 by 11:59 pm.

Complete Week 6 Quiz by 11:59 pm Sunday, February 28 by 11:59 p.m.

**Module 7 (March 1-7): “The Roman Empire”**

Read Spielvogel Ch. 6 – pp. 116-139, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, March 4 by 11:59 pm.

Responses to others due Saturday, March 6 by 11:59 pm.

Complete Week 7 Quiz by 11:59 pm Sunday, March 7 by 11:59 p.m.

**Module 8 (March 8-14): Midterm Exam**

Take the proctored midterm exam no later than Wednesday, March 10 by 4:00 pm.

No Discussion board posts due this week.

No Quiz due this week.

**Module 9 (March 15-21): “Emergence of the Medieval World”**

Read Spielvogel Ch. 7 – pp. 141-164, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, March 18 by 11:59 pm.

Responses to others due Saturday, March 20 by 11:59 pm.

Complete Week 9 Quiz by 11:59 pm Sunday, March 21 by 11:59 p.m.

**Module 10 (March 22-28): “The Rise of Islam”**

Read the scanned readings (click the blue link), view PowerPoint Lectures and videos.

Discussion board original post due Thursday, March 25 by 11:59 pm.

Responses to others due Saturday, March 27 by 11:59 pm.

Complete Week 10 Quiz by 11:59 pm Sunday, March 28 by 11:59 p.m.

**Module 11 (March 29-April 4): “European Early Middle Ages”**

Read Spielvogel Ch. 8 – pp. 167-189, view PowerPoint Lecture and videos.

Discussion board original post due Thursday, April 1 by 11:59 pm.

Responses to others due Saturday, April 3 by 11:59 pm.

Complete Week 11 Quiz by 11:59 pm Sunday, April 4 by 11:59 p.m.

**Module 12 (April 5-11): “European High Middle Ages”**

Read Spielvogel Ch. 9 – pp. 191-211, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 8 by 11:59 pm.

Responses to others due Saturday, April 10 by 11:59 pm.

Complete Week 12 Quiz by 11:59 pm Sunday, April 11 by 11:59 p.m.

**Module 13 (April 12-18): “The Rise of European Kingdoms”**

Read Spielvogel Ch. 10 – pp. 213-238, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 15 by 11:59 pm.

Responses to others due Saturday, April 17 by 11:59 pm.

Complete Week 13 Quiz by 11:59 pm Sunday, April 18 by 11:59 p.m.

**Module 14 (April 19-25): “Crisis in the Late Middle Ages”**

Read Spielvogel Ch. 11 – pp. 240-260, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 22 by 11:59 pm.

Responses to others due Saturday, April 24 by 11:59 pm.

Complete Week 14 Quiz by 11:59 pm Sunday, April 25 by 11:59 p.m.

**Module 15 (April 26-May 2): “The Italian Renaissance”**

Read Spielvogel Ch. 12 – pp. 263-274, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, April 29 by 11:59 pm.

Responses to others due Saturday, May 1 by 11:59 pm.

Complete Week 15 Quiz by 11:59 pm Sunday, May 2 by 11:59 p.m.

**Module 16 (May 3-9): “High Renaissance Art and Culture”**

Read Spielvogel Ch. 12 – pp. 275-288, view PowerPoint Lectures and videos.

Discussion board original post due Thursday, May 6 by 11:59 pm.

Responses to others due Saturday, May December 8 11:59 pm.

Complete Week 16 Quiz by 11:59 pm Sunday, May 9 11:59 p.m.

**Final Exam (May 10-12)**

Take the proctored final exam no later than Wednesday, May 12 by 4:00 pm MST.

## SPAN 1120: Elementary Spanish II

### New Mexico Institute of Mining and Technology

#### Rúbrica:

Categoría	Puntos
<p><b>Las preguntas.</b> Your questions are well-formed and reflect your capacity to communicate (to ask information) in the basic topics covered in class. Your list includes 12-15 questions, including the following:</p> <ul style="list-style-type: none"><li>• An initial 2-3 questions designed to let the interview subject introduce themselves.</li><li>• Around 10-12 questions that make up the body of the interview.</li><li>• 5-7 sub-questions that represent your best guesses as to how you might need to follow up on your main interview questions.</li></ul> <p>Your questions are culturally sensitive and reflect your knowledge of your interview subject’s background and social status (that is, you use “usted” if it is a person you are on formal terms with, and tú for an informal relationship).</p>	25
<p><b>La entrevista.</b> You successfully complete the interview, demonstrating that you are capable of communicating in Spanish (asking and discussing information) in the basic topics covered in class. You communicate yourself effectively to the interview subject, providing clarification when needed. You listen and ask thoughtful follow-up questions, demonstrating that you understand the information being communicated. You ask for clarification when needed, especially when you don’t understand something your interview subject says. You are able to negotiate meaning (understand each other) even when there are significant differences in your Spanish skills.</p>	50
<p><b>La reflexión.</b> Your reflection meets the basic requirements of the assignment: two minutes in video, or one page in writing. Your comments on the interview reflect your experience. You are able to effectively communicate basic information about the experience. What did you learn? How did the assignment make you feel? And, finally, how did the assignment help you better understand the cultural background of your interview subject?</p>	25
<b>Nota en total</b>	100

Rubric for ENGL 2210

<b>Email Grading Rubric</b>	<b>Excellent (10-9)</b>	<b>Good (8)</b>	<b>Satisfactory (7)</b>	<b>Unsatisfactory (6-0)</b>
<b>Opener:</b> appropriate subject line, greeting, honorific, etc.				
<b>Overall Structure:</b> paragraphs are single-spaced with a space in between, includes the opener, body, closing, etc.				
<b>Tone/Persuasiveness:</b> approach, wording, and content are appropriate and effective for the audience and context				
<b>Paragraph Organization and Content:</b> progression of thought is logical based on the scenario				
<b>Grammar, Mechanics, and Style:</b> grammatically correct, concise, and clear				
<b>Also:</b> 2 pages long (the email itself and the 200-word description of context)				

**Sample Course Rubric:** Students will be evaluated according to the following criteria:

- 1) Completion and quality of sketchbook drawings.
- 2) Completion and quality of in-class assignments.
- 3) Completion and quality of out of class assignments.

Sketchbook	100pts
Research folder/binder	50 pts
In class assignments 10 pts each, approx.	300+ pts
Out of class assignments 10 pts each, approx.	50 pts
Drawing Challenges 0-10 extra credit points each	
Total points approximate	500+

Your grade will be based on your percentage of total points possible.

**CLOVIS COMMUNITY COLLEGE**  
**BIOL 2410C Principles of Biology: Genetics**  
**xxxx Semester xxxx**

**Instructor:** Don Scroggins

**Office:** Rm 202A Hours: MW – 10am-12noon and 2pm-3pm, TR – By appointment

**Office Phone:** 575-769-4909

**E-Mail:** Please use the Canvas message system for all correspondence

**Text Book:** *Principles of Genetics* 7th Edition, Snustad, Wiley

ISBN-13: 978-1119142287

ISBN-10: 1119142288

**Materials Required:** Pencil, notebook, college ruled paper, and a scientific calculator

### **Course Description**

The lecture component of this course introduces the fundamental principles of heredity; DNA structure and replication, the processes of transcription, translation, and regulation of gene expression; and structural, functional and comparative genomics. The course covers the application of major genetic concepts, principles, and techniques to understand and solve biological questions.

The laboratory component of this course introduces the fundamental principles of heredity and uses scientific method to understand and solve genetic questions. Emphasis is placed on transmission genetics, molecular genetics, genomics, and biotechnology, with work focused on discussion and problem-solving activities. Students must engage with primary literature (e.g., written paper or annotated bibliography). Students must give oral presentations. Wet lab work is not required.

### **Student Learning Outcomes (lecture)**

1. Students will be able to understand rules governing the segregation of genes carried on the same or different chromosomes.
2. Students will be able to explain and analyze human pedigrees.
3. Students will be able to describe the structure of DNA and how its information is transmitted to protein synthesis.
4. Students will be able to interpret scientific data, formulate a scientific hypothesis, and propose an experiment to test a scientific hypothesis.
5. Students will be able to describe molecular mechanisms governing why and how gene expression is regulated.
6. Students will understand how deregulated gene expression contributes to human congenital disease and cancer.
7. Students will be able to understand how high throughput experiments are carried out and analyzed.
8. Students will be able to explain key principles of genomics to understand the content, organization, and function of genetic information contained in whole genomes.

9. Students will be able to apply genetic and physical mapping techniques to the understanding of structural genomics.
10. Students will be able to use comparative genomics to understand how genomes evolve in (i) genome size, (ii) gene content, (iii) gene functionality, (iv) nucleotide base content, (v) protein diversity, and/or (vi) transposable element proliferation.
11. Students will consider ethical issues related to genomics.

### **Student Learning Outcomes (laboratory)**

1. Be able to conduct library based research to produce an annotated bibliography or research paper that demonstrates the ability to distill and synthesize the primary literature.
2. Be able to verbally present a synthesis and interpretation of a published paper from the primary literature.
3. Be able to demonstrate critical thinking skills by interpreting scientific data, formulating a scientific hypothesis, and proposing an experiment to test a scientific hypothesis. (HED Area 3, Competency 1,2,4,5)
4. Be able to solve genetics problems involving single gene, X-linked, and non-Mendelian inheritance patterns.
5. Be able to conduct Chi-Square statistical analysis on genetics data.

6. Be able to describe the processes of DNA replication, transcription and translation.  
7. Be able to compare and contrast the processes of gene regulation in prokaryotes versus eukaryotes.  
8. Be able to understand how high throughput experiments are carried out and analyzed. (HED Area 3, Competency 3,4)

9. Be able to apply understanding of recombinant DNA techniques and RNA sequencing analysis in the biomedical sciences, biotechnology and/or bioengineering.  
10. Be able to describe applications of structural, functional or comparative genomics in the biomedical sciences, biotechnology and/or bioengineering.

**Attendance Requirements:** Attendance is required at all sessions in each course. When circumstances make attendance impossible, students should notify the instructor of their absence. Students are responsible for making sure they are caught up with the class lectures and assignments, so they are able to attend the next class session prepared.

**Withdraw:** If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor. The last day to withdraw from this course is November 8, 2019.

**Student Email:** The instructor will use the student's CCC email address or the Canvas messaging system when using email to correspond with a student via email. Students will use the Canvas email system when using email to correspond with the instructor.

**Canvas Shell:** The instructor will create and maintain a Canvas Shell for BIOL 2410C. Students will submit their assignments during class. When the assignments have been graded, the instructor will enter the grades into the Canvas Shell where students will be able to see their grades for individual assignments and their overall class grade.

**Technology Requirements:** Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please keep in mind that computers are available for student use in the library. The Firefox browser works best with Canvas.

**Starfish:** Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu).

**Makeup Work:** Refer to the BIOL 2410C Course Schedule below for the homework, lab reports, and tests that must be completed for this course. Students are responsible for completing any and all homework assignments by the date they are due. To preserve the integrity of the assessment process, there will be **no makeup exams or lab assignments allowed.** Since unforeseeable circumstances do arise, the final exam may be used to replace the lowest unit exam grade.

**Grading Policy:** Students will receive homework assignments for each chapter, which will be due the following class. Exams are administered in class. Laboratories exercises will include a written report that will

be due the week after the laboratory is accomplished. A final comprehensive exam will be completed in class during the final class session. Individual homework assignments, tests, laboratories, and exams, are each graded using a 100-point scale. The following weights will be assigned in order to determine the overall grade:

**Graded Components and Weights**

Homework and Quizzes:	15%
Tests:	30%
Laboratory Reports:	25%
Final Exam:	<u>30%</u>
Total	100%

**Grading Scale**

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Late Work:** Homework and Lab Reports will be collected during the class period indicated on the course calendar/schedule: Students may turn in these assignments one class period late with no penalty. Homework and Lab Reports turned in after this time will have ten points deducted for every class period the assignment is late. Homework and Lab Reports that are not turned in will receive a grade of zero.

**Qualified Students with Disabilities:** Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful; Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

**Copyright:** It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the copyright holder has granted the right to do so.

**Emergency Alert:** In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website ([www.clovis.edu](http://www.clovis.edu)) to announce the cancellation of classes or closure of the college. Students may sign up for text and email alerts at [www.clovis.edu/getrave](http://www.clovis.edu/getrave).

**Academic Dishonesty:** Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

**Technical Support:** CCC Help Desk support is available by emailing [helpdesk@clovis.edu](mailto:helpdesk@clovis.edu) or by calling 575-769-4747. Be sure to visit the Canvas Student Orientation site if you need help navigating our online classroom. You may also find answers to common questions / problems on Canvas FAQs.

**Help Desk Hours:**

Monday-Thursday 7 a.m. to 7 p.m.

Friday 7 a.m. to 4:30 p.m.

Interim, Monday-Friday 7 a.m. to 4:30 p.m.

**Computers on Campus:** Computers for student use are available on campus in the Center for Student Success (room 171). Please call 575.769.4095 for more information. The Center is open Monday-Thursday from 8 a.m. to 8 p.m. and 8 a.m. to 4:30 p.m. on Fridays. It is closed weekends and holidays. The employees in the Center are there to assist students and faculty with computer functions such as power-up, keyboard operations, printer operations, and software problem determination. They are not expected, however, to instruct students or be a substitute for a faculty member. Any help from assistants should be considered a suggested solution and may be different from the solution expected by the instructor. When in doubt, CONTACT YOUR INSTRUCTOR.

BIOL 2410C Course Schedule		
Week	Lecture Topic	Lab Assignment
1.	Introduction and Gene Segregation	Lab 1 Applying the Scientific Method
2.	Pedigrees	Lab 2 Experiment Process and Analysis
3.	DNA, Protein Synthesis and Gene Expression	Lab 3 Library Based Research
4.	Gene Expression Regulation	Lab 4 Primary Literature Distillation and Synthesis
5.	Unregulated Gene Expression Consequences	Lab 5 Synthesis and Interpretation of Published Papers
6.	Content, Organization, and Function in Whole Genomes	Lab 6 Critical Thinking Skills for Data, Hypothesis Formulation, and Experimentation
7.	Structural Genomics and Mapping Techniques	Lab 7 Heredity
8.	Comparative Genomics	Lab 8 Chi Square
9.	Evolution and Genome Size	Lab 9 DNA – Replication and Protein Synthesis
10.	Evolution and Gene Content	Lab 10 Gene Regulation in Prokaryotes vs. Eukaryotes
11.	Evolution and Gene Function	Lab 11 High Throughput Experiments
12.	Evolution and Nucleotide Base Content	Lab 12 Recombinant DNA
13.	Evolution and Protein Diversity	Lab 13 RNA Sequencing
14.	Evolution and Transposable Element Proliferation	Lab 14 Comparative Genomics
15.	Ethical Issues in Genomics	
16.	Final Exam	

## Concert Evaluation

### TONE: INS

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<p>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their tone section and musical style <u>throughout the</u> performance with <u>minimal lapses</u>.</p> <ul style="list-style-type: none"> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an elevated awareness of tuning sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is "<u>near perfect</u>" intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<p>Student performers demonstrate above <u>average</u> characteristic tone qualities for their music section and musical performance, but there are <u>some</u> minor <u>lapses</u>.</p> <ul style="list-style-type: none"> <li>Instrumental technique and tone production are excellent, but there are some flaws where students are unable to control and focus tone.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some</u> minor flaws.</li> <li>For the most part, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music. performed, but there are some minor lapses.</li> </ul>	<p>Student performers demonstrate <u>average</u> tone qualities for their section all musical style of performance, however, performer's lose their ability to control tone quality in varying dynamic ranges.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate an adequate awareness of tuning music sections and sensitivity to uniform intonation within their section, but there are several flaws.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapses</u> consistently occur.</li> <li>The ensemble demonstrates intermediate concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<p>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their tone section and musical style of performance, additionally, they lose control often.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little awareness of tuning throughout sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and does not <u>produce</u> a desirable or appropriate sonority of the music performed. There are some extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast</li> </ul>	<p>For this classification, student performers demonstrate undesirable characteristic tone qualities for their vocal section, musical style of performance, and lose control most of the time.</p> <ul style="list-style-type: none"> <li>Student performers demonstrate little or no awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an unstable and inappropriate sonority of the music performed. There is little or no evidence of dynamic contrast.</li> </ul>
<p><u>PROBATION: INS</u></p> <p>Student performers demonstrate correct pitches.</p> <ul style="list-style-type: none"> <li>technique is near flawless within each section with only minimal <u>lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all</u> tempi. Rhythmic approach is uniform <u>throughout the</u> ensemble.</li> <li>Diction is appropriate and consistent throughout the performance according to stylist performance practices.</li> </ul>	<p>Student performers will sing correct pitches.</p> <ul style="list-style-type: none"> <li>technique is excellent within each section, but there are some lapses that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; some <u>passages</u> are not uniform throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some</u> inconsistencies that detract from the overall performance.</li> </ul>	<p>Students performers sing incorrect pitches and do not recover quickly</p> <ul style="list-style-type: none"> <li>technique is good <u>but times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform much of the time.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately.!!! times.</li> </ul>	<p>Student performers miss some pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most of</u> the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately most of the time.</li> </ul>	<p>Student performers miss numerous pitches throughout the performance.</p> <ul style="list-style-type: none"> <li>technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed. Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers convey an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with only <u>minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some</u> inconsistencies.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits above <u>average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are noticeable inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is not consistent. At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits adequate control of all aspects of rhythm, tempo, and musical style with some <u>lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>"inadequate"</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists <u>within</u> and between sections of the ensemble.</li> <li>A below <u>average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li>Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically ineffective and results in little or no contrast for music performed.</li> <li>The ensemble exhibits little or no <u>control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers' musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>

## SPAN 1110: Elementary Spanish I

### New Mexico Institute of Mining and Technology

#### Rúbrica:

Categoría	Puntos
<p><b>Las preguntas.</b> Your questions are well-formed and reflect your capacity to communicate (to ask information) in the basic topics covered in class. Your list includes 12-15 questions, including the following:</p> <ul style="list-style-type: none"><li>• An initial 2-3 questions designed to let the interview subject introduce themselves.</li><li>• Around 10-12 questions that make up the body of the interview.</li><li>• 5-7 sub-questions that represent your best guesses as to how you might need to follow up on your main interview questions.</li></ul> <p>Your questions are culturally sensitive and reflect your knowledge of your interview subject’s background and social status (that is, you use “usted” if it is a person you are on formal terms with, and tú for an informal relationship).</p>	25
<p><b>La entrevista.</b> You successfully complete the interview, demonstrating that you are capable of communicating in Spanish (asking and discussing information) in the basic topics covered in class. You communicate yourself effectively to the interview subject, providing clarification when needed. You listen and ask thoughtful follow-up questions, demonstrating that you understand the information being communicated. You ask for clarification when needed, especially when you don’t understand something your interview subject says. You are able to negotiate meaning (understand each other) even when there are significant differences in your Spanish skills.</p>	50
<p><b>La reflexión.</b> Your reflection meets the basic requirements of the assignment: two minutes in video, or one page in writing. Your comments on the interview reflect your experience. You are able to effectively communicate basic information about the experience. What did you learn? How did the assignment make you feel? And, finally, how did the assignment help you better understand the cultural background of your interview subject?</p>	25
<b>Nota final</b>	100

## Vocal Concert Evaluation

### TONE: Vocal

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> <li>Student performers demonstrate <u>highly developed</u>, characteristic tone qualities for their vocal section and musical style <u>throughout</u> the performance with <u>minimal lapses</u>.</li> <li>Pitches are centered and focused.</li> <li>Student performers demonstrate an <u>elevated awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>There is “<u>near perfect</u>” intonation within and between sections.</li> <li>Student performers demonstrate a <u>highly developed</u> concept of balanced musical lines and blend of tone within their section to produce a desirable and appropriate sonority of music performed.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>above average</u>, characteristic tone qualities for their vocal section and musical performance, but there are <u>some minor lapses</u>.</li> <li>Choral technique and vocal production are excellent, but there are <u>some flaws where students are unable to control and focus tone</u>.</li> <li>The ensemble demonstrates an awareness of tuning within and between sections, but there are <u>some minor flaws</u>.</li> <li><u>For the most part</u>, student performers demonstrate an excellent concept of balanced musical lines and blend of tone within their section to produce an appropriate sonority of music performed, but there are <u>some minor lapses</u></li> </ul>	<ul style="list-style-type: none"> <li>Student performers demonstrate <u>average</u> tone qualities for their vocal section and musical style of performance, however, performers lose their <u>ability to control tone</u> quality in varying dynamic ranges.</li> <li>Student performers demonstrate an <u>adequate awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section, but there are <u>several flaws</u>.</li> <li>Sounds are <u>at times</u> harsh, thin and/or pinched.</li> <li>Balance and blend are present, but <u>lapsés</u> consistently occur.</li> <li>The ensemble demonstrates <u>intermediate</u> concepts of balanced musical lines and blend of tone to produce an acceptable sonority of the music performed.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>inadequate</u> characteristic tone qualities for their vocal section and musical style of performance, additionally, <u>they lose control often</u>.</li> <li>Student performers demonstrate <u>little awareness</u> of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>below average</u> concepts of balance and blend of tone, and <u>does not produce</u> a desirable or appropriate sonority of the music performed. There are an extreme amount of flaws.</li> <li>There is little or no use of dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, student performers demonstrate <u>undesirable</u> characteristic tone qualities for their vocal section, musical style of performance, and <u>lose control most of the time</u>.</li> <li>Student performers demonstrate <u>little or no</u> awareness of tuning choral sections and sensitivity to uniform intonation within their section.</li> <li>The ensemble demonstrates <u>improper concepts</u> of balance and blend of tone, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>There is <u>little or no</u> evidence of dynamic contrast.</li> </ul>

### TECHNIQUE: Choral

<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is <u>near flawless</u> within each section with only <u>minimal lapses</u>.</li> <li>Diction and clarity of text are demonstrated at <u>all tempi</u>.</li> <li>Rhythmic approach is uniform <u>throughout</u> the ensemble.</li> <li>Diction is appropriate and <u>consistent</u> throughout the performance according to stylist performance practices.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers will sing correct pitches.</li> <li>Choral technique is excellent within each section, but there are <u>some lapses</u> that do not recover quickly.</li> <li>Rhythmic precision and clarity are excellent however; <u>some passages are not uniform</u> throughout the ensemble.</li> <li>Diction is appropriate most of the time, but there are <u>some inconsistencies</u> that detract from the overall performance.</li> </ul>	<ul style="list-style-type: none"> <li>Students performers sing incorrect pitches and do not recover quickly</li> <li>Choral technique is good but <u>at times</u> individual skill is lacking causing a consistent loss of clarity and precision.</li> <li>Rhythmic precision and clarity are not uniform <u>much of the time</u>.</li> <li>Attacks and releases are inconsistent throughout the performance.</li> <li>Diction is used inappropriately <u>at times</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>some</u> pitches throughout the performance.</li> <li>Choral technique is obviously missing resulting in an <u>overall</u> lack of clarity and precision.</li> <li>Rhythmic precision and clarity are inconsistent <u>most</u> of the time.</li> <li>Attacks and releases are not performed uniformly <u>most</u> of the time.</li> <li>Diction is used inappropriately <u>most</u> of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Student performers miss <u>numerous</u> pitches throughout the performance.</li> <li>Choral technique is <u>fundamentally lacking</u> and restricts the ability of the performer to meet the technical demands of the music.</li> <li>Attacks and release are <u>not</u> performed together.</li> <li>There is an <u>inadequate</u> approach to diction performed in the music.</li> </ul>
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### MUSICIANSHIP: Ensemble Performance

<ul style="list-style-type: none"> <li>For this classification the suitability of the music is superior. Student performers artistically demonstrate the appropriate musical style on <u>all</u> selections.</li> <li>Clear, meaningful, and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor errors.</li> <li>Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> <li>Student performers <u>convey</u> an artistic, energetic, and emotional performance to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is excellent. Student performers demonstrate the appropriate musical style with <u>only minor inconsistencies</u>.</li> <li>For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there <u>are some inconsistencies</u>.</li> <li><u>At times</u>, an excellent use of dynamics provides musically effective and appropriate contrast for the music performed.</li> <li>The ensemble exhibits <u>above average</u> control of all aspects of rhythm, tempo, and musical style with <u>minor lapses</u>.</li> <li>Student convey musical understanding most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>adequate</u>. Performers use appropriate style much of the time <u>but</u> there are <u>noticeable</u> inconsistencies.</li> <li>Clear, meaningful, and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but it is <u>not consistent</u>.</li> <li>At times, an <u>average</u> use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>The ensemble exhibits <u>adequate</u> control of all aspects of rhythm, tempo, and musical style <u>with some lapses</u>.</li> <li>Performance is somewhat mechanical, lacking emotion and energy.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the suitability of the music is <u>inadequate</u>. Performers do not address musical style throughout <u>most</u> of the performance.</li> <li>Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>A <u>below average</u> use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>The ensemble exhibits little control of all aspects of rhythm, tempo, and musical style.</li> <li>Students are unable to convey musical understanding due to a lack of one or more fundamental performance skills.</li> </ul>	<ul style="list-style-type: none"> <li>For this classification, the music is <u>unsatisfactory</u>. There is no attempt to address musical style throughout the performance.</li> <li><u>Little or no</u> evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>An <u>inadequate</u> use of dynamics proves musically <u>ineffective</u> and results in little or no contrast for music performed.</li> <li>The ensemble <u>exhibits little or no control</u> of all aspects of rhythm, tempo, and musical style.</li> <li>Student performers’ musical understanding is <u>inadequate</u> due to a lack of most fundamental performance skills.</li> </ul>
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