



New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	ENMU - RO
Chief Academic Officer Name	Annemarie Oldfield
Chief Academic Officer Email	annemarie.oldfield@enmu.edu
Registrar Name	Chris Meeks
Registrar Email	chris.meeks@enmu.edu
Department	Arts & Science
Prefix	COMM
Number	2150
Title	Communication for Teachers
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	COMM
Number	2150
Title	Communication for Teachers

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications
 Mathematics
 Science
 Social & Behavioral Sciences
 Humanities
 Creative & Fine Arts
 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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| <ol style="list-style-type: none">1. Define and demonstrate various components of effective classroom communication.2. Recognize one's own strengths and weaknesses in classroom communication and describe ways to improve.3. Recognize how culture shapes classroom communication strategies and describe ways to ethically connect and communicate with a diverse student population.4. Design communication strategies to achieve particular classroom goals. |
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List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

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 skill. 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.*

Communications 2150 introduces students to the various genres they will use to communicate effectively in their chosen work environment. The use of effective verbal, nonverbal, technological, and media strategies will be examined and used throughout the course that will foster active inquiry, collaboration, problem solving, and supportive interaction in the learning community now and in the student's future classroom. Students will successfully produce situational oral presentations making sure the audience, purpose, and context is appropriate. An emphasis on understanding communications theory, language development, and the role of language appropriate to student learning styles and grade levels will be demonstrated in letters, memos, and newsletters written for stakeholder consumption. Students will produce reflective journal entries seeking the what, where, when, and how of main themes found in a variety of sources that deal with current and past political, cultural, and social issues of the day. Student will demonstrate culturally sensitivity while participating in small and large group debates in the class. Students will demonstrate their understanding of how culture, dialectic, and gender differences affect communication and encourage expressions that are context-appropriate. Students will participate in a field exercise by observing group behaviors of school, class, social or community members and documenting various group communication strategies in an APA style paper. Students are evaluated on their informal and formal oral presentations, use of technology and visual aids, written portfolios, and reflective journals.

C. Narrative

In the 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 skill. 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*

COMM 2150 students are introduced to various educational situations/problems where they are asked to demonstrate problem-solving skills based upon current New Mexico Public Education law and local school district policies. Students are asked to assess and demonstrate solutions based on their review of the State of New Mexico's Public Education Departments' public school code 1976 when facing specific scenarios: parent/teacher conference, student discipline, grades, student supervision, curriculum design, and funding requests. Student small group assessment of situational problems takes place after each presentation and students are asked to develop different solutions that reflect their current knowledge of current New Mexico Educational laws and policies. Students are asked to evaluate the solutions presented and identify the bias, reliability, and validity of each situational solution. Students are asked to demonstrate knowledge of and sensitivity to cultural, social, environmental, and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals, peers, and administration when demonstrating situational solutions.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

COMM 2150 students begin the journey of public speaking the very first day as they write and present a short speech to the class on a topic chosen by the instructor. Every student will face numerous situational problems facing today's public-school teachers, and be asked through the course to research and prepare both written and oral presentations culminating with a final public speaking Assignment that include a 1) introduction, 2) thesis statement, 3) Body with three main points with sources, evidence, and transitions, 4) summary, and 5) conclusion, 6) Questions and Answers. The final public speaking assignment is presented in a formally scheduled mini-teaching scenario picked by the student that must have a visual component and the use of technology in the classroom. Presentations are recorded and the student is asked to complete a reflective paper outlining strengths and areas of improvement. All students are asked to identify presentation strengths and share them with each presenter at the end of the presentation. Additionally, students learn to use presentation platforms (like PowerPoint or Prezi) and communication platforms like Teams; to prepare documents and presentations that are orderly, organized, and properly formatted; to research topics using the library and other databases for topics they present to the class, and weigh the validity of information and sources before representing that information to peers and faculty in presentations and written form.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Natalie Gillard
Chief Academic Officer Email	natalieg@mesalands.edu
Registrar Name	Forrest Kaatz
Registrar Email	forrestk@mesalands.edu
Department	Academic Affairs
Prefix	MATH
Number	141
Title	Elements of Calculus I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	MATH
Number	1430
Title	Applications of Calculus I

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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 skill. 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 Math 1430 students learn to communicate mathematics and they are assessed on their oral and written language that utilizes appropriate mathematical vocabulary, and through the use of numbers and mathematical symbols. Students learn the correct usage of mathematical notations and when to use them appropriately and clearly. Communication will occur through include written explanations, graphical representations and written mathematical expressions. Students will learn to determine the intent of the problem when selecting a communication medium. Graphing functions is an integral ingredient of beginning calculus, and these graphs communicate major properties of given functions, including domains, intercepts, asymptotes, intervals of increase or decrease, intervals of concavity, relative extrema and inflection points. When solving word problems, students are expected to write clearly and identify the various components of the problem, and not only to solve the problem, but to provide their answers in complete English sentences with the appropriate units. For applied problems, students must understand the problems statement and convert it to a mathematical question to be solved. They then evaluate their arguments when translating back to the context of the application. Many opportunities are provided throughout the course to develop and practice these skills: lecture examples, homework, and course projects. The projects are a particularly important part of the process since students work in groups to solve more complex problems. They communicate their strategies, evaluate the input of their peers, and produce arguments to support their solutions. These skills are additionally assessed throughout the course on quizzes, midterms, and a comprehensive final exam.

C. Narrative

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

Students will learn how to use the primary definitions of Calculus (limit, derivative, and integral) in order to state the intent of application problems encountered throughout the semester. In the context of applications, students are given a word problem in which they are asked to find an optimal solution. They use the given information to produce a corresponding model function and then use the derivatives of that function to acquire candidate solutions satisfying given conditions, being sure to verify mathematically their optimality. They must then reinterpret their solution in terms of the original application, evaluating their reasoning in the process. Additionally, students will practice evidence acquisition during the semester when solving application problems by identifying initial values, vocabulary that implies differentiation (velocity, marginal cost/revenue, etc.), and gathering information about a function by mathematically determining critical values, inflection points, boundary points, and right- and/or left-side limits. Students will evaluate the evidence acquired by applying the appropriate definitions to interpret data. For example, students will evaluate a first-order differential equation by evaluating an indefinite integral. Furthermore, students will evaluate the continuity of a function by evaluating the right- and left-side limits to determine if a limit exists and is equal to the function value at that point. Students will develop conclusions after solving an application problem by relating their results back to the definitions used to evaluate the evidence. For example, once students have determined a function's behavior between critical points, they will relate this behavior back to the definitions increasing and decreasing on an interval. As another example, students will use their results from evaluating an indefinite integral to state the solution to a first-order differential equation. Critical thinking skills will be assessed using formal written exams, essays, projects, and discussions.

C. Narrative

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

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

Math 1430 focuses on applications of various functions; linear, quadratic, polynomial, rational, radical, exponential and logarithmic. Students need to be able to analyze a function by graphing and computing values at critical points. Calculations required throughout the course include, for example, determining rates of change, computing slopes of tangent lines, and evaluating definite integrals. The tools provided by calculus naturally expand the types of applications that students can tackle, and so further challenge their quantitative reasoning skills. In the context of an applied problem, students are given quantitative information and must use it to find an optimal solution. Here they must interpret the question mathematically, identify a suitable function, find a relationship between the problem variables that will allow them to set up a corresponding equation, and then use what they know about derivatives to find an optimal solution. They analyze the feasibility of their computations when stating the solution in terms of the original application.

Quantitative reasoning skills are also developed when students represent graphically a function described algebraically (and vice versa). While students have developed a sense of the behavior of polynomial, rational, logarithmic, and exponential equations alone, Calculus provides the tools required to quantitatively analyze combinations (products, quotients, etc.) of these functions. Using limits, they determine horizontal asymptotes; derivatives yield information concerning intervals of increase and decrease, concavity, and extreme values. During the course, students are regularly required to create mathematical models. Whether using a given function, or creating a mathematical model from given information, students must translate written components into mathematical expressions using arithmetic and algebra in addition to the calculus. Students will solve application problems in the fields of biology, economics, business, and more. Examples of applications in this course are falling body equations; marginal cost, revenue, and profit functions; position, velocity, and acceleration functions; geometric optimization; and related rates of change. Quantitative reasoning skills will be assessed using quizzes, projects and formal written exams.

C. Narrative

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

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

C. Narrative

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Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 684

Institution and Course Information

Name of Institution	NNMC
Chief Academic Officer Name	Dr. Ivan Lopez
Chief Academic Officer Email	provost@nnmc.edu
Registrar Name	Robert Palko
Registrar Email	robert.palko@nnmc.edu
Department	Engineering and Technology
Prefix	ENGR
Number	1101
Title	Computer Science for All
Number of Credits	4

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	N/A		COMM
Number	N/A		2150
Title	N/A		Comm

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

N/A

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

1. Students will be proficient in performing, documenting, and analyzing computational experiments with interactive models of physical and social processes.
2. Students will be proficient in assessing the veracity and limitations of computational models.
3. Students will be proficient in extending computational models, via code, interface, and documentation, to incorporate new phenomena.

C. Narrative

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

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<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

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

This course is a project-based introduction to Computational Science and Modeling. We use the NetLogo Programming Environment to explore the nature and methods of computational thinking prior to building and testing computational models of interacting agents in problems drawn from the physical and life sciences.

Problem Setting; Each week students explore a new model within the NetLogo Model Library. Each model has three parts;

an interface where the user interacts with the model,

an English description of the model – with separate sections on how to use it, what assumptions went into it, and what are its limitations and possible extensions,

the code, with detailed comments, that reads user input, executes the model, and displays salient results.

For example, the Fire Model examines the spread of fire, from a line of burning trees, in a forest of randomly placed trees dependent on only one user specified value, the percentage of the forest occupied by trees.

Evidence Acquisition; In this phase students run the model over a range of input parameters and examine the results. In the Fire Model students discover that the model only spreads fire to immediately adjacent trees and that for tree percentages below 59 much of the forest survives a fire, while for percentages larger than 59 the forest is close to completely destroyed. They are directed in this phase by a weekly quiz that acquaints them with the three parts of the existing model.

Evidence Evaluation; In this phase students confirm the base level functionality of the model and begin to critique its limitations and design extensions and improvements. In the Fire Model they first replace the artificial line of fire with a lightning strike, or lit cigarette, specified by the user's mouse. They next add wind to the model by specifying its average direction and maximal speed. They finally add features to the forest; a road, a river and a log cabin. They accomplish this by adding elements to the interface and by editing existing procedures in code and adding new procedures.

Reasoning/Conclusion; In this phase students write-up, in their model's info tab, the results of their explorations of their improved model. In the Fire Example this includes discussion of the wind conditions sufficient to jump the road and burn the cabin, along with a discussion of the impact of thinning of trees near the roadside may have on the spread of fire ignited by passing cars.

Regarding Evaluation of Student Learning, the three part structure of each project (graphical interface, code and comments, English description) makes it easy to construct rubrics (see attached example). While the interface and code portions of the rubric require significant critical thinking and quantitative reasoning skills it is the info tab

(where their English description lies) and their commenting of new line of code where their ability to integrate critical thinking, quantitative reasoning, and personal and social responsibility is assessed.

C. Narrative

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

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

Communication/Representation of Quantitative Information; This is perhaps the strongest feature of the NetLogo environment. Students simulate the interaction of agents and gather and plot important measures of these interactions. For example, in their extension of the Disease Model they plot, on one graph, against time, the number currently infected and the number currently immune.

Analysis of Quantitative Arguments; In their write-up of their extended model they must reconcile their graphical results with both the underlying model assumptions and their choice of model parameters. In their Disease work they specify the percent chance that an infected agent will transmit to a neighboring agent, the number of initially sick agents, the duration of infection and the duration of immunity. They then discuss under what scenarios the infection will cease or continue.

Application of Quantitative Models; As the course is project based each week is an intense application of a quantitative model. As this is an introductory course, the “world” in which their agents interact is fairly limited and so can appear abstract to many students. The project that comes closest to “real world” is the Maps, Water and Erosion Model. Here students acquire, translate and embed a map of their local elevation into a NetLogo model of rain flow which they then extend to a model of erosion pertinent to their own backyard.

C. Narrative

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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*

Intercultural reasoning and intercultural competence; Much of the course's criticism of the existing Fire, Climate Change and Erosion models hinges on construction of a platform in which native, Hispanic, and newcomers can respectfully address the challenges of environmental stewardship. Students are asked to respond in particular to current media reports of the request of a local ski resort to dramatically increase the amount of water it draws from the source that feeds many downstream pueblos and Hispanic farming villages.

Sustainability and the natural and human worlds; The stewardship focus mentioned above addresses the cultural awareness necessary to build consensus among stake holders not just as means to keep the peace but as a means to develop sustainable solutions.

Ethical reasoning; In the course's 4-week immersion in Disease Modeling in COVID times students address the impact of masks and quarantine periods on rates of infections over large populations in models of their own construction. They are then asked to formulate recommendations to the community based on their findings, their sense of an individual's responsibility to the community, and their communities respect for individual autonomy.

Collaboration skills, teamwork and value systems; Students are expected to gather evidence (and take the weekly quiz) independently. They are then strongly encouraged to work in small groups to critique the existing model and code the extended model and interface. They are then required to independently explore and assess their group's extended model by composing individual info tab essays.

Civic discourse, civic knowledge and engagement – local and global; This again is best exemplified by our three earth science models. The targeted computational platform is meant to serve as a neutral, fact-based, civic simulation zone where stake-holders co-construct models of their environment and together explore the consequences of their decisions. Students learn that this is not mere wishful thinking but is the business model of Simtable, a highly successful Santa Fe company and partner in curriculum development.

C. Narrative

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Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NNMC
Chief Academic Officer Name	Dr. Ivan Lopez
Chief Academic Officer Email	provost@nnmc.edu
Registrar Name	Robert Palko
Registrar Email	robert.palko@nnmc.edu
Department	Engineering and Technology
Prefix	ENGR
Number	1121
Title	Introduction to Mathematics for Engineering Applications I
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	N/A		COMM
Number	N/A		2150
Title	N/A		Comm

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

N/A

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

Students will know how to logically derive the linear and quadratic equations of motion from physical laws.

Students will know how to solve linear and quadratic equations and how to

- a. deduce physical consequences of these solutions.
- b. represent these solutions graphically in python.

Students will know how to logically derive, apply, and graphically represent trigonometric identities and explain their relevance to physical law.

Students will understand scientific notation for magnitudes and dimensions and how to leverage this understanding in the scrutiny of their own work as well as in their subsequent learning of more physics.

C. Narrative

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

Students develop the algebra and trigonometry concepts necessary to pose and solve the physics problems of projectile motion, motion on an inclined plane, and circular motion. Students use python for both development and exploration and jupyter notebooks to document their work.

Genre and Medium Awareness, Application and Versatility; The communication of mathematical arguments by students has been hobbled by graphing calculators and curricula that stress numerical results (via rote learning of key presses) over logical expression and precise illustration. The recent advent of jupyter notebooks places all the necessary tools, mathematical Latex type-setting and python programming/graphing, in a single interactive, free, open-source environment that encourages both exploration and communication while requiring no previous experience with Latex or python. Students are provided a base notebook each week that illustrates mathematical concepts and develops mathematical arguments. They are then assigned to modify these Latex and Python cells to demonstrate their understanding of the concepts and their application.

Strategies for Understanding and Evaluating Messages; The jupyter notebook environment presents detailed error messages for incorrect python syntax but merely ignores incorrect Latex statements. This induces real debugging/trouble-shooting skills among students. As there is plenty of built-in help, and the environment is interactive, students progressively grow their communication skills.

Evaluation and Production of Arguments. This jupyter feedback is merely syntactical. The evaluation of logic and the graphical presentation of findings happens in class, during office hours, and via feedback on submitted notebooks. Students are permitted one free resubmission per week to correct gaps in their logic and/or its presentation/illustration.

C. Narrative

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

Problem Setting; The weekly provided notebook contains concrete instantiations of basic objects; lines, curves, and shapes, that appear naturally in engineering contexts. Students learn each base instantiation as they explore (in formulas, code, and graphics) relevant variations within this class of objects. For example, in studying one-dimensional motion the student is asked to explore how the terminal velocity of a falling object depends on its initial height.

Evidence Acquisition; The jupyter notebook framework enables the student to readily conduct many computational experiments. In particular, they can easily vary model parameters and receive immediate, graphical, response to their changes. As this class is a recommended co-requisite for Physics for Engineers I this evidence acquisition will be bolstered by reference to the physical experiments (on one- and two-dimensional and circular motion) conducted there.

Evidence Evaluation; Students will reconcile physical and computational evidence, playing one off the other as an independent “reality” check. The two, independent, sources of evidence also permit us to emphasize order of magnitude and proper dimensions (units) as rapid, yet crucial, guides to evaluating evidence.

Reasoning/Conclusion; Students use their physical and computational findings to challenge, confirm, and extend mathematical identities and models. For example, regarding identities, they will reason (based on experiment) that the quadratic formula reveals direct insight into how the terminal velocity of a falling object depends on its initial height. They will then scrutinize the physical theory to explain why this terminal velocity does Not depend on the object’s mass. Regarding extending the known model, as students are well aware that most objects bounce, they are asked to contrive, test, and support theories where the object reverses direction and departs with a smaller absolute velocity. Once extended, they then pursue multiple bounces. As described above, the jupyter notebook provides an excellent means to evaluate each student’s level of critical thinking – for it requires that they regularly (weekly) integrate problem setting (in Latex), evidence acquisition and evaluation (in python), and conclusion (typically graphically) in one narrative.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Of course the bulk of the Critical Thinking that occurs in a Math for Physics Course is channeled into Quantitative Reasoning. Hence, our previous description of Communication and Critical Thinking applies verbatim here.

Communication/Representation of Quantitative Information; The key insight here is that physical quantities come with natural units and that rather than being just one more thing to memorize, these units give the student a powerful check on their reasoning. In addition, in their communication of quantitative information, students also learn that the labeling of graphical axes are meaningless without proper attention to units.

Analysis of Quantitative Arguments; For most of our students this is the first course where they are expected to go beyond mere substitution into oracular formulas or mere parroting of mathematical derivations. In this course they discover mathematical formulas by experimentation and then learn how to combine and manipulate the basic identities to arrive at new identities. Their participation in the creation of mathematical/physical argument hinges on their ability to analyze (understand) existing mathematical/physical arguments. As such, the course spends considerable time foreshadowing arguments (via choice of definitions), dissecting arguments en route, and presenting alternate paths (proofs) to the same end. For example, in asking how far apart are two cities in different hemispheres students are led to define radian as a ratio of lengths. This definition in turn produces definitions of sine and cosine as ratios of lengths. Students then arrive at fundamental identities between these functions from largely geometric observations and then from largely algebraic manipulation and then reflect on the differences and similarities between these two approaches.

Application of Quantitative Models; The overarching goal of the course is the development and continuous application of the mother, Newton's Laws, of all quantitative models. Each application begins as a "word" problem expressed in physical terms. The application develops by the purposeful translation of these words into mathematical expressions, with attention to their units and expected sign and order of magnitude, and into schematic diagrams, such as force balance or trajectory sketch, and concurrently into logical combination, via Latex in their jupyter notebook, of the mathematical expressions. Evaluation of student learning is again facilitated by the logical flow of the submitted jupyter notebook. We test not only the final answer but their ability to confidently move from model representation, through analysis, to meaningful application.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	MCC
Chief Academic Officer Name	Natalie Gillard
Chief Academic Officer Email	natalieg@mesalands.edu
Registrar Name	Forrest Kaatz
Registrar Email	forrestk@mesalands.edu
Department	Academic Affairs
Prefix	HIST
Number	2145
Title	American Military
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	HIST
Number	2145
Title	American Military History

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

To acquire an understanding of the contributions that the American military have made to war and peace throughout the history of the United States:

1. Understand the evolution of the Army's approach to warfare through the Guardian, Heroic, and Managerial schools of thought.
2. Appreciate the key relationship between political activity and policy with warfare.
3. Assess the ongoing role that militias have played.
4. Wrestle with the ongoing debate over the roles of conventional and unconventional warfare.
5. Realize the importance of external support to indigenous military operations.
6. Recognize the impact of the armed forces in American expansion.
7. Understand the place of our wars in shaping society.
8. Comprehend the relationship of diplomacy, politics, economics, and security issues in establishing national strategic policies.
9. Discover the roots of the military-industrial complex during the twentieth century.
10. Assess the impact of the modern security state on American society.
11. Determine the sources of professionalism among military leaders.
12. Interpret sources and data in historical context.
13. Read and evaluate primary and secondary source materials.
14. Understand the role of revisionism in military history to reflect on the roles that personal integrity, professional leadership, and communal ethics play in the day-to-day behavior of individuals and institutions.
15. Develop verbal, written and analytical skills.
16. Through discussion, assessments, and essays to think historically and learn to formulate questions about the past and present, resolving conflicting interpretations, and drawing tentative conclusions from imperfect evidence through the in-depth study of the American military experience.
17. Describe how US military history and policy has impacted social history of the American military experience.

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 skill. 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.*

Students understand and evaluate messages and arguments in a variety of ways. Students are assigned secondary source readings in the form of a historical monograph. Following the attached rubric, students evaluate the monograph, the author's argument and conclusions, critically assess how the author used their resource material and examine the author's argument in light of their evaluation of the evidence to determine whether the author's argument was effective and whether the historical resource material supports the author's thesis. Students cite the book and any other sources according to MLA guidelines. Finally, students individually author their own thesis-based argument in the form of a research paper. Students will conceive and develop a course-appropriate topic to describe how US military history and policy has impacted social history. Students will conceptualize the project by nominating a desired topic on which their paper will be based and create an outline for their proposed subject. Once their project has been approved, students will write a draft paper of fifty percent of the final draft's word requirement in order to receive feedback on their work to that point. The final draft will be scored according to the attached rubric.

C. Narrative

In the 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 skill. 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*

Students exercise using historical resources for critical thinking by evaluating that evidence, the setting in which the source was created, and reaching conclusions based on those sources and the historical context provided by other course materials. They are assigned primary sources weekly to evaluate sources directly from the historical actors. They are then quizzed on those readings to evaluate their understanding and interpretation of the sources. An example of the reading quizzes is attached. Using primary and secondary sources, students will consider the motivations and efficacy of Army doctrines, the role of militia in American military doctrine, the role of support in warfare, political activity and policy in warfare, the role of the civilian soldier in war, the nature of conventional and unconventional warfare, the paradox of a peacetime military and a military-industrial complex, and the role of revisionism in history.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Students will have to wrestle with questions and issues relative to the relationship between the military, the government, civilians, and marginalized populations. These issues pertaining to American expansion, diplomacy, politics, economic, and the modern security state will prepare students to draw personal and socially responsible and ethical conclusions regarding the dynamics between those with power and those without. Through the self-reflection in the film review, book review, essay, and reading quizzes, students will experience examples of ethical and unethical behavior and reconcile that behavior with established American military doctrine and cultural values.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Art
Prefix	ARTS
Number	1310
Title	Introduction to Ceramics
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	ARTS
Number	1310
Title	Introduction to Ceramics

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain the transformation of the ceramic material from raw clay form to glazed ceramic object 2. Demonstrate proficiency of technical ceramic skills 3. Explain larger concepts and design principles 4. Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media 5. Create ceramic works of art based on conceptual prompts 6. Critically evaluate a variety of artwork 7. Gain an understanding of the history of ceramic art from a multicultural perspective

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

1. Explain the transformation of the ceramic material from raw clay form to glazed ceramic object 2. Demonstrate proficiency of technical ceramic skills 3. Explain larger concepts and design principles 4. Apply basic 3-D design principles in the formation of a work of art, as they apply to the ceramic media 5. Create ceramic works of art based on conceptual prompts 6. Critically evaluate a variety of artwork 7. Gain an understanding of the history of ceramic art from a multicultural perspective

C. Narrative

In the 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 skill. 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.*

Genre and Medium Awareness, Application, and Versatility— Artworks share distinctive approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres. Ceramic objects are made by combining naturally occurring raw materials, such as clay, earthen minerals, and water and shaping them into forms using hand-building, wheel-throwing, or mold casting techniques. In this course, the genre and medium awareness can be identified based on five ceramic techniques and mediums, including 1) pinching, 2) slab construction, 3) coil construction, 4) wheel throwing, and 5) slip casting. To explore clay's natural composition, application, and adaptive nature, students will gain insight into the infinite possibilities these materials provide. They will attain the skill to manipulate the material, understand how clay functions in the different stages, apply their knowledge in producing clay and cover technical insight into the glazing, staining, and finishing of clay pieces. In addition, students will gain perspectives in various historical and cultural knowledge related to ceramics.

Strategies for Understanding and Evaluating Messages— The methods of evaluation in this course apply to student-self, group/teamwork, and instructor. The evaluating messages include

1. student attendance and participation,
2. student performance on objective and subjective contents,
3. completion of classroom and assignment/project,
4. student ability to produce artwork of quality rather than quantity,
5. understanding of the application of clay, molding tools, kiln fire, and glaze fire process, and
6. a mature attitude toward the program, tools, equipment, and materials.

Evaluation and Production of Arguments— In this course, students need to meet several criteria for the growth of self-evaluation, such as personal development, social competence, creativity, communication, collaboration, problem-solving, critical thinking, aesthetic understanding, and ability. Throughout this course, students will be evaluated based on completing the required ceramic pieces. In addition, each student will maintain a folder that will contain a detailed description of pieces constructed, sketches, techniques, and processes used for building a big idea.

C. Narrative

In the 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 skill. 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*

Problem Solving— Clay is different from other art mediums in that it requires an understanding of the three-dimensional world. Building a ceramic piece could cause many problems, including clay creaking and clay body falling. Students can develop their motor skills, self-esteem, and self-expression while solving the clay issue. In this course, students begin to look and see the world around them and discover their place in that world. They will gain knowledge of planning methods and problem solving as they map out their three-dimensional project. The group discussion, collaboration, and contemporary ceramic projects encourage students to explore socio-cultural issues from diverse perspectives and life experiences.

Evidence Acquisition— In this ceramics course, students will acquire conceptual understanding from both theoretical and practical perspectives. Students will understand that the study of ceramics history adds an integral part of a well-rounded and contextual understanding of art history and the origin of clay's formation, functional, non-functional, and aesthetic. The evidence to understanding student's learning progress includes

1. a variety of different clay bodies used in ceramic artwork,
2. what plasticity is as well as the different levels of plasticity of clay,
3. how to utilize textures on clay surfaces,
4. the effects of temperature on different clay bodies,
5. multiple hand-building techniques used to create ceramic artwork,
6. the difference between pinch, coil, and slab methods,
7. the difference between a drape and press mold,
8. use of multiple techniques and processes to form pieces,
9. use of advanced planning methods to structurally plan for the form desired,
10. how to control and utilize glaze,
11. use of a variety of sizes, shapes, and textures to create visual interest,
12. use of various tools.

This course will strengthen students' 21st-century learning skills of critical thinking, communication, collaboration, and creativity through mid-and final-term ceramic projects. For instance, the student selects a theme that centers on exploring a big idea, brainstorming the concept, and exploring socio-cultural issues in their communities. In addition, students are encouraged to bring their life experiences into their ceramic projects to empower their critical consciousness.

Evidence Evaluation— In this course, the individual and group work is observed by the criteria per student based on ceramics contents, clay bodies, hand-building techniques, forms and forming techniques, glazes, kiln operation, the process for clay design, and wheel throwing. In the mid-and final-term ceramic projects, students demonstrate their skills to be evaluated by collaborating with peers, understanding ceramic materials, tools, techniques, creativity, problem-solving, and critical thinking.

Reasoning/Conclusion— This class teaches students to create their pieces of artwork and learn common techniques in hand building both non-functional and functional ceramic pieces, along with hand-forming and wheel-throwing

skills. In this course, students will gain the fundamental knowledge of molding and firing clay, which allows them to experiment with glazes and other finishes while also exploring finishing techniques and aesthetics in more depth. The mid-and final ceramic projects will encourage students to explore socio-cultural issues from communities, develop critical skills, and share their life experiences through classroom activities and artistic expression.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence— In this course, students will respond to their artworks with

1. developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods,
2. perceive artworks from structural, historical, cultural, and aesthetic perspectives,
3. perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems, and
4. understand how various types of art knowledge and skills are related within and across the arts disciplines.

Collaboration skills, teamwork and value systems— The arts are hands-on, have immediate rewards, focus on positive achievements, develop concrete products, and foster collaboration. This course is designed to develop students with a collaborative skill that creates a workspace to facilitate learning, such as group discussion and ceramic project presentation. For instance, students will encourage to discuss with peers some questions related to the contemporary art concept (such as: What is the meaning of contemporary art? What do you think if there is a relationship between ceramics and contemporary art? What is the cultural heritage that a ceramic art could tell?), in order to develop students learning motivation, engagement, and critical consciousness.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 694

Institution and Course Information

Name of Institution	NMJC
Chief Academic Officer Name	Jeff McCool
Chief Academic Officer Email	jmccool@nmjc.edu
Registrar Name	Angela Marmolejo
Registrar Email	amarmolejo@nmjc.edu
Department	Arts, Sciences, & Learning Support
Prefix	ENGL
Number	2585
Title	Horror Fiction
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	ENGL
Number	1120
Title	Composition II

New Mexico Common Course information

Prefix	ENGL
Number	2585
Title	Horror Fiction

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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 skill. The number of component skills that must be addressed by your narrative is listed.

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

In the 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 skill. 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*

Problem Setting:

Instructors provide instruction on critical thinking skills related to reading, writing, and research throughout the course. Students analyze a variety of horror literature by applying a range of interpretive strategies. With guidance from the instructor, learners engage in dialogue to interpret the readings while also discussing the cultural and historical significance of the texts.

Evidence Evaluation:

Instructors demonstrate how to gather professional evidence from peer reviewed sources and emphasize use of materials from a library over use of popular sources gathered through a search engine. Students use secondary sources as evidence in analyzing primary sources (works of horror literature) in writing assignments and a centerpiece research paper.

Reasoning/Conclusion:

Students use support and evidence from primary and secondary sources to defend a thesis statement while avoiding common logical fallacies. Students also practice critical analysis by commenting on each other's rough drafts for essays and the research paper.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Sustainability and the natural and human worlds:

Students analyze natural elements, including weather, climate, and season in fictional works to consider how these natural elements convey meaning. Students identify and analyze personal and social justice issues in a variety of texts, including a diversity of natural, social, and cultural contexts.

Ethical reasoning:

Students analyze texts for ethical thought and action, including individual actions of characters and separating individual character thought and action from the commentary and thematic implications offered by the text as a whole. Students discuss literature as a social activity that reflects, promotes, and critiques values while comparing and contrasting these perspectives with belief systems currently operating in the world.

Collaboration skills, teamwork and value systems:

Throughout the course, students have opportunities to interact with the instructor and each other through social assignments and small group activities. Examples of typical teamwork include online discussions, in class group work, social annotation assignments of stories, and peer review of rough drafts for writing assignments.

Civic discourse, civic knowledge and engagement –local and global:

Students analyze works of literature to determine the cultural, racial, economic, or political factors present in the work. They diplomatically engage in dialogue concerning these topics, recognizing the factors that shape literary production as well as analysis of literature itself.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Authority and Value of Information:

The research paper in this course is the centerpiece assignment and is worth a minimum of 30% in all sections. Instructors present students with lessons on finding, evaluating, and citing sources in analytical and argumentative writing. Avoiding plagiarism through ethical use of sources and citation is a key topic. Instructors require the use of professional sources from reputable publishers and peer reviewed journals. Student work is evaluated for ethical use of sources with Turnitin. Instructors offer guidance on interpreting Turnitin reports to help students responsibly and ethically cite sources.

Digital Literacy:

Classes discuss the value of using library databases over search engines like Google for academic research. Students submit several scaffolding assignments as they prepare their reports, including a topic proposal, an annotated bibliography, a bibliography, and a rough draft. Students use digital tools, including word processors, email clients, the internet, and the Canvas LMS to complete assignments and communicate with their instructor and peers. Students receive feedback from the instructor and their peers on the rough draft before submitting the final draft of the research paper.

Information Structure:

Students practice paraphrasing and summarizing information from professional secondary sources. Students integrate multiple primary and secondary sources into a research paper structured around a developed thesis statement and topic sentences in MLA format.

Research as Inquiry:

Students practice formulating research questions and suspending judgment until professional and credible sources have provided adequate evidence for analysis of the literary work in question.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMJC
Chief Academic Officer Name	Jeff McCool
Chief Academic Officer Email	jmccool@nmjc.edu
Registrar Name	Angela Marmolejo
Registrar Email	amarmolejo@nmjc.edu
Department	Arts, Sciences, & Learning Support
Prefix	ENGL
Number	2580
Title	Science Fiction
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	ENGL
Number	1120
Title	Composition II

New Mexico Common Course information

Prefix	ENGL
Number	2580
Title	Science Fiction

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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 skill. The number of component skills that must be addressed by your narrative is listed.

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

In the 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 skill. 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*

Problem Setting:

Instructors provide instruction on critical thinking skills related to reading, writing, and research throughout the course. Students analyze a variety of science fiction by applying a range of interpretive strategies. With guidance from the instructor, learners engage in dialogue to interpret the readings while also discussing the cultural and historical significance of the texts.

Evidence Evaluation:

Instructors demonstrate how to gather professional evidence from peer reviewed sources and emphasize use of materials from a library over use of popular sources gathered through a search engine. Students use secondary sources as evidence in analyzing primary sources (works of science fiction literature) in writing assignments and a centerpiece research paper.

Reasoning/Conclusion:

Students use support and evidence from primary and secondary sources to defend a thesis statement while avoiding common logical fallacies. Students also practice critical analysis by commenting on each other's rough drafts for essays and the research paper.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Sustainability and the natural and human worlds:

Students analyze natural elements, including weather, climate, and season in fictional works to consider how these natural elements convey meaning. Students identify and analyze personal and social justice issues in a variety of texts, including a diversity of natural, social, and cultural contexts.

Ethical reasoning:

Students analyze texts for ethical thought and action, including individual actions of characters and separating individual character thought and action from the commentary and thematic implications offered by the text as a whole. Students discuss literature as a social activity that reflects, promotes, and critiques values while comparing and contrasting these perspectives with belief systems currently operating in the world.

Collaboration skills, teamwork and value systems:

Throughout the course, students have opportunities to interact with the instructor and each other through social assignments and small group activities. Examples of typical teamwork include online discussions, in class group work, social annotation assignments of stories, and peer review of rough drafts for writing assignments.

Civic discourse, civic knowledge and engagement –local and global:

Students analyze works of literature to determine the cultural, racial, economic, or political factors present in the work. They diplomatically engage in dialogue concerning these topics, recognizing the factors that shape literary production as well as analysis of literature itself.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Authority and Value of Information:

The research paper in this course is the centerpiece assignment and is worth a minimum of 30% in all sections. Instructors present students with lessons on finding, evaluating, and citing sources in analytical and argumentative writing. Avoiding plagiarism through ethical use of sources and citation is a key topic. Instructors require the use of professional sources from reputable publishers and peer reviewed journals. Student work is evaluated for ethical use of sources with Turnitin. Instructors offer guidance on interpreting Turnitin reports to help students responsibly and ethically cite sources.

Digital Literacy:

Classes discuss the value of using library databases over search engines like Google for academic research. Students submit several scaffolding assignments as they prepare their reports, including a topic proposal, an annotated bibliography, a bibliography, and a rough draft. Students use digital tools, including word processors, email clients, the internet, and the Canvas LMS to complete assignments and communicate with their instructor and peers. Students receive feedback from the instructor and their peers on the rough draft before submitting the final draft of the research paper.

Information Structure:

Students practice paraphrasing and summarizing information from professional secondary sources. Students integrate multiple primary and secondary sources into a research paper structured around a developed thesis statement and topic sentences in MLA format.

Research as Inquiry:

Students practice formulating research questions and suspending judgment until professional and credible sources have provided adequate evidence for analysis of the literary work in question.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 697

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	English
Prefix	ENGL
Number	2640
Title	British Literature II
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	ENGL
Number	2640
Title	British Literature II

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Read and discuss representative works of British writers from the representative epochs 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.

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

Cognition	
A. identify authorial style and intent.	Define and
B. literary influences.	Identify
C. the truths and misunderstandings of authorial stereotypes.	Recognize
Reading	
A. the definition of literary merit.	Understand
B. basic understanding of canonical authors and works.	Surpass a
C. ability to read and respond to poetry.	Improve
Research	
A. understanding and use of literary criticism.	Hone
B. the interplay of history and fiction.	Understand
C. the interplay of an author's biography and fiction.	Understand
Writing	
A. sophistication of reading response.	Improve
B.	Demonstra
te the ability to compare and connect multiple different literary texts.	
C. and synthesize original and sophisticated research.	Conduct
Generation	

D. te the ability to determine the idiosyncratic qualities of British literature.	Demonstra
E. the fictional representation of the British character.	Understand
F. and delineate different movements in British fiction and poetry.	Recognize

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

In the 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 skill. 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*

This survey course of Modern British Literature provides opportunities for students to build their awareness of the works of British authors of the 18th-21st century. Students identify the different elements for different genres within the British canon. Students address these elements through digital response journals that require them to analyze the elements within the context of the short stories or novels, allowing them to strengthen their critical thinking and ability to analyze. Through the hierarchical process of thinking, students are asked to read and comprehend, then analyze and synthesize ideas about theme, authorial intent, historical context, and apply the different critical schools of thought (specifically New Historicism, Feminist Literary theory, and Psychoanalysis) to interpret the selected texts. As such, a variety of tools will gauge comprehension; essays exhibit the students' abilities to analyze the literature but also use peer-reviewed articles as supportive evidence for their critical analysis. The students use the institution's library and its digital resources to search for reliable sources. In some cases, the instructor chooses and assigns a published article that discusses specific themes or concepts within the text. The students are then asked to examine the assigned pages in the text along with the published article and make inferences on what both sources reveal about a particular subject. For example, the students are assigned Matthew Lewis' "The Monk" along with a criticism discussing the anti-Catholic undertones within the story. They are then asked to consider the purpose of the horrific scenes committed by a monk. They are analyzing the literature with a New Historicism lens to gain further understanding. Ultimately, the student should demonstrate the ability to expand on all the skills learned in ENGL 1110 and ENGL 1120, to read, write, persuade, research, and come to critically considered conclusions, all applied within the realm of the enduring tradition of British Literature.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

18th century British literature allows for some great discussions on aristocracy, a lack of feminist ideas, as well as issues within the lower classes. The students are drawn into these discussions by relating what present beliefs and cultural practices are and comparing them with what is depicted in the text. In this instance, it is important to allow students who come from different cultures, countries, and sexual orientations to express their opinion on the conflicts presented in the text. For instance, when discussing *The Castle of Otranto* students are questioned about the young female character being pursued and nearly forced to marry the old Prince of Otranto. Students express their opinions on the injustice of her situation. Furthermore, students are asked to consider the moral ambiguity of Manfred as compared to Theodore. This provides the opportunity to analyze human nature and the idea of purely good and purely bad actions. This eventually leads the class to realize that neither character is morally ambiguous. This all usually occurs during class discussions where students are able to express their views but also listen to their classmates' opinions. They are comfortable respectfully disagreeing with each other and discussing the issues by providing examples from the text as well as relating the discussion to current events.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Digital literacy is vital for students of Modern British literature to express their critical thinking as well as utilizing peer-reviewed sources to support their assumptions but to also guide their own questions. As already stated in a previous section, students develop analytical skills through careful reading and peer discussion, but their research skills are also developed through researched topics and critical analyses (attached assessment). The components of interpretation are accumulated, and students perform the usual, necessary chore of utilizing electronic databases to research, peruse, and create ideas and arguments about literature. Making this task a bit more challenging, students are asked to consider developing their arguments with one of two literary theories (Psychoanalysis or Marxist Literary theory). They are required to search for and identify the most accurate and helpful information out of the plethora of sources available. At this point students exhibit an instinctive ability to find the most difficult problems in the now global and connected world. This digital interaction along with the texts allow a dialogue to occur with some of the most famous British stories of the modern era. Students' digital literacy is further developed when their analyses are submitted to the courses online system, Canvas, which then sends their documents to a plagiarism website. Students are required to examine the originality report produced by the website and determine which highlighted portions are considered plagiarism. Through the study of British literature, with its long history and global impact, students emerge with the ability to engage as curious, informed, and ethical participants in the ongoing conversation about story and its part in the development and transformation of civilization.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	1053
Title	Introduction to Journalism
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	COMM
Number	1140
Title	Introduction to Media Writing

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications
 Mathematics
 Science
 Social & Behavioral Sciences
 Humanities
 Creative & Fine Arts
 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Explain basic concepts of journalism and strategic communication, as well as some of the legal restraints and ethical issues facing media workers.
2. Write accurately, fairly, ethically, correctly, and clearly in forms and styles appropriate for communication professionals.
3. Recognize news values and the way that professionals critically evaluate information, including an introduction to basic statistics.
4. Apply media literacy knowledge and skills.

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

Institutional Objectives – Ethics, Leadership, and Critical Thinking

As with all classes that incorporate focused readings, discussions and composition opportunities regarding ethics and leadership and their application to the student experience will be abundant throughout.

Short range objectives: Various elements of journalism will be studied through assigned reading, chapter review homework, class discussions and lectures, and examination. These elements will then be put to a practical application in the form of research and story writing.

Long range objectives: Some of these same elements of journalism acquired in the classroom will be used to enhance future writing for the remainder of the student's academic and professional career with regard to finding and gathering information, developing relationships with the community, logical and effective story structure, and overall critical thinking about information in an objective manner.

C. Narrative

In the 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 skill. 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.*

Genre and Medium Awareness, Application, and Versatility: Students are able to identify and communicate various genres and mediums (oral, written, and digital) using strategies appropriate for the rhetorical situations (i. e., attending to audience, purpose, and context.) Throughout the semester students transition from print media writing style (inverted pyramid) to electronic media styles of writing (circular), focusing on different audiences and their uses and gratifications.

Strategies for Understanding and Evaluating Messages: Students 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). Students accomplish this by a series of scenarios and feature stories in which they must seek out information using various interview and research skills evaluating as they go in order to compose a credible, cohesive, structured story that serves to be an advocate or watchdog for their readers.

Evaluation and Production of Arguments: Students will 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 the students 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). They practice to Identify and distinguish fact from opinion and evaluate source information to determine, fairness, check for accuracy, and sniff out bias measured against a set of ethical standards and guidelines. MLA writing style is reinforced through essays and research papers while integrating AP (Associated Press) style of writing in their feature stories.

C. Narrative

In the 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 skill. 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*

Problem Setting: Students will delineate a problem or question and state it appropriate to the context. They are also shown video and film footage presenting various real-world scenarios such as from the movie *Absence of Malice* and then must apply the ethical guidelines to the scenarios. See worksheet.

Evidence Acquisition: Students will also identify and gather information and data necessary to address the problem or question. They must conduct interviews and gather information (evidence acquisition) and write the piece in inverted pyramid style (reasoning/conclusion) and using proper attribution of source material (Evidence evaluation).

Evidence Evaluation: The students will evaluate the evidence/data for credibility (e.g. bias, reliability, and validity), probably truth, and relevance to a situation. As mentioned above, students vet sources and information for fairness and balance ensuring all sides of a story are covered.

Reasoning/Conclusion: Students will develop conclusions, solutions, and outcomes that reflect an informed and well-reasoned evaluation. They conduct research for research papers and topics and draw their own conclusions from their own research questions (RQs) "How can a journalist make sure their journalistic integrity (or the mere perception) will not be compromised?"

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Authority and Value of Information: Students will recognize the independent nature of the authority and value of information and use it ethically when selecting, using, and creating information. They are taught how to determine proper attribution of quotes or data (Authority and Value of Information). Students are taught the CRAAP test to measure credibility of sources. See attachment.

Digital Literacy: Students will understand, communicate, compute, create and design in digital environments. Students seek out information via interviews (research as Inquiry) or government data bases, websites, social media (digital literacy). See attached worksheets 4-3 & 4-4.

Information Structure: Students will select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications. Students are building upon the writing skills they have acquired in English classes (MLA) and integrating writing styles such as AP (Associate Press).

Research as Inquiry: Students will engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer. As mentioned above, various topics and real-world scenarios are researched to investigate questions that students create during class sections.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only)

Institution and Course Information

Name of Institution	NMJC
Chief Academic Officer Name	Jeff McCool
Chief Academic Officer Email	jmccool@nmjc.edu
Registrar Name	Angela Marmolejo
Registrar Email	amarmolejo@nmjc.edu
Department	Arts, Sciences, & Learning Support
Prefix	SPAN
Number	2515
Title	Contemporary Latino Film
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	SPAN
Number	1120
Title	Spanish II

New Mexico Common Course information

Prefix	SPAN
Number	2515
Title	Contemporary Latino Film

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Interpret contemporary Latino/Hispanic culture as presented in film.
2. Know the cultural traits of Hispanics/Latinos worldwide.
3. Identify the important films, filmmakers, and actors that portray contemporary culture of country/region represented.

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 skill. The number of component skills that must be addressed by your narrative is listed.

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

In the 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 skill. 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 course students develop critical thinking and analytical skills through viewing foreign films and interpreting their content and messages. They order and articulate ideas logically in assignments that include narrations of the plot, and in the argumentations used to offer personal responses (oral and written) to the social events portrayed in the films. The class discussions held after the screenings are designed to facilitate the comprehension of cultural concepts and bring students closer to the people, events and countries portrayed. The discussions also promote understanding and awareness of social perspectives by seeing them live in the movies.

Students reflect on the value of movies to portray real life in a historical context, encouraging them to analyze how cinematic representation of history influences their thinking about the past. A critical study of films encourages students to consider the accuracy of cinematic representations, becoming aware of historical inaccuracies or misrepresentations, thus enriching their understanding of cinema not only as an art form but as a reflection on the human experience. They develop a new vocabulary and a new set of competencies for viewing and deconstructing audio-visual media that will increase their capacity for critical thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

This course helps students expand their knowledge of the culture, art, film, history, and lives of the Spanish-speaking people in several Latin American countries, Spain and the United States. Cinema is used as a mean of connecting students with complicated human issues that often don't have an easy solution. They explore dilemmas and issues (like exile) that deal with class, race, gender, ethnicity, religious belief, and other topics.

Students are also provided with critical observational tools to be active learners and interpreters of different cultural realities instead of passive consumers of images.

Films represent the values systems, understandings, culture, and technological expertise of the time and place of their production. In this sense, a discussion of such values also contributes to develop students' empathy across time and place and contributes to intercultural reasoning. Films also provide a platform for students to reflect on the diversity of the human experience across time, place and culture.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

Students reflect on the films' intended message in terms of ideological, economic and cultural factors as well as their intended audience. Such reflections, in turn, help them develop critical media literacy. Film literacy in particular is developed in this course as students are taught to consciously understand movies, providing them with the necessary competence to watch them critically in terms of technical resources as well as cinematic language and message.

When reading and analyzing film reviews, students also learn to evaluate sources for reliability, use the necessary tools to evaluate sources for bias, and identify common reasoning errors. They learn to evaluate the role of online advertisements on movies and documentaries. They also experience a range of media formats and learn to think critically about the content that these sources provide.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 702

Institution and Course Information

Name of Institution	NMJC
Chief Academic Officer Name	Jeff McCool
Chief Academic Officer Email	jmccool@nmjc.edu
Registrar Name	Angela Marmolejo
Registrar Email	amarmolejo@nmjc.edu
Department	Arts, Sciences, & Learning Support
Prefix	ENGL
Number	2380
Title	Introduction to Short Fiction
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	ENGL
Number	1120
Title	Composition II

New Mexico Common Course information

Prefix	ENGL
Number	2380
Title	Introduction to Short Fiction

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication

Critical Thinking

Information & Digital Literacy

Quantitative Reasoning

Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

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.

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 skill. The number of component skills that must be addressed by your narrative is listed.

<p>Communication. <i>Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.</i></p>

C. Narrative

In the 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 skill. 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*

Sustainability and the natural and human worlds:

Students analyze natural elements, including weather, climate, and season in fictional works to consider how these natural elements convey meaning. Students identify and analyze personal and social justice issues in a variety of texts, including a diversity of natural, social, and cultural contexts.

Ethical reasoning:

Students analyze texts for ethical thought and action, including individual actions of characters and separating individual character thought and action from the commentary and thematic implications offered by the text as a whole. Students discuss literature as a social activity that reflects, promotes, and critiques values while comparing and contrasting these perspectives with belief systems currently operating in the world.

Collaboration skills, teamwork and value systems:

Throughout the course, students have opportunities to interact with the instructor and each other through social assignments and small group activities. Examples of typical teamwork include online discussions, in class group work, social annotation assignments of stories, and peer review of rough drafts for writing assignments.

Civic discourse, civic knowledge and engagement –local and global:

Students analyze works of literature to determine the cultural, racial, economic, or political factors present in the work. They diplomatically engage in dialogue concerning these topics, recognizing the factors that shape literary production as well as analysis of literature itself.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Sustainability and the natural and human worlds:

Students analyze natural elements, including weather, climate, and season in fictional works to consider how these natural elements convey meaning. Students identify and analyze personal and social justice issues in a variety of texts, including a diversity of natural, social, and cultural contexts.

Ethical reasoning:

Students analyze texts for ethical thought and action, including individual actions of characters and separating individual character thought and action from the commentary and thematic implications offered by the text as a whole. Students discuss literature as a social activity that reflects, promotes, and critiques values while comparing and contrasting these perspectives with belief systems currently operating in the world.

Collaboration skills, teamwork and value systems:

Throughout the course, students have opportunities to interact with the instructor and each other through social assignments and small group activities. Examples of typical teamwork include online discussions, in class group work, social annotation assignments of stories, and peer review of rough drafts for writing assignments.

Civic discourse, civic knowledge and engagement –local and global:

Students analyze works of literature to determine the cultural, racial, economic, or political factors present in the work. They diplomatically engage in dialogue concerning these topics, recognizing the factors that shape literary production as well as analysis of literature itself.

C. Narrative

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

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

Authority and Value of Information:

The research paper in this course is the centerpiece assignment and is worth a minimum of 30% in all sections. Instructors present students with lessons on finding, evaluating, and citing sources in analytical and argumentative writing. Avoiding plagiarism through ethical use of sources and citation is a key topic. Instructors require the use of professional sources from reputable publishers and peer reviewed journals. Student work is evaluated for ethical use of sources with Turnitin. Instructors offer guidance on interpreting Turnitin reports to help students responsibly and ethically cite sources.

Digital Literacy:

Classes discuss the value of using library databases over search engines like Google for academic research. Students submit several scaffolding assignments as they prepare their reports, including a topic proposal, an annotated bibliography, a bibliography, and a rough draft. Students use digital tools, including word processors, email clients, the internet, and the Canvas LMS to complete assignments and communicate with their instructor and peers. Students receive feedback from the instructor and their peers on the rough draft before submitting the final draft of the research paper.

Information Structure:

Students practice paraphrasing and summarizing information from professional secondary sources. Students integrate multiple primary and secondary sources into a research paper structured around a developed thesis statement and topic sentences in MLA format.

Research as Inquiry:

Students practice formulating research questions and suspending judgment until professional and credible sources have provided adequate evidence for analysis of the literary work in question.

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 703

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	2170
Title	Intercultural Communications
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	COMM
Number	2170
Title	Intercultural Communications

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

1. Define and describe basic intercultural communication terms and concepts
2. Differentiate between key theories related to intercultural communication
3. Explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication contexts
4. Recognize obstacles to competent intercultural communication
5. Identify and demonstrate skills that could lead to intercultural communication competence

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

1. Define and describe basic intercultural communication terms and concepts
2. Differentiate between key theories related to intercultural communication
3. Explain how cultural values, cultural patterns, and belief systems affect self and others in a variety of communication contexts
4. Recognize obstacles to competent intercultural communication
5. Identify and demonstrate skills that could lead to intercultural communication competence

C. Narrative

In the 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 skill. 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.*

Genre and Medium Awareness, Application and Versatility: Through examining the interactions and artifacts shared among members of communities culturally distinct from their own--and developing strategies for mindful interaction with those significantly different from themselves--students will identify and communicate in various genres and mediums (oral, written, and digital) using strategies tailor-made for the specific challenges to intercultural communication success that they face (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Students will apply strategies suitable to the bridging of intercultural divisions, including reading (both literally and figuratively) for main points across a range of message channels (i.e., text, speech, nonverbal gestures and artifacts); they will practice discerning key arguments, counterarguments, rebuttals in the discourse of their culturally-distinct interlocutors, as well as gathering supporting materials as evidence to be employed in their pursuit of common ground and the dissipation of conflict. Such conflict is often unwittingly occasioned by the (often maximal) opposition between the programming and expectations inherited by the alienated parties to cross-cultural strife. They will also learn to sympathetically imagine the unique perspectives of other stakeholders, and apply relevant theories (e.g., cultural, political, economic) to understand and evaluate messages in terms of the culturally-estranged situation. Students so trained, no longer automatically privileging their own culturally-defined criteria for acceptance (or rejection) of any proposition, will be able to live and work more cooperatively with a wider latitude of acceptance and good will towards unfamiliar others.

Evaluation and Production of Arguments: Students will learn to evaluate the credibility of sources employed in their own arguments and those of others, recognizing that the criteria used by members of different cultures for assessing credibility may be maximally disparate from their own. This is due to the probable ethnocentricity of the respective group members. Students will also learn to distinguish among supported claims, unsupported claims, facts, inferences, and opinions, with sensitivity to the variability of cultural norms. In arguments, students will integrate support for their own claims with information from sources that are used and cited ethically and appropriately (in accordance with APA style).

C. Narrative

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

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

Problem Setting: Through sustained periodic interaction with members of a distinct culture, students will critically analyze their intercultural communications, identifying discrete obstacles to their success in relationships with others from whom they are culturally-divergent (including the origins and exacerbation of conflicts through ethnocentrism and its behavioral outcomes, as well as the widespread failure by all parties to cross-cultural conflict to recognize the taken-for-granted superiority of their own inherited life-ways), while selecting discursive tactics appropriate to the challenges of intercultural harmony.

Evidence Acquisition: In their pursuit of optimizing existing intercultural relationships, as well as cultivating new ones, students will clarify, assemble, and apply the information needed to achieve productive, satisfying relations with others unlike themselves.

Evidence Evaluation: Students will also evaluate evidence for credibility (e.g., bias, reliability, and validity), probable truth, and relevance to their specific relationships, and the changes they seek to realize, while acknowledging the variability (and frequent incommensurability) of culturally-anchored standards and expectations for the evaluation of evidence and its deployment in discourse.

Reasoning/Conclusion: Throughout their efforts to optimize existing intercultural relationships, and the intentional generation of others, students will develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation of those relationships and the specific contours of interaction that occur in each. Students will reflect upon their own (often fearful, hostile) reactions to those differences, and recognize the automatic manner in which these reactions arise. This process allows students to reason and act beyond the limits of an ethnocentric attitude toward those operating according to rules and expectations unlike their own. This process will support an expansion of students' cognitively complexity (nuanced, more subtle thinking), with a coordinate reduction in "black/white" thinking.

C. Narrative

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

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

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

C. Narrative

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

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

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

Intercultural reasoning and intercultural competence: Students will interact with members of a previously unfamiliar culture, giving them an opportunity to observe their reactions to difference, make sense of the life-ways of people initially experienced as “strange,” and reflect upon their formerly “familiar” (taken-for-granted) worldview from a freshly-relativized perspective.

Collaboration skills, teamwork and value systems: Students will demonstrate effective and ethical collaboration in support of meeting identified group goals by working as a team to conduct an ethnographic study of a community (qua culture) to which none of them belong. They will write a brief ethnography that includes their reflections upon their own reactions to the differences they encountered in the “alien” culture’s company, and together report on the most important things that their classmates (themselves members of other teams studying other cultures) need to know about the target culture.

Civic discourse, civic knowledge and engagement – local and global: Students will encounter others significantly different from themselves (across multiple occasions of interaction) and will, therefore, be better prepared to make choices with a wider, more inclusive frame of reference that considers the interdependence of all parties concerned, and the multiplicity of perspectives in a given community, rather than thinking, feeling, and acting merely in terms of the parochial needs of their own narrowly-conceived group memberships.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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New Mexico General Education Curriculum Course Certification Form

Application Number (HED use only) 704

Institution and Course Information

Name of Institution	NMMI
Chief Academic Officer Name	Orlando Griego
Chief Academic Officer Email	ogriego@nmmi.edu
Registrar Name	Chris Wright
Registrar Email	wright@nmmi.edu
Department	Communications
Prefix	COMM
Number	2120
Title	Interpersonal Communication
Number of Credits	3

Was this course previously part of the general education curriculum?

Yes No

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

Yes No

Co-Requisite Course Information

Prefix	N/A
Number	N/A
Title	N/A

New Mexico Common Course information

Prefix	COMM
Number	2120
Title	Interpersonal Communication

A. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

- Communications
 Mathematics
 Science
 Social & Behavioral Sciences
 Humanities
 Creative & Fine Arts
 Other

Which essential skills will be addressed?

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

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

C. Narrative

In the 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 skill. 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.*

Genre and Medium Awareness, Application and Versatility: Through examining the network of interpersonal attachments within which they live--and developing strategies for mindful, selective participation in mutually beneficial relationship--students will identify and communicate in various genres and mediums (oral, written, and digital) using strategies tailor-made for the specific rhetorical challenges they face (i.e., attending to audience, purpose, and context).

Strategies for Understanding and Evaluating Messages: Students will apply strategies suitable to the specific features of their interpersonal interactions, including reading (both literally and figuratively) for main points across a range of message-channels (i.e., text, speech, nonverbal gestures); they will practice discerning key arguments, counterarguments, rebuttals in the discourse of their interlocutors, as well as gathering supporting materials as evidence for their arguments. They will also learn to sympathetically imagine the unique perspectives of other stakeholders, and apply relevant theories (e.g., cultural, political, economic) to understand and evaluate messages in terms of the rhetorical situation.

Evaluation and Production of Arguments: Students will learn to evaluate the credibility of sources employed in their own arguments and those of others; to distinguish among supported claims, unsupported claims, facts, inferences, and opinions. In arguments, students will integrate support for their own claims with information from sources that are used and cited ethically and appropriately (in accordance with APA style).

C. Narrative

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

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

Problem Setting: In examining their cluster of most significant relationships, and by attempting to cultivate others in pursuit of mutual benefit, students will critically analyze their interpersonal communications, identifying discrete obstacles to their success in relationships (including the causes of conflict, stage-specific challenges encountered throughout the relational lifespan, and problematic communicative habits that threaten individuals' health and well-being), while selecting discursive tactics appropriate to the quality and condition of the relationships as well as the specific features of the conflicts and challenges to satisfaction that they face.

Evidence Acquisition: In their pursuit of optimizing existing relationships, as well as cultivating new ones, students will clarify, assemble, and apply the information needed to achieve solutions.

Evidence Evaluation: Students will also evaluate evidence for credibility (e.g., bias, reliability, and validity), probable truth, and relevance to their specific relationships, and the changes they seek to realize.

Reasoning/Conclusion: Throughout their efforts to optimize existing relationships, and the intentional generation of others, students will develop conclusions, solutions, and outcomes that reflect an informed, well-reasoned evaluation of those relationships and the specific contours of interaction that occur in each.

C. Narrative

In the 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 skill. The number of component skills that must be addressed by your narrative is listed.

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

C. Narrative

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

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

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

Ethical reasoning: Students will describe shared ethical responsibilities or moral norms among members of a group in consequence of their participation in an investigation of their own relational network (the mutuality of influences among their cluster of most significant relationships). Moreover, students will have occasion to explain their own ethical standards in terms of the moral influence experienced in those self-same relationships and, in a companion assignment, to pursue the development of desirable (i.e., ethical and effectual) characterological attributes and skills through the cultivation of relationships with people that they identify as modeling those qualities.

Civic discourse, civic knowledge and engagement – local and global: In the course of examining the interactive origins of their own personalities, tastes, and talents, students will distinguish their positions on specific local or global issues while recognizing in that among their constellation of formative relationship there are multiple valid perspectives.

C. Narrative

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

Information & Digital Literacy. <i>Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry</i>

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

Link to Institution's General Education Assessment Plan	
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