

Application: 0000000759

George Sieg - GeorgeJSieg@gmail.com

NM General Education Curriculum

Summary

ID: 0000000759

Status: Under Review

Last submitted: Oct 21 2019 11:19 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	George Sieg
Title	Instructor
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Submitting Institution

Name of HEI	Southwestern Indian Polytechnic Institute
Submitting Department	Business and Liberal Arts

Chief Academic Officer

Name	Val Montoya
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Registrar

Name	Joe Carpio
Email	joseph.carpio@bie.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	102
Title	Composition II
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	1120
Name	Composition II

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

General Education Core Competencies SIPI has identified four general education core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are:

- **Communication:** Students will be able to effectively communicate ideas to others in correct ways.
- **Interpersonal Skills/Teamwork:** Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- **Cultural Legacy:** Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- **Critical Thinking:** Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

C. Narrative

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

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

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

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

Genre and Medium Awareness, Application, and Versatility: Students produce persuasive and argumentative work. They compare and contrast techniques of persuasion and argumentation from various sources including online lectures, TED talks, political propaganda, media reports, etc.

Strategies for Understanding and Evaluating Messages: As students read for this class, they identify authorial intention, influences, rhetorical techniques used, and the contextual circumstances of the original audience as well as subsequent audiences, analyzing how the original text was initially deployed and then subsequently re-deployed for purposes that may or may not be consonant with the original purpose.

Evaluation and Production of Arguments: Students write argumentative and persuasive papers. They learn techniques of logical argumentation and rational persuasion and identify and produce arguments based on a variety of fallacies. Students encounter and respond not only to course materials selected by the instructor but also to persuasive messages and arguments generated by their peers

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

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

Problem Setting: Assignments in this course require students to articulate a clear position or rhetorical intention in order to structure their arguments. Students research and investigate an issue, controversy, and/or text in order to formulate this position and, therefore, practice articulating effective research questions.

Evidence Acquisition: Students assemble evidence into an annotated bibliography and practice organizing this information in multiple ways based on a variety of criteria.

Reasoning/Conclusion: Students use combinations of quotation, generalization, interlinked references, counter-argument, counter-example, and modes and techniques of rhetorical analysis in order to support, refute, subvert, and redirect arguments with which they are presented as well as applying the same skills and techniques to their own arguments. Students refute their own prior arguments in order to ensure that they are able to understand and argue from multiple perspectives and avoid becoming reliant on favorite techniques of argument and persuasion. They work collaboratively on long-term projects as well as in-class projects in order to directly engage with the arguments and position of their peers.

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

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

Authority and Value of Information: Throughout the course, consistent emphasis is placed on the importance of accurately organizing reference lists and research notes into primary, secondary, and tertiary sources. Students identify sources used by others in argumentative text and how sources are differently represented (and misrepresented) in various rhetorical modes. Class activities and exercises model the effective recognition of techniques of rhetorical misdirection in general and those featuring the misuse of sources in particular (misquotation, deliberate activation of biases and prejudices, misrepresentation of data, misleading juxtaposition of text and imagery, etc.). Students weigh the authority of information used in persuasive argument; recognize classic fallacies, and encounter contemporary methods of persuasion and counter-persuasion relevant to a digital environment, including disinformation.

Information Structures: Students produce multiple outlines illustrating how the same arguments can be made in different rhetorical modes and using different techniques, selecting the most suitable for authorial purpose and a specific audience. Students also chronicle their research process, retaining multiple drafts and organized systems of notes and citations.

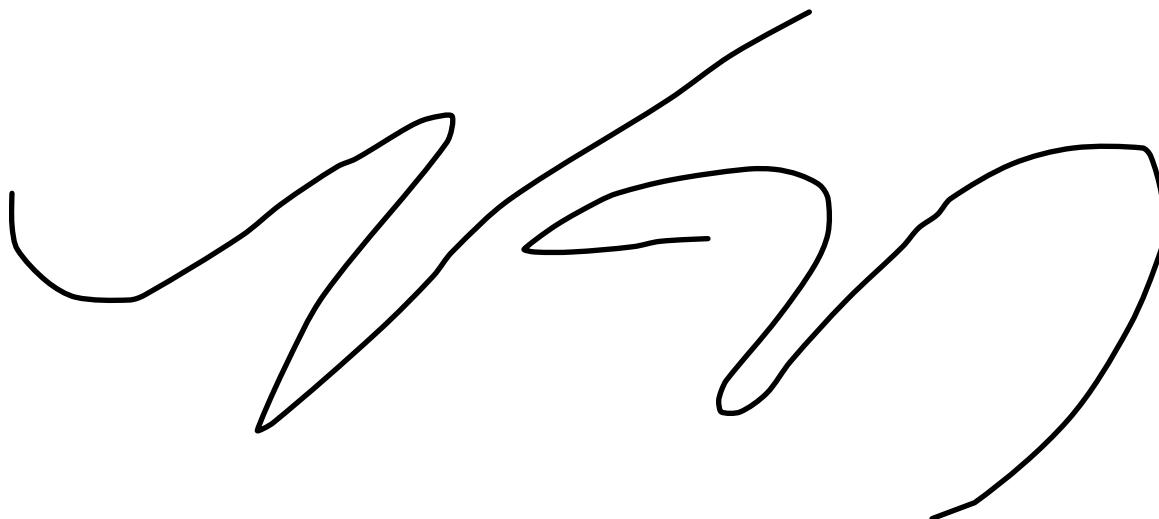
Research as Inquiry: Students familiarize themselves with the background and context of the authors whom they cite, including this information in their annotated bibliographies. They include surveys of general information significant to their topics in their research notes.

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

Link to Institution's General Education Assessment Plan

<https://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf>

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



Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

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

NMCAC ENGL 1120 resubmit--Research Project 2

Filename: NMCAC_ENGL_1120_resubmit--Research_Project_2.pdf Size: 143.4 kB



Upload Rubric

Incomplete

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

Application: 0000000731

Jeff Frawley - jeff.frawley@enmu.edu

NM General Education Curriculum

Summary

ID: 0000000731

Status: Under Review



Application Form

Completed - Oct 21 2019

Application Form

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

Contact Information

Name	Jeff Frawley
Title	Department Chair
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Submitting Institution

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

Chief Academic Officer

Name	Ryan Trosper
Email	Ryan.Trosper@enmu.edu

Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@enmu.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	1110
Title	Composition I
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	1110
Name	Composition I

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

Students are required to compose within a variety of genres, including summary writing, evaluation argument, narrative argument, and position argument. For each assignment, students are assessed on how well they execute the specific and unique conventions of the genre. To prepare to compose within these genres, students complete several reading discussions on the Learning Management System (LMS) in order to identify, to analyze, and to demonstrate awareness of specific genre conventions as they appear in published articles and essays. When composing evaluation, narrative, and position argument essays of their own, students complete brainstorming assignments that require them to describe their intentions for incorporating context and audience awareness; they are then assessed on this incorporation in their graded essay drafts. Students complete multiple reading response assignments via the LMS, in which they analyze argumentative essays to identify main points and evidence. While drafting position arguments, students are required to consider opposing viewpoints, and to respond to these opposing viewpoints by conceding and/or refuting them. Students are required to complete peer review assignments to identify and offer constructive criticism on classmates' argumentative writing. During these peer feedback in-class assignments, students submit their written feedback to the instructor and classmates. They also, during peer feedback, practice oral presentation of their ideas and arguments through reading their drafts aloud to small groups of peers. The final essay project requires students to synthesize multiple sources into their writing and to document these sources in APA format. At the end of the semester, student submit a final portfolio that collects revised drafts of multiple essay genres, for which they evaluate their own previous drafts and reflect upon this evaluation in a short reflective letter or memo.

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

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

Students compose a position argument essay, for which they are assessed on their ability to describe a contemporary social problem before taking an argumentative stance on the issue and providing sound reasoning. Students also compose an evaluation essay, for which they are assessed on their ability to evaluate the merit or effectiveness of a cultural artifact or a social policy (topic depends on instructor's preference). To complete this evaluation, students must provide sufficient context to set the problem, before then describing reasonable criteria used to draw conclusions. At multiple points in the semester, reading discussions via the LMS require students to identify effective evidence and argumentative reasoning in the works of published authors. Students also perform comparative analysis on sources by describing differences and similarities between the arguments, reasoning, and evidence used by multiple authors writing about the same topic. Students complete an online discussion via the LMS to distinguish credible evidence used by these authors versus evidence that is considered less credible or features bias. Students, building off these online discussions about credible information, compose two types of argumentative writing, position and synthesis essays, for which they use information to provide context for a problem, to make an argument, to draw conclusions, and to provide reasoning. While drafting position arguments, students are required to consider opposing viewpoints, and to respond to these opposing viewpoints by conceding and/or refuting them. At the end of the semester, students submit a final portfolio that requires them to provide evidence from their own writing to explain why they have included their chosen works in the portfolio; they also must describe their progress over the course of the semester, before drawing conclusions about what writing skills they will need to work on in the future.

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

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

At multiple points in the semester, reading discussions via the LMS require students to analyze the credibility of information published online. These discussions assess students on concepts conveyed via assigned textbook readings and in-class activities, including documenting biographical information on authors and publishing organizations. Students also perform comparative analysis on sources by describing differences and similarities between the arguments, reasoning, and evidence used by multiple authors writing about the same topic. Students compose an evaluation argument for which they must incorporate at least one multimedia component (e.g. an embedded image or screenshot) that displays a feature of the subject being evaluated. Students practice the multi-step writing process for all writing projects, thereby learning the conventions of composing, formatting, and submitting documents digitally. Students, when drafting position arguments, are required to pose an inquiry question via the LMS, which they will then answer in outlining and drafting a position argument on their chosen topic.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 15 2019



Upload Assessment

Completed - Oct 15 2019

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

Fall 2019 ENGL 1110 Evaluation Essay Prompt

Filename: Fall_2019_ENGL_1110_Evaluation_Essay_Prompt.pdf Size: 373.0 kB



Upload Rubric

Incomplete

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

Application: 0000000708

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000708

Status: Under Review

Last submitted: Oct 21 2019 12:17 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

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Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Economics, Applied Statistics, and International Business

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ECON
Number	252GH
Title	Principles of Microeconomics Honors
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ECON
Number	2120
Name	Microeconomic Principles

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

Students should be able to:

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

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

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

of communication.

Note: ECON 252GH is an honors version of ECON 252G, a course that was certified by the NMCAC in their June, 2019 meeting. The courses are equivalent with respect to how students will learn and demonstrate GE Essential Skills. This application is therefore equivalent to the application previously submitted for ECON 252G.

As a general rule, a principles of microeconomics class develops a framework used to evaluate and understand a message or statement. To facilitate the learning of this framework, students are presented with key economic concepts typically in a lecture setting. Next, applications using this framework are introduced to understand issues like minimum wage laws or other price controls. To reinforce the framework and develop written communication skills, assignments that make a connection to issues outside the classroom are required.

A sample exercise requires them to research an article they believe illustrates a key microeconomic principle discussed in class. Once identified, they must complete a formal written assignment that addresses five key skills. These skills reinforce the strategy and framework of evaluating and understanding an author's stated argument. This assignment supports the genre and media awareness component of communications by requiring students to present a formal written argument tailored towards the appropriate audience. In this case, an economics setting. Typically, these assignments are repeated at least twice to further develop communications skills and the learning of the basic framework.

Another strategy employed is to present the students with a well-known economic debate in a classroom setting. These debates are typically provocative in the sense they provide a view point that might be counterintuitive or challenge their initial assumptions. Assignments are then written asking students to formally defend one or the other position. This type of assignment provides additional practice evaluating and understanding the underlying premises in an authors' stated position as well as improving their communication skills.

Again, through a variety of strategies and assignments, students gain a basic framework to evaluate and understand a written argument. Furthermore, these assignments reinforce and improve their ability to make a reasoned argument.

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

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

Students are exposed to critical thinking skills using a variety of strategies in principles of microeconomics. Typically, students are presented with a well-known policy like minimum wage laws. Once introduced, the underlying problem setting is identified such as improving the incomes of certain groups. Next, the framework of supply and demand is introduced as a method of evaluating and understanding the issue from an economics perspective where the theoretical implications are identified. After these implications are identified, the policy is examined to determine whether it is meeting the stated objectives.

To reinforce this basic critical thinking framework, assignments are developed where students must apply the process to other issues. One such assignment requires students to apply the framework to another policy like price controls. The assignment titled Critical Thinking presents students with a typical scenario facing policy makers after a natural disaster. Students must first provide an understanding of what the issue is facing the decision maker. Next, they use the analytical framework of supply and demand to develop an understanding of the issue from an economics lens. This requires them to work out and identify the implications of not intervening and intervening using the policy suggested.

Once completed, students reevaluate the implied problem and the solution presented. In completing this task, students must provide a well-reasoned argument to whether the policy will achieve its implied goal.

This strategy addresses the major components of critical thinking as proscribed by the general education requirements regarding critical thinking. Students must identify the underlying problem, understand and evaluate it using an economic framework and provide a well-reasoned conclusion regarding the policy's implied goals.

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

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

A standard principle of microeconomics addresses two components of personal and social responsibility. The first is related to sustainability while the second relates to civic responsibility. Sustainability relates to a society's efficient use of scarce resources. The conditions under which a market system achieves an optimal allocation of scarce resources is introduced and then well-known cases of market failure is analyzed.

After exposure to these concepts, students complete a variety of homework assignments that require the use of a framework like supply and demand to explain why markets achieve efficiency. Additionally, these assignments require them to analyze the impact on efficient use of resources when some underlying factor changes that in turn changes supply and or demand.

To follow up, students complete assignments covering the topic of externalities and how they impact efficient allocation. For example, students might complete an assignment on an issue like pollution. Students work through and explain how this affects the ideal allocation of resources previously identified. Students then must explain and identify market based and government-based solutions to the issue of pollution. Through these assignments, students gain a better appreciation of how markets might efficiently allocated resources in the face of competing demands for their use and what happens when they fail.

Additionally, these types of assignments introduce students to a theoretical justification for government interference into markets. This addresses the general education component of personal and social responsibility regarding civic knowledge. It develops a greater appreciation of the interplay between government activities and their impact on markets and the allocation of resources in an economy.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

ECON 252G Sample Assessment

Filename: ECON_252G_Sample_Assessment_dfBdZaF.pdf Size: 136.2 kB



Upload Rubric

Incomplete

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

Application: 0000000691

Monica Turner - Turnerm@clovis.edu

NM General Education Curriculum

Summary

ID: 0000000691

Status: Under Review

Last submitted: Oct 20 2019 05:00 PM (MDT)



Application Form

Completed - Oct 20 2019

Application Form

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

the course.

Contact Information

Name	Monica Turner / Greg Rapp
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Email	turnerm@clovis.edu / greg.rapp@clovis.edu

Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Business Administration, Behavioral Science & Education

Chief Academic Officer

Name	Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kim Tate
Email	kim.tate@clovis.edu

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

(No response)

Institutional Course Information

Prefix	PSCI
Number	102
Title	American National Government
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	POLS
Number	1120
Name	American National Government

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Students should be able to:

1. Explain the historical and political foundations of the government of the United States;
2. Explain the precursors to, and the development and adoption of the United States Constitution;
3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy;
5. Explain the development and role of political parties and interest groups;
6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and
7. Describe the role of demographics, public opinion and the media in American politics.

Institution-specific Student Learning Outcomes

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

NA

C. Narrative

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

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

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

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

Students will learn what it means to communicate their ideas (specifically, their arguments) in an open forum, where their colleagues can see and interact with their words. In this open forum, students will develop crucial skills that allow them to evaluate arguments, produce arguments, and, more importantly, carry on a civic public discourse on contemporary (and past) American political events. Throughout the semester, students will come to understand that argumentative writing is the cornerstone of academic discourse, especially in the United States. Students will also learn that civil discourse in the class will have ramifications outside of the classroom. Students are also expected to back up their ideas, their observations, their arguments, with textual evidence gathered from their textbook (*The Logic of American Politics*) and research from Clovis Community College's library databases (such as Academic Search Complete, EBSCO's eBook collection, ProQuest Central, etc.). The purpose behind backing up one's ideas, observations, and arguments, is that students won't fall into the clichés we often see in the nightly news, in newspapers, or even in Internet forums. Students are responsible for evaluating sources based on their quality, their arguments, and their position within the larger academic discourse. In other words, students will evaluate sources using the CRAAP test, which is the standard offered to students in their English composition courses where research is taught for the first time. Students will (hopefully) apply these skills to other classes at Clovis Community College and beyond. It is also my hope that students will be able to carry on civil public discourse outside of a controlled environment, something that I know we all strive for in academia.

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

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

For the critical thinking component for POLS 1120, students will learn to reflect, analyze, and compare and contrast the political, economic, and social influences that have had the greatest impact on contemporary American politics and political discourse. This will be achieved by providing students with a variety of resources, including historical background in lectures, additional readings from specific time periods, and opportunities to conduct research on American politics, government, and political discourses. This will be assessed using discussion board posts, quizzes, and exams. In addition, students will use their acquired knowledge to contextualize what they are seeing and/or experiencing in the current political environment. Students will, throughout the semester, work on producing arguments that rely on integrating information they have evaluated using the CRAAP test. Furthermore, they will work with their instructor to find credible sources using Clovis Community College's library databases. Students are expected to use their evaluated sources, i.e., those sources that have passed the CRAAP test, to develop sound reasoning and even sounder conclusions that go beyond the obvious. We want students to move beyond the low-hanging fruit when it comes to their conclusions. Moreover, we want students to come up with conclusions that are both refreshing and suggest some critical thought has taken place on the part of the students involved. Overall, it is the goal of this class to push students toward sound reasoning when it comes to their arguments. Although the instructors may not agree with the students' conclusions or lines of argument, they should be sound and, of course, interesting.

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

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

Through readings and in-class discussions, students will be exposed to a variety of issues as addressed in their textbook (*The Logic of American Politics*) and their research (via the library databases). Students will understand more fully the political, economic and social challenges as they relate to American politics. For example, students will be exposed to the economic underpinnings of current and past forms of American federalism. In addition, students will gain a greater appreciation and understanding of different political perspectives and lifestyles that color the different areas of American governance today. Students will be assessed on their knowledge of the American politics, American political discourses, and contemporary social, cultural, and economic issues that inform American government using CANVAS discussions and a cumulative, multiple-choice final exam. Students will also be encouraged to develop a voice that allows them to become part of the larger political discourses that dominate American national politics. This will be done through CANVAS open forums, where students will interact with one another in meaningful ways. In other words, students will have to observe Netiquette, and they will need to go beyond mudslinging in their responses to one another. Moreover, students are expected to become active citizens in this class. That means they will need to follow contemporary American politics, understand current political issues, and will need to know what politicians are promising, as Election Season is always upon us these days. Finally, students will be encouraged to think of issues pertaining to sustainability, investing in the future, and even what it means to be an American in the twenty-first-century, as these are likely to be the dominant conversation points well into the future.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 17 2019



Upload Assessment

Completed - Oct 20 2019

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

POLS 1120 Sample Discussion and Rubric

Filename: POLS_1120_Sample_Discussion_and_Rubric.docx.pdf Size: 497.9 kB



Upload Rubric

Completed - Oct 20 2019

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

POLS 1120 3N0_Rapp FA19

Filename: POLS_1120_3N0_Rapp_FA19.pdf Size: 263.5 kB

Application: 0000000702

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000702

Status: Under Review



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Geology

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	HON
Number	219G
Title	Earth, Time, and Life
Number of credits	4

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	HNRS
Number	2116
Name	Earth, Time, and Life

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcome

1. Gain a general understanding of geology and the geological processes that have been occurring throughout Earth's history.
2. Learn about some of the common minerals and rocks that are the building blocks to geology and the rock cycle.
3. Investigate the processes associated with each rock type (e.g., volcanoes, faults, depositional processes, etc.) and as well as potential geologic hazards (e.g., volcanic eruptions, earthquakes, flooding, etc.).
4. Recognize and identify common minerals and rocks and understand the basic processes and conditions responsible for their formation and occurrence.
5. Comprehensively understand how the internal and external parts of the Earth have functioned throughout geologic time.

Institution-specific Student Learning Outcomes

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

- Identify assumptions within a given context and predict outcome through data analysis
- Obtain, interpret and analyze numerical information through use of appropriate tables, diagrams, and algorithms
- Apply discipline-specific knowledge to solve human problems in real world
- Develop ethical arguments in favor of greater good through discussion of pros and cons of advances resulting from newer scientific discoveries and inventions.

C. Narrative

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

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

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

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

To develop critical thinking skills, students in HON 219G labs engage in assignments that require them to make observations and interpret them using basic geologic and mathematical concepts. Every lab requires critical thinking in some form as students make observations of minerals, fossils, rocks, and maps and apply those observations to solve geologic problems. An example is the Geologic Time lab. Students are presented with both relative and absolute geologic age relationships through a cross-section of fossil-bearing sedimentary rocks interbedded with volcanic ash beds with absolute dates. Students use the absolute ages to bracket possible ages of the fossil-bearing rocks. In another section of the same lab, students observe the 3- dimensional spatial relationships between rocks in a block diagram and apply geologic reasoning to determine the sequence of events in the region. The diagrams are fairly complex; students must evaluate their observations to choose which relationships are significant for determining the sequence of events.

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

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

Students in HON 219G lab use quantitative reasoning to solve a variety of geologic problems, including the application of radioactive decay to determining the ages of rocks and collecting quantitative data from topographic maps to assess stream profiles and measure the rate of glacial retreat through time. Students manipulate a variety of types of quantitative data, including geologic ages, map profiles, and rates of various processes that they acquire in various formats: tables, maps, and written descriptions. In the sea

level/climate change lab, students analyze 100 sea level measurements to determine the rate of sea level change in Key West, FL (1913-2014). They use this information to predict changes in the Florida coast in the future by mapping the future sea level on the Florida coast.

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

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

Students work in groups on lab assignments, practicing their skills in communication, collaboration, and teamwork. Students engage in concepts of the interaction of humans with changes in the natural environment in the Climate Change lab by making scientific measurements on the retreat of glaciers and sea level change and considering the effects of climate change on human infrastructure such as cities, roads, dams, bridges, etc. Students measure the rate of glacial retreat in Wyoming, chosen because of the availability of excellent maps and satellite images, and sea level changes in Florida, chosen because sea level rise will heavily impact this low-elevation state, to evaluate changes to the environment that affect society. Students reflect on questions such as "What human-built infrastructures will be affected by sea level rise? What scientific actions can be taken to alleviate the impact on human society in these areas?"

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 9 2019

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

HON 219G Sample Assessment

Filename: HON_219G_Sample_Assessment_4Xi88z6.pdf Size: 242.9 kB



Upload Rubric

Incomplete

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

Application: 000000718

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 000000718

Status: Under Review



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

Deadline for Next Curriculum Committee Meeting

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	HON and ENGL
Number	231 and 231
Title	Shakespeare on Film
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

N/A (new courses)

Institution-specific Student Learning Outcomes

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

1. Students will enhance written communication through preparation of papers that synthesize primary and secondary source material.
2. Students will critically evaluate works of fiction to identify common themes, archetypes, and expressions of culturally-contextualized morals.
3. Students will improve oral communication and discussion skills as they collectively dissect course material.

C. Narrative

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

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

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

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

Note: HON 231 is an honors version of ENGL 231. The two courses are equivalent with respect to how essential skills will be taught and demonstrated. This is therefore a combined certification application for both courses.

Students in HON 231G and ENGL 231G. Shakespeare on Film communicate in various genres and mediums, both written and spoken, with rhetorical purpose and attention to audience and occasion. Throughout the course students respond to instructor prompts about the week's assigned reading and films in 1-2 page response papers. These are posted to the online learning platform for feedback from the instructor and other students. Students acquire and demonstrate awareness of genre, audience, and appropriate rhetorical strategies in their response papers and in offering substantive peer feedback to at least one other student (Genre and Medium Awareness). Students propose a topic for independent research, locate relevant and reliable secondary sources, and compose a Working Bibliography that summarizes the key arguments made in three secondary sources, evaluates their authority and usefulness, and identifies their rhetorical purpose, context, and approach to counter-arguments (Strategies for Understanding and Evaluating Messages, Evaluation and Production of Arguments). In the final week of the course, students present an original argument on a relevant topic in class presentation; these are grouped into panels as a Mini-Conference. In their presentations, students successfully incorporate and build upon the credible information and ideas they have located in their research to communicate their own argument effectively to an audience of the class and any visitors. Students cite secondary sources appropriately in an accompanying Works Cited in MLA or APA format and visual aid such as a print handout, Powerpoint, Prezi, or web page that shows attention to elements of design and effectively aids communication of the argument to the audience (Evaluation and Production of Arguments).

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

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

Students in HON 231G and ENGL 231G. Shakespeare on Film demonstrate critical thinking by identifying issues and problems in the study of Shakespeare on film and conducting independent research in which they gather evidence on the topic, evaluate the validity and authority of secondary sources, synthesize ideas, and draw reasonable conclusions. Students identify both factors contributing to the authority of a secondary source and factors potentially detracting from its authority. In weekly reading response papers, students identify issues for exploration in class discussion, and in the Class Presentation Proposal they propose a research question or problem pertaining to the topic (Problem Setting). In the second half of the course, students conduct independent research to address their proposed research question and summarize these sources effectively in a Working Bibliography (Evidence Acquisition). As a component of the Working Bibliography, students differentiate strong and weak arguments and evaluate the authority and credibility of all sources (Evidence Evaluation, Reasoning/Conclusion). Students synthesize ideas from research sources and generate reasonable conclusions in a final "mini-conference" class presentation (Reasoning/Conclusion).

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

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

Students in HON 231G and ENGL 231G study how Shakespeare's plays have been reinterpreted in film adaptations made in the US and elsewhere, from Hollywood to Bollywood. In class discussion and weekly response papers students identify relevant personal and social justice issues such as religious persecution and socio-economic inequity that are raised in these films and contextualize the perspectives they foreground or question. They consider their own perspectives on these issues alongside how they are approached, locally and historically contextualized, and resolved in various ways in the films we analyze. In their independent research they identify a film adaptation, typically made outside the US, that addresses personal and social justice issues and employ secondary research to locate its perspectives effectively and appropriately in historical and intercultural contexts (Intercultural reasoning and intercultural competence). In the culminating miniconference, students collaborate as panelists presenting related bodies of research and engaging audience questions. As a component of the mini-conference, they reflect in writing on this teamwork experience and propose ways to collaborate more effectively (Collaboration Skills, Teamwork and Value Systems).

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, appearing to read "Carl Paulson". The signature is fluid and cursive, with a large initial "C" and "P".

Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

HON 231 + ENGL Sample Assignment

Filename: HON_231__ENGL_Sample_Assignment.pdf Size: 270.0 kB



Upload Rubric

Incomplete

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

Application: 0000000703

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000703

Status: Under Review

Last submitted: Oct 21 2019 12:15 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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essential skills. Three essential skills are associated with each of six content areas:

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

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

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Government

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	GOVT
Number	150G
Title	American National Government
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	POLS
Number	1130
Name	Issues in American Politics

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

1. Explain the basic themes and concepts of political science and their application to contemporary issues.
2. Explain the major forces, interests, and institutions of American democratic politics.
3. Describe and define how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.

Institution-specific Student Learning Outcomes

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

1. Understand the presidential election process and to understand the relationship between the local, state and national governments in the election process
2. Learn how the US Constitution has been revised to address elections
3. Learn how parties were created and have evolved over time
4. Analyze the current presidential election system and discuss proposed changes to the process

C. Narrative

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

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

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

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

1. Students gain awareness of the contents of the US Constitution and the historical record of presidential elections from 1789 to the present.
2. Students are required to participate actively in group and class discussions and to keep current on reading assignments, as well as conduct research on the electoral process, political parties and controversial presidential elections.
3. Students are required to complete five oral and written presentations a final written analysis of the presidential election process and recommendations for change. Students produce reports on constitutional changes related to elections by examining constitutional amendments, the role and evolution of political parties

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

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

1. The course focuses on the challenges of ensuring fair and free democratic elections, equal rights of participation and equal access to information regarding the voting process, candidates and party platforms in the United States at local, state and national levels historically and currently.
2. Students are expected to evaluate and produce thoughtful arguments regarding the presidential election process
3. Students are expected to develop recommendations for change in the presidential election process, based on their critical reading of this process historically and in recent years
4. Students produce five reports and a final written analysis, in which they demonstrate capacity to use reason in their analysis of diverse readings and conclude with their own recommendations for ensuring equal access to the political process in the United States

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

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

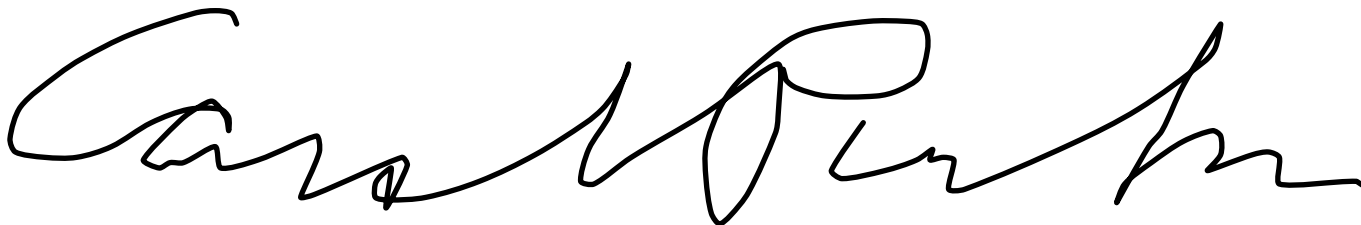
1. Students examine the way that non-propertied males, African American males, Women and 18-year olds gained the right to participate in the political process in the United States, specifically their relationship to vote and equal access to information and participation in elections.
2. Students examine how sustainability policies are included in the campaigns of political parties
3. Students examine how matters of justice are reflected in efforts to expand or limit opportunities for equal participation in the political process
4. Students participate in teams to critically analyze a range of issues (for example, the role and evolution of political parties in the United States, the role of caucuses and primaries, and controversial presidential elections)
5. Students are directly engaged in the critical analysis of the US Constitution, electoral procedures and civic engagement in the political process

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

GOVT 150G Sample Assessment

Filename: GOVT_150G_Sample_Assessment.pdf Size: 432.4 kB



Upload Rubric

Incomplete

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

Application: 000000752

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

Summary

ID: 000000752

Status: Under Review

Last submitted: Oct 21 2019 11:22 AM (MDT)



Application Form

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

Essential Skills

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	History and Political Science

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Inca Crespín
Email	imcrespin@nmhu.edu

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

Yes

Institutional Course Information

Prefix	HIST
Number	1165
Title	The Western World
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	HIST
Number	1165
Name	The Western World

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Students will demonstrate an understanding of the origins and main economic, cultural, social, and political developments of Western history between the beginnings of civilization and the present; this will be measured by successful completion of the course with a grade of C or higher. 2. Students will demonstrate an understanding of some of the concepts, methods, and skills of the historian. They will be able to see and understand the connections between a society's economic organization, social structure, political institutions, cultural and intellectual achievements, and the lives of ordinary people, and will be able to express that understanding in discussions and written assignments. They will be able to read and analyze primary source documents, and use those documents to gain an enhanced understanding of the societies and people being studied; this will be measured by successful completion— with a grade of C or higher—of exams and assignments, particularly the discussion assignments and other measures focused on primary sources. 3. Students will demonstrate a basic ability to navigate the world-wide web, and will make use of the course's Desire2Learn (D2L) website. Quizzes, assignments, reviews, and other exercises will require the students to make use of several of the website's features. Students will also master Iclicker classroom response technology; success will be measured by successful completion of online quizzes, and by receiving at least 70% of all available Iclicker points. 4. Students will demonstrate an understanding of the connections between the European past and the contemporary world. They will demonstrate this understanding in class discussions, assignments, and essays.

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

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

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. Throughout the semester, critical thinking skills will be taught and assessed in the following ways. Early in the semester, a general description of how historians go about their work with specific examples of historical reasoning will be described during each of the class lectures. Assignments will provide practice in the analysis/evaluation of primary source documents: students will answer questions (in written form) based on the readings; this will be followed by class discussions. At least one example of historical reasoning will be reexamined in Study Sessions before each exam. On each exam itself there will be questions that test the students' ability to reason historically.

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

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

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience. These issues will be covered in the oh man he's just going to colors have to do it today I was just excited no manager and I can do I think I can do little I can do myself I just think a lot of my truck. I just put stuff number quite sure I got to go through and see what I need to take you know get allegiance help form I really like all of these cold Bluesville one Post tired take it the night before hundred to sleep did you put the kids hi Channel hard time going back following ways: in-class lectures, the professor routinely connects the past with the present with mention of examples of what is going on currently in the news and noting the similarities with what happenings in the past; as part of class lectures and class discussions the professor addresses the issue of historical anachronism and the problems that attend making ethical judgments about the past. Throughout the semester, class discussions and study sessions will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

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

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

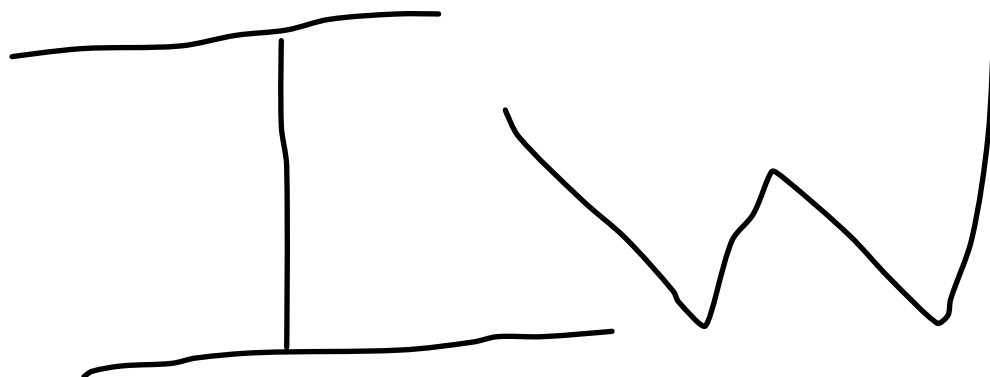
Information literacy is a basic skill for historians, and sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lectures will present a kind of case study of “doing history”: e.g., how a modern scholar would go about writing a biography of Alexander Hamilton and coming to a judgment about his accomplishments. In the class, students are given assignments in which they are presented with a set of documentary materials and are required to assess the materials on their own. Then, an in-class discussion session, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments that cover similar ground. Students may be required to access the university’s learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

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

Link to Institution's General Education Assessment Plan

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

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

A handwritten signature in black ink, consisting of a series of connected, somewhat irregular lines that form a stylized name or set of initials.

Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

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

HIST 1165-Sample Assessment

Filename: HIST_1165-Sample_Assessment.pdf Size: 603.7 kB



Upload Rubric

Incomplete

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

Application: 0000000735

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

Summary

ID: 0000000735

Status: Under Review

Last submitted: Oct 17 2019 02:46 PM (MDT)



Application Form

Completed - Oct 17 2019

Application Form

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

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

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

Contact Information

Name	Janett Johnson
Title	Div.Chair and Instructor
Phone	5757694753
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Submitting Institution

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

Chief Academic Officer

Name	Dr. Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kari Smith
Email	Kari.Smith@clovis.edu

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

Yes

Institutional Course Information

Prefix	ENG
Number	223
Title	Survey of English Literature II
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2640
Name	British Literature II

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Read and discuss representative works of British writers from the 18th century to the present to understand cultural and historical movements, which influenced those writers, and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

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

Problem Setting:] Throughout the semester, students will write four (4) analytical research papers, and they will participate in weekly (in-depth) discussions, where they must determine and tackle a particular problem presented either within the papers' prompts or in the in-class discussion task(s). [Evidence Acquisition:] Students will then use evidence acquired through the library's general collection or through its numerous databases (e.g., EBSCO, Academic Search Complete, ProQuest, JSTOR, etc.) to back up their observations, analyses, and their arguments forwarded in class and on paper. In other words, students will be asked to bring research to bear, along with textual evidence from assigned primary sources, to answer those problems (usually posed in the form of questions) of the assignment prompts. [Evidence Evaluation:] Students will have to utilize the C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, and Purpose) across the semester to determine if their secondary sources (i.e., their research sources) are credible and worth their time and energy, for the papers and in-class discussions. [Reasoning/Conclusion(s):] Students will also need to produce solid conclusions, based on logical (i.e., sound) reasoning. In other words, across the semesters, students will present premises that support (or offer probable support) for their conclusions. This means students will be introduced to and will learn to apply ampliative and deductive arguments. Again, these arguments are developed from extensive exposure to primary and secondary sources relevant to ENGL 2640 (British Literature II). Students will be reintroduced to logical fallacies, bad conclusions, and research methods necessary for college-level academic discourse.

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

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

[Intercultural Reasoning and Intercultural Competence:] Across the semesters, through readings and in-class discussions, students will be exposed to a variety of socio-cultural issues in the literature of the time period. Moreover, students will be encouraged to examine how past socio-cultural issues have informed the present by comparing and contrasting our time with the historical periods we cover in ENGL 2640. In addition, students will gain a greater appreciation and understanding for differing perspectives, lifestyles, ideological stances, etc. that exist in different areas of the British sphere of influence across the semesters. Students will be assessed on their knowledge of the time period through focused in-class discussions, exams, micro-essays, and analytical research papers. Furthermore, students will be evaluated on their ability to recognize differing perspectives in British literature, as they exist across multiple cultures, time periods, and continents, using four written essays, in-class discussions, and micro-essay (reading) analyses in response to assigned literature and research tasks. [Civic Knowledge and Engagement—Local and Global:] Across the semesters, students must participate in civic (and academic) discourses within ENGL 2640. They will have to tackle contemporary and past socio-cultural and political issues that inform their primary source literature. More importantly, they will have to contextualize academic and literary discourses with global movements, structures, etc. Students will be asked to connect local texts, such as their primary source materials (i.e., literary pieces), with global contexts and vice versa. In other words, students are encouraged to explore the local and global contexts surrounding the creation of their assigned primary sources. Across the semesters, students will be assessed on their understanding of connecting global and local together, using academic analytical essays and in-class discussions.

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

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

[Authority and Value of Information:] Across the semesters, while writing their analytical research papers and micro-essays, students will be encouraged to integrate and properly cite secondary sources (e.g.,

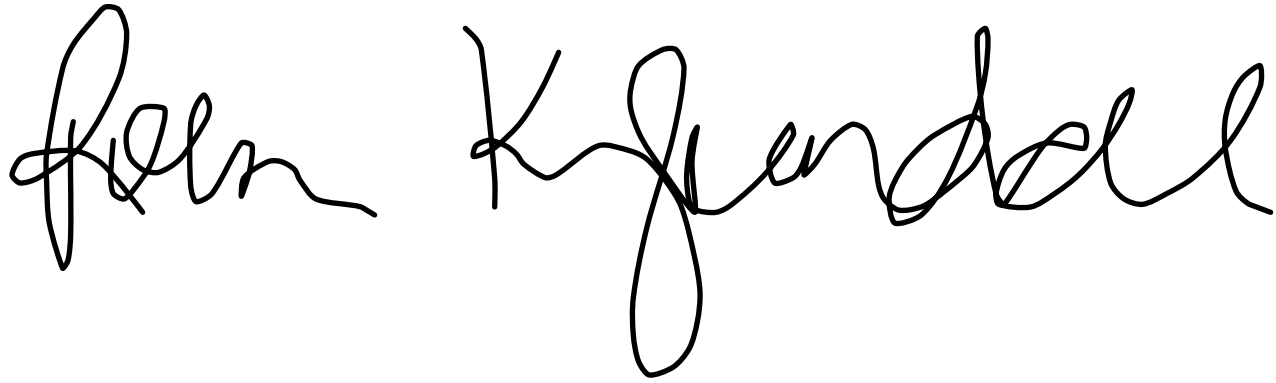
books, e-Books, articles, reference works, etc.) in the bodies of their written work. Student must evaluate all information using a basic C.R.A.A.P. (Currency, Relevance, Authority, Accuracy, and Purpose) test. Across the semesters, students will also need to evaluate informational sources on their place within the greater academic contexts, in order to ensure students are using the very best secondary sources for their research papers. Students will also be required to cite and integrate secondary source literature into their in-class discussions. These in-class discussions require that students are prepared before participating in academic discourse with their colleagues. Students will need to utilize the C.R.A.A.P. test as well, in order to ensure they are using information that has authority and value within the conversations taking place in the ENGL 2640 classroom. [Digital Literacy:] For all four essays, students will be required to access the library's digital resources, including e-Books, electronic articles, and electronic reference works. Furthermore, students will be instructed on how to utilize their literary knowledge within an academic setting in order to produce fact-based support of their observations, claims, and theses through academic research. Across the semesters, students will be required to utilize the CANVAS LMS for submitting assignments, communicating with their peers and their instructor, and they will use CANVAS resources to help them tackle their papers. Moreover, students will be required to utilize documentation software and modern word processors, in order to construct well-written and well-researched analytical essays. Across the semesters, students will also be provided with several resources that will encourage them to utilize online support for both reading and writing via the institutions available online tutoring services as well as a wealth of online tutorials and services available to assist students (YouTube videos, tutorials, Purdue OWL, etc.) [Research as Inquiry:] For their analytical research papers and their in-class discussion boards, students will be encouraged (and required to) conduct research on various topics relevant to ENGL 2640. Moreover, students will be taught how research is a form of (critical) inquiry. By semester's end, students will have a solid understanding of how inquiry shapes academic discourse, and, more importantly, helps with the production of knowledge (inside and outside of the classroom). Students will be offered a reintroduction to research methods across the semesters, and students will be encouraged to develop their skills in (critical) inquiry, which will serve as a solid foundation for their research methods. Students, with help from their instructors, will be able to tackle research problems, starting with the assignment prompt and carrying onward toward the actual research and writing portion of their projects.

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

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf>

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



Date

Oct 16 2019



Upload Assessment

Completed - Oct 16 2019

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

ENGL 2640 In-Class Discussion Rubric

Filename: ENGL_2640_In-Class_Discussion_Rubric.pdf Size: 125.9 kB



Upload Rubric

Completed - Oct 16 2019

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

ENGL 2640 Syllabus

Filename: ENGL_2640_Syllabus.pdf Size: 93.4 kB

Application: 0000000697

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

Summary

ID: 0000000697

Status: Under Review

Last submitted: Oct 21 2019 11:34 AM (MDT)



Application Form

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

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Art

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ART
Number	101G
Title	Orientation in Art
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTH
Number	1115
Name	Orientation in Art

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

The student who successfully completes this class will be able to:

1. Identify elements of art & principles of design.
2. Articulate the relationship of art to the human experience.
3. Write and discuss critically using the vocabulary of art.
4. Interpret art within cultural, social, personal, and historical contexts.
5. Critically analyze an original work of art.

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

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

This class concentrates on strategies for understanding and evaluating the visual arts {genre and medium awareness) using a variety of strategies for interpretation. Acquisition of specific art vocabulary relating to the elements and principles of design and analysis of the historical and cultural contexts of works of art {application and versatility; strategies for understanding and evaluating messages) are developed through scaffolded weekly writing assignments. This is a large lecture class that meets twice weekly and then meets for a third lab session with smaller student numbers led by a graduate TA. It is in these labs where discussions and debates take place {evaluation and production of arguments) along with design projects that reinforce the material covered {genre and medium awareness; application and versatility) in class lectures. Students complete assignments which vary from narrative writing submissions to traditional quizzes that measure student mastery of the five SLO's listed above. One design project asks the student to create a self portrait using any media (genre and medium awareness) that explores concepts and contexts of the student and reveals to the viewer some aspect of the student through the use of symbols, iconography or text (strategies for understanding and evaluating messages).

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

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

Students in this course demonstrate critical thinking skills by analyzing works of art through the lens of formal analysis to first understand/read the work, then look beyond the object itself to identify the different roles that context - social, historical, political or spiritual - plays within the art world {evidence acquisition; evidence evaluation and problem setting). The writing assignments ask students to choose works of art {problem setting) then identify how elements and principles are used in the work {evidence acquisition) to evoke reactions from the viewer (evidence evaluation). A later writing assignment asks the student to choose a work of art that fits into a specific theme studied in class, then identify how technical and material choices affect the way a work can be interpreted (evidence evaluation) and then finally to evaluate the success -or not- of the work (reasoning/conclusion). The design projects completed in the labs further provide opportunities for critical thinking. Students are asked to appropriate a work of art and then emulate that artist's style exploring similar compositional elements, techniques and theme (evidence acquisition, evaluation and reasoning).

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

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

Applying the acquired vocabulary, students describe and evaluate how specific works of art reflect cultural and historical contexts (intercultural reasoning and intercultural competence). Themes of spirituality, gender and human identity constructs, power and propaganda in the visual arts are explored as universal and timeless (civic knowledge and engagement). The weekly discussions in each of the labs further develops analytical ability while fostering collaboration skills, value systems and civil discourse. Written assignments and design projects explore the cultural concerns that are communicated in a work of art, with students distinguishing between their own cultural contexts from those of the artist/original viewers. The "Ways and Means" Design Project directs the student to create a cohesive and conceptual work of art- photos, video, performance or installation- based on Landscape/Land Art accompanied by a 200word written component that clearly explains the interest and ideas behind the piece (sustainability and the natural and human worlds).

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

ART 101G Sample Assessment Revised

Filename: ART_101G_Sample_Assessment_Revised.pdf Size: 2.4 MB



Upload Rubric

Incomplete

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

Application: 0000000687

John McCullough - johnvalmcc@beyondbb.com

NM General Education Curriculum

Summary

ID: 0000000687

Status: Under Review

Last submitted: Sep 30 2019 09:22 AM (MDT)



Application Form

Completed - Sep 30 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	John McCullough
Title	Business & IS Chair
Phone	575-257-2120
Email	John.McCullough@enmu.edu

Submitting Institution

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

Chief Academic Officer

Name	Ryan Trosper
Email	Ryan.Trosper@enmu.edu

Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@enmu.edu

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

No

Institutional Course Information

Prefix	ECON
Number	2110
Title	Principles of Macroeconomics
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ECON
Number	2110
Name	Principles of Macroeconomics

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Explain the concepts of opportunity cost, comparative advantage and exchange.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
6. Define fiscal policy and monetary policies and how these affect the economy.
7. Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

The requirements for this course will include readings, a combination of discussion questions and/or interactive problems that will require completion of graphs, tables and questions, weekly chapter quizzes and overall exams. Each of these activities are chosen to focus on particular outcomes and essential skills. These activities are those that are intended to focus attention on communication skills. Throughout the term students are presented with a variety of economic questions or dilemmas. Students will be required to participate in structured, graded discussions over these questions. Students will be expected to evaluate the situation, and explain the situation in terms of the economic implications. Current events from various sources that apply to the situation are to be searched for, and explained in their discussions. Students will be asked for their opinion or thoughts on the situation and be expected to provide support for their conclusions from economic concepts being studied. Replies to classmates' posts will be expected in which agreement or civil disagreement is presented, supported by sound reasoning. Weekly, multi-attempt chapter quizzes reinforce the student's understanding and application of economic concepts and terms, and provide regular assessment of their understanding of the material.

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

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

These activities are those that are intended to focus attention on the students' critical thinking skills. Students are required to complete multiple attempt interactive problems contained in the LMS. These problems require the student to complete combinations of graphs, tables, and terminology problems. This reinforces material obtained from the textbook and requires the student to show an understanding of the problem, apply that understanding of the applicable concepts, and enter correct conclusions to the problems. Feedback provided during the multiple attempts provides additional material to help the student come to the best choices. Also adding to the student's practice in evaluating and correctly applying material are the weekly, multi-attempt chapter quizzes, which also provide feedback. The feedback from the weekly chapter quizzes lead up to exams over that same material. The structured and graded discussion assignments also provide the students with practice in understanding the situation being presented, obtaining the relevant explanation, and then applying the concepts in their own words.

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

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

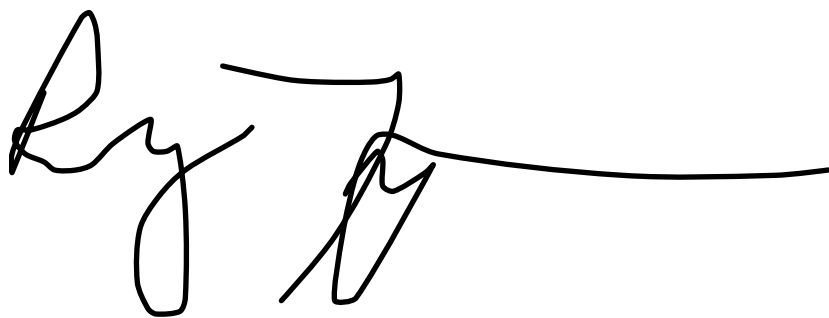
These activities are those that focus the student's attention on the personal and social aspect of economic concepts and theories. In the structured and graded discussions assigned throughout the term students are faced with a variety of economic situations and ethical dilemmas that present tradeoffs that impact different stakeholders. For example: "Distinguish between a tariff and a quota. Who benefits from and who is harmed by such restrictions on imports?" The concept of reasoning out the benefits of economic efficiency versus the ethical consideration of "fairness" to all impacted groups is a consistent theme in the discussions. This would include the balance of economic gains that create unintended consequences, such as damage to the environment, or to other inhabitants. The students' justification and reasoning is a key part of their original discussion, as is their application of that reasoning in their required reply to classmates' posts. The weekly, multi-attempt chapter quizzes, and the exams provide additional examples of situations that require the student to apply their reasoning skills.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, consisting of a stylized first name and a last name, followed by a long horizontal line extending to the right.

Date

Sep 24 2019



Upload Assessment

Completed - Sep 26 2019

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

Sample ECON 2110 problems

Filename: Sample_ECON_2110_problems.pdf Size: 530.0 kB



Upload Rubric

Completed - Sep 26 2019

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

ECON Discussion rubric

Filename: ECON_Discussion_rubric.pdf Size: 183.6 kB

Application: 0000000720

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000720

Status: Under Review

Last submitted: Oct 21 2019 11:25 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	HON
Number	272
Title	Humanities in the 21st Century
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

NMCNS SLOs are not yet defined for this course.

Institution-specific Student Learning Outcomes

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

Student Learning Objectives:

By the end of this course, you should be able to

- Articulate what the humanities are and what role they have played in education throughout the ages
- Articulate examples of the intrinsic value of the humanities
- Articulate the skills and habits of thought in at least one chosen discipline in the humanities
- Articulate common misconceptions about university majors and reframe the common misconceptions
- Create at least three employment scenarios based on your skills and interests
- Exercise divergent thinking with regards to future career paths

C. Narrative

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

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

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

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

The course brings to light a number of societal-held beliefs that run contrary to evidence. In the course, we identify several of them (such as the fact that only 27 % of university grads end up in a career related to their major). From these facts, we identify problems or questions to be addressed, and students frame these questions appropriate to the unit under study (an example is appended as a sample assignment). Then, the students learn to identify and gather information that is necessary to addressing the problem. Some of this process might involve outside research. Then, the students evaluate the evidence (compare it with other sources, examining it in terms of its reliability and its relevance to the context). From there, the students engage with the issue, coming to some approaches as to how to reasonably address the issue logically, and come to a satisfactory conclusion in an informed, well-reasoned way.

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

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

Since so much of the course involves students evaluating their own core values and strengths, the issues the students highlight will reflect their own context. For some, an identity as a person from a community or ethnicity considered diverse will give them a basis for reasoning interculturally and for strategizing for themselves ways to develop their intercultural competence.

For others, self-reflection into habits of the mind that privilege the well-being of other people, that base themselves on political or religious ways of interpreting a subject, or that apply a certain set of standards to the well-functioning of an organization demonstrates the importance of ethical reasoning in the determining of the self (and, by extension, the choice of one's career path).

For yet others, self-reflection into habits of the mind and ways of being will bring to the foreground strengths such as flexibility, curiosity, communication, collaboration; and these habits (or others), will lead students to acknowledge strengths in teamwork, collaboration, collective problem-solving.

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

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

In this course, students will be given a great deal of information-percentages from studies conducted, etc. We will discuss the value of the independent nature of authority and the responsibility we have to use information ethically. Students will learn to detect the presence of biases in the presentation of data and to respond accordingly.

Toward the end of the semester, students will have the opportunity to communicate, and design their own digital representation in a common career-based platform. Additionally, in the course we will consider not only the humanities but also the digital humanities-what they are, how they can find expression and be used. Thus, students will be introduced to the fundamentals of digital literacy.

Throughout the course several questions and issues will emerge and re-emerge. Our attitude towards those issues will be one of research as inquiry, meaning that through repeated inquiry, students will arrive at a reasonable and workable response.

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

Link to Institution's General Education Assessment Plan

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

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

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

Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

HON 272 Sample Assignment

Filename: HON_272_Sample_Assignment.pdf Size: 37.6 kB



Upload Rubric

Incomplete

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

Application: 0000000705

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000705

Status: Under Review

Last submitted: Oct 21 2019 12:17 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

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essential skills. Three essential skills are associated with each of six content areas:

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

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Economics, Applied Statistics, and International Business

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ECON
Number	251GH
Title	Principles of Macroeconomics Honors
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ECON
Number	2110H
Name	Macroeconomic Principles

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

Students should be able to:

1. Explain the concepts of opportunity cost, comparative advantage and exchange.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events.
3. Explain the circular flow model and use the concepts of aggregate demand and aggregate supply to analyze the response of the economy to disturbances.
4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured.
5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy.
6. Define fiscal policy and monetary policies and how these affect the economy.
7. Students will be able to identify the causes of prosperity, growth, and economic change over time and explain the mechanisms through which these causes operate in the economy.

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

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

Note: ECON 251GH is an honors version of ECON 251G, a course that was certified by the NMCAC in their June, 2019 meeting. The courses are equivalent with respect to how students will learn and demonstrate GE Essential Skills. This application is therefore equivalent to the application previously submitted for ECON 251G.

One strategy with respect to acquiring better communications skills is to evaluate an argument through a critical thinking framework. Students produce a formal written argument using assignments reflecting essential critical thinking skills in each section of principles of macroeconomics. One such exercise is to present students with a macroeconomic policy scenario. The policy argument contains information that bears directly on the issue and irrelevant information that has no relevance to the underlying issue. Students read the policy argument and make a recommendation based upon macroeconomic theory.

This assignment develops communication skills using written medium. In addition to focusing on grammatical skills, it requires an evaluation of the argument's soundness based upon principles of macroeconomics. Additionally, students must discern relevant information from tangential information when evaluating and developing their recommendation. This develops their ability to distinguish between supported and unsupported claims of an argument. In the end, students develop a framework through the lens of macroeconomic theory for evaluating an argument and producing a recommendation based upon relevant information.

Moreover, students might be presented with a podcast. They are then instructed to listen carefully to the podcast. Once this task is accomplished, students complete a written assignment designed to develop their communications skills using an alternative medium such as video and translating that into a well-reasoned argument.

Both assignments support the essential skills goal of communication by using a variety of mediums to evaluate an argument. Moreover, students are required to evaluate an argument using strategies from macroeconomics and produce an argument supported by the theory.

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

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

Students complete assignments that require them to identify an underlying problem or issue, gather relevant information or evaluate the appropriateness of given information, propose multiple alternatives and discuss the potential consequences of each alternative following a well-known critical thinking framework. Using this framework, they must assess the situation and recommend a preliminary decision. The final step in the method requires students to scrutinize their process and make self-corrections as need.

For example, in one assignment students are presented with a table containing year, nominal GDP and inflation information. Preceding the table is a statement by public officials expressing confidence they are managing the economy well. Next a series of questions following a critical thinking framework are presented to students. The first set of questions requires students to clearly delineate the underlying problem or issue imbedded in the public officials' statements within the context of economic performance. The next set of questions require students to clearly define and explain how the concept of GDP can be used to evaluate the appropriateness of the opening statement.

Once these tasks are completed, students must construct measures of real GDP and evaluate different regions of the country to analyze their economic performance over a period of time. Using their analysis, students must reevaluate the opening statement and develop a sound conclusion regarding the accuracy of the public official's statement.

This is a written assignment and not multiple choice. Students must convince the instructor through their written answers how well they understand the critical thinking framework and its appropriateness for evaluating an argument and producing an informed well-reasoned analysis. After completing these types of assignments, students will gain the essential skills as articulated by the general education components of critical thinking.

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

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

Principles of macroeconomics courses deal principally on how an economy grows over time and how policy makers impact growth sustainability over time.

Several assignment strategies are used to improve student's ability to understand how macroeconomic policies impact a country's economic outcomes and sustainability. The attached assignment relates directly to sustainable growth over time in a macroeconomic framework. Students are presented with a graph that depicts the macroeconomic situation in a given country during a given time period.

Students must analyze the situation within the policy tools available to the monetary authorities and anticipate the predictable effects of their recommendations. This assignment supports the sustainability component of the general education goal by requiring students to anticipate the consequences of their recommendation. If correctly analyzed, then policy makers can impact the growth of the economy in a sustainable manner without underutilizing a nation's resources or creating a situation of rapid inflation. In this context, sustainability refers to the tradeoff regarding underemployment and inflation.

In another assignment, students must advise a local city council on the optimal use of limited resources when choosing among a variety of competing projects. The choice is building a school, a playground or a hospital. Here they must develop an understanding of net present value using cost-benefit analysis and provide a recommendation on one of the three alternatives.

This assignment fosters a better understanding of civic knowledge at the local level using sound economic arguments. Critical to the evaluation of the alternatives is a sound understanding of the benefits or values of the project. Determining values is difficult at best given the vast differences a diverse local community has in regards to how they value a particular project. This assignment develops an appreciation of this difficulty.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

ECON 251G Sample Assessment

Filename: ECON_251G_Sample_Assessment_9aWyCge.pdf Size: 159.6 kB



Upload Rubric

Incomplete

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

Application: 0000000734

Janett Johnson - janett.johnson@clovis.edu

NM General Education Curriculum

Summary

ID: 0000000734

Status: Under Review

Last submitted: Oct 17 2019 02:45 PM (MDT)



Application Form

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

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Deadline for Next Curriculum Committee Meeting

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

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

Contact Information

Name	Janett Johnson
Title	Div.Chair and Instructor
Phone	5757694753
Email	janett.johnson@clovis.edu

Submitting Institution

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

Chief Academic Officer

Name	Dr. Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kari Smith
Email	Kari.Smith@clovis.edu

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

Yes

Institutional Course Information

Prefix	ENG
Number	205
Title	Types of Literature/Poetry
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2360
Name	Introduction to Poetry

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

This course is an introduction to reading and thinking about poetry. This course will involve the reading and analysis of poems from a variety of eras. By examining poetic features of tone, speaker, situation, setting, language, sounds, internal structure, and external form, students will build a foundation for complex critical thinking about what poems can do. All poems are born out of particular literary and cultural contexts, which will also be discussed as part of this course's inquiries into the nature of poetry and poetic form. STUDENT LEARNING OUTCOMES: 1) Read poetry from a variety of time periods and cultures. 2) Utilize a variety of critical approaches to analyze poetry. 3) Identify poetic forms and terms. 4) Develop a deeper understanding of the elements of poetry, imagery, rhyme, meter, form, symbol, and myth. 5) Recognize dominant literary and cultural contexts for assigned readings. 6) Write and revise reflective essays that engage with assigned readings. 7) Actively engage in discussions regarding critical interpretations of assigned readings.

C. Narrative

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

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

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

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

Problem setting, evidence acquisition and evaluation, and reasoning/drawing conclusions easily emerges from the study of poetry, for example, the skill of interpretation. When students study poetry, they are asked to critically think about the obvious message as well as the implied message(s), and these they must cipher from within a work of written art. Thinking critically about a poem includes evaluating the lines, words, images, symbols, rhythms, rumbles, sounds, punctuation, and then identifying and analyzing figurative and literal language and form (eg.), looking for irony, hyperbole, connotation (among others) in order to decipher the meaning. Law programs accept degrees in Literature as important, foundational degrees because students must spend plenty of time with the text applying critical, almost gifted, reading skills so they are able to explain, demonstrate, or prove their interpretations with text/poetic evidence. Across the semester, students are able to look beneath the surface of poetic expression while simultaneously understanding the context in which a poem was created/published. The importance of the author and cultural/historical occurrences shape the language, structure, themes, and meanings of poetry; only with critical thinking can students “unpack” these forces to understand the meanings of poems. In papers, students will write about those interpretations across the curriculum, formulating a thesis and providing evidence (poetic/primary and research/secondary) to support their understandings.

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

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

The study of poetry is about the study of self and the human condition as it is located in time and place. The study of poetry teaches students across the semesters about the unique expressions of human emotions and experiences, about love, death, hope, loss, war, joy, and life. Across the semesters, the themes and the literary means of expression shift through time; imagery, diction, sound, rhythm, rhyme (or lack thereof), symbol, punctuation – these shift depending on the era, for instance, the experience of Nature by the Romantics is far different than the experience of Progress by the Modernists but yet the Modernists built on the Realists that build on the Romantics. The intriguing literary timeline emphasizes the reality of change: we ourselves are living in an era with our own concerns and forms of expression. The study of poetry also invites students to cultivate a mind able to consider the human heart which allows us to understand our feelings and grow closer to them which nourishes a soulful, purposeful side of ourselves. As said by Abcarian, Klotz, and Cohen in "Literature: The Human Experience", "The best [poetry] helps us understand ourselves, one another, and our world in new ways and to make connections that had never occurred to us or that we might have sensed but were unable to express" (2). By reading a diversity of poems, students will cultivate a more full-bodied self that is able to consider the human heart and understand that we are, after all, not alone.

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

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

Across the semesters students will be conducting research that requires them to access the College's library and data sources across the curriculum. Assignments will require students to conduct research into literary criticism and document that research. Students will also be introduced to using web resources such as videos to support their research and interpretation of literary works. In their research, students will also be encouraged to consider alternative, primary, and popular sources of information related to literary works. Students will also learn to utilize online tutorial support such as Purdue OWL and Brainfuse.

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

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf>

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



Date

Oct 17 2019



Upload Assessment

Completed - Oct 16 2019

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

ENGL 2360 Syllabus and Assessment

Filename: ENGL_2360_Syllabus_and_Assessment.pdf Size: 382.2 kB



Upload Rubric

Incomplete

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

Application: 000000758

George Sieg - GeorgeJSieg@gmail.com

NM General Education Curriculum

Summary

ID: 0000000758

Status: Under Review

Last submitted: Oct 21 2019 11:06 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Contact Information

Name	George Sieg
Title	Instructor
Phone	5054402105
Email	GeorgeJSieg@gmail.com

Submitting Institution

Name of HEI	Southwestern Indian Polytechnic Institute
Submitting Department	Business and Liberal Arts

Chief Academic Officer

Name	Val Montoya
Email	valerie.montoya@bie.edu

Registrar

Name	Joe Carpio
Email	joseph.carpio@bie.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	101
Title	Composition I
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	1110
Name	Composition I

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

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

General Education Core Competencies SIPI has identified four general education core competencies in which all students are expected to acquire knowledge and skill during their SIPI educational experience. The competencies are in SIPI's basic mission statement and represent the most deeply held values of the College. The competencies help ensure that our graduates will be informed and committed citizens, prepared for the technological, behavioral and practical needs of modern workplaces and communities. The general education requirements are six credit hours for certificate programs, 15 credit hours for Associate of Applied Science programs, and 32-38 credit hours for the Associate of Science and Associate of Arts programs. The SIPI general education core competencies are:

- Communication: Students will be able to effectively communicate ideas to others in correct ways.
- Interpersonal Skills/Teamwork: Students will demonstrate individual and interpersonal skills to work with others professionally on a community and global level.
- Cultural Legacy: Students will demonstrate knowledge of Native American history, cultures and traditions while recognizing the cultures and traditions of others on a national and global level.
- Critical Thinking: Students will be able to analyze, synthesize, and interpret verbal information and quantitative data by using critical thinking skills.

C. Narrative

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

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

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

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

Genre and Medium Awareness, Application and Versatility: While primarily focusing on the reading and production of written content and the interaction between producers and consumers of this content, students also engage with oral communication as a formative precursor to writing. Students read papers aloud during the process of editing and revision. Students analyze and respond to a diverse selection of readings. Students learn to identify and evaluate authorial purpose, audience, and rhetorical characteristics of communication in contemporary media.

Strategies for Understanding and Evaluating Message: In addition to identifying main points and key arguments in primary and secondary texts, students also practice these skills during peer review, peer editing and peer response activities. They learn to recognize counter-argument in a source and distinguish it from argument. Students engage with primary and secondary sources that exemplify the conversation of argument and counter-argument. Students also analyze, criticize, and respond to texts advocating adoption or interpretation of ideology.

Evaluation and Production of Arguments: Evaluation of, and responding to, texts requires students to identify and evaluate the sources referenced in those texts. In formulating, responding to, and refuting persuasive arguments, students practice recognition and identification of effective and legitimate use of sources to bolster claims. Students produce one research paper in APA format.

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

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

Problem Setting: All major writing assignments require production of a formal thesis and/or rhetorical intention. Students practice this skill by identifying the theses and authorial intentions of others and examining the ways in which formulation of a claim influences the choice of rhetorical mode used in advancing it.

Evidence Acquisition: Students explore a variety of research techniques and sources including primary and secondary sources, issues of edition, translation and adaptation, library and online databases, and best practices concerning the use of open-source content. They employ all of these in selecting sources for use in their written work.

Evidence Evaluation: Students evaluate the authority of sources based on the expertise of authors, biases, and credibility. Students create annotated bibliographies and analyze examples of arguments that can be effectively challenged or refuted by undermining the source on which the argument is based.

Reasoning/Conclusion: Student papers articulate support of a claim and student evaluations of others' texts and sources require them to evaluate their claims using logical argumentation to explain why the claims are credible and effective.

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

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

Authority and Value of Information: Students examine the interaction of authors, texts and audiences with each other by reading selections that demonstrate intertextuality and invite students to examine authorial and audience assumptions implicit in acceptance of and belief in the importance of the information conveyed. Students trace influences of one author/text/audience on others in transmission through historical/contemporary time and place and across various media. Students examine contemporary deployment of deliberate disinformation and propaganda, repurposing information content for satire and parody, and how urban legends spread through the internet and social media. Students engage with hypertexts, procedurally generated texts, interactive texts, and digital texts featuring embedded non-textual content.

Information Structures: Students produce multiple outlines illustrating how the same arguments can be made in different rhetorical modes using different techniques to practice selecting modes and techniques for specific purposes and audiences.

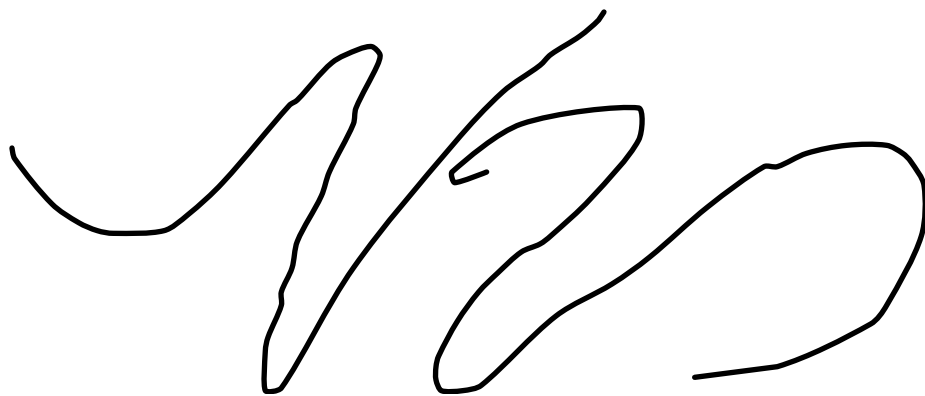
Research as Inquiry: Students produce a research paper in APA format requiring a well-constructed thesis, a coherent and logical argument, effective support from credible sources, and a reasoned conclusion.

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

Link to Institution's General Education Assessment Plan

<https://4.files.edl.io/787b/08/15/19/035151-fb2f656e-d695-4a75-b9a8-9431e7379251.pdf>

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



Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

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

NMCAC ENGL 1110 resubmit--Writing about the Future

Filename: NMCAC_ENGL_1110_resubmit--Writing_abou_7320y1O.pdf Size: 99.9 kB



Upload Rubric

Incomplete

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

Application: 0000000729

Janett Johnson - janett.johnson@clovis.edu

NM General Education Curriculum

Summary

ID: 0000000729

Status: Under Review

Last submitted: Oct 17 2019 02:46 PM (MDT)



Application Form

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students do throughout the course.

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

Contact Information

Name	Janett Johnson
Title	Div.Chair and Instructor
Phone	5757694753
Email	janett.johnson@clovis.edu

Submitting Institution

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

Chief Academic Officer

Name	Dr. Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kari Smith
Email	Kari.Smith@clovis.edu

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

Yes

Institutional Course Information

Prefix	N/A
Number	N/A
Title	N/A
Number of credits	N/A

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2560
Name	Introduction to Native American Literature

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

- Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.
- Identify the historical and cultural forces that have shaped Native American literature.
- Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature.

Institution-specific Student Learning Outcomes

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

1. Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.
2. Identify the historical and cultural forces that have shaped Native American literature.
3. Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American 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 skills. The number of component skills that must be addressed by your narrative is listed.

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

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

Many problems and questions emerge from the study of Native American Literature, and students will be able to develop personal, intellectual, and academic interests by means of its study. For example, the historical and cultural forces that have shaped Native American Literature will include conversations about the Native influence on American politics (as by studying texts produced by the American freepress) and the debates and talks between Natives and Anglos about the Constitution. Sovereignty and oppression by means of the Native response (eg. Sitting Bull; "Sketches of Ancient History of the Six Nations"; etc.) will be studied across the semesters as could be religion and its development (the union of Tribal and Christian traditions). Sources will not only be political or historical in nature but will also include Drama, Poetry, Oratory, Song, and select pieces of Prose. A novel should also be taught across the curriculum to provide a deeper understanding of Native American contexts and the importance of land, family, belief, and ritual to the Native worldview (eg., LaFarge's Laughing Boy, Silko's Ceremony, Momaday's The Way to Rainy Mountain, Vizenor's Bearheart: The Heirship Chronicles, etc.). Another interesting question is whether traditional literary theories such as Formalism, Feminist, Psychological, Mythological, Modernist can be applied to the Native Literary expression and study. Doubtful, for instance, that Freud's Psychoanalysis could be applied, seminal Native theories should be applied instead (Native Critical Race, Postcolonial, and Red.)

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

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

The study of literature is about the study of self as it's located in time and place. The study of Native American Literature will teach students across the semester about tribal expressions and human emotions, about a language and culture - a variety of languages and cultures - of whose writings and orations have deep, insightful, and profound meaning to all who live in the United States. The curriculum articulates the many bonds between Native views and the American past/present. To develop intercultural awareness, students will think more about the impact that our political, socio-cultural, and economic actions have across the curriculum and continue to have on the sustainability of the natural and human worlds. By reading a diversity of texts across the semester, students will cultivate a mind able to consider multiple perspectives when identifying issues, solving problems, interpreting literature, or appreciating art/aesthetics.

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

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

Across the semester, students will be (re-)introduced to our college's library database that offers academic, reliable sources (e-Books, electronic articles, and electronic reference works) and resources. They will also watch a video created by one of our librarians that explains how the data website works. Different writing and discussion assignments require research and the documentation of reliable sources that they used; that way students familiarize themselves with our available sources. Students will also learn to use videos and speeches that they found online, online tutorial support like Purdue Owl and Brainfuse.

Assignments will require students to conduct research into literary criticism and document that research across the semester.

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

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf>

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



Date

Oct 14 2019



Upload Assessment

Completed - Oct 14 2019

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

ENGL 2560 Course Assessment to assess SLOs

Filename: ENGL_2560_Course_Assessment_to_assess_SLOs.pdf Size: 146.7 kB



Upload Rubric

Completed - Oct 17 2019

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

ENGL 2560 Syllabus and Assessment

Filename: ENGL_2560_Syllabus_and_Assessment.pdf Size: 239.5 kB

Application: 0000000713

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000713

Status: Under Review

Last submitted: Oct 21 2019 12:21 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Kinesiology and Dance

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	SP M
Number	175
Title	Introduction to Kinesiology
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	SPMD
Number	1310
Name	Introduction to Kinesiology

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Note: state SLOs for this unique course are in the process of being changed to these SLOs.

1. Assess the importance of physical activity on health and aging.
2. Critically evaluate the role of sport and physical activity in community health and wellness.
3. Assess differences in research methodologies from various fields in human movement.
4. Compare different allied health fields and the necessary course work.
5. Critically evaluate current research in Kinesiology.
6. Explore the rich history of Kinesiology and reflect as to how it has shaped the field of study and the human race.

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

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

Learning about the intricacies of the human body requires a substantive increase in vocabulary which drastically changes the way students communicate with one another and professionals in the field. The course will focus on introducing students to the field of kinesiology and the various career opportunities in the health industry. Practitioners in the allied health field must be able to communicate through both written and verbal communication to a broad range of clients and other health professionals (Genre and Medium Awareness, Application and Versatility).

Students will apply a theoretical lens for understanding the importance of physical activity and how exercise can be used as medicine. Students will learn how to search for and evaluate current research in the core disciplines in kinesiology. This will be accomplished through lectures and assignments in class. The effects of exercise on health and wellness will be assessed from a group oral presentation to a large class. This will afford students the opportunity to collaborate with various students that think and communicate differently than they do. They will improve written communication students will write a paper about their experience with physical activity and how to best prepare for their career goals through kinesiology. Both assignments will require students to read current research and explain complex ideas to a range of audiences (Strategies for Understanding and Evaluating Messages).

Students will be evaluated on their ability to communicate both through written and oral communication. Written assignments will use APA writing and be assessed on their ability to formulate a clear and concise argument. For example, the paper on the barriers to physical activity will document not only what prohibits communities from getting recommended levels of exercise but provide details on how to increase physical activity. The oral presentation is a group assignment so students must learn to work with individuals with different backgrounds and opinions. This will allow students to work on collaboration and teamwork. It also allows for the assessment of communication skills in a scientific language (Evaluation and Production of Arguments).

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

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

of critical thinking.

A major focus of the class is to examine health disparities as a function of physical activity. Students critically evaluate the roadblocks that limit their own physical activity and the activity level in their communities. Obesity is rapidly increasing in our society and this course will critically evaluate how health science fits in as a potential solution (Problem Setting).

Students in the Intro to Kinesiology course, will learn about the fields of motor behavior, exercise physiology, biomechanics, and sport/exercise psychology through assigned readings and lectures. This information allows for a more comprehensive understand of the benefits of human movement and exercise on obesity prevention and other ill effects related to sedentary lifestyles. Students will be taught how to find current research through course lectures on using the library at NMSU and discussion will be provided on what the peer-review process entails and why it is important to scientific research. Students will read research from each major content area to help them begin acquiring information to overcome health and exercise disparities. They will then critically evaluate the research by asking questions about the work to the lead authors (Evidence Acquisition).

Students will be evaluated on critical thinking through written assignments and an oral presentation. One written assignment will require students to critically evaluate their own levels of physical activity and what roadblocks keep them from obtaining recommended levels of activity. They will examine physical roadblocks in their communities (e.g. access to safe walking trails or parks) as well as mental roadblocks that are perceived as excuses for not exercising. Students must then decide on a plan to act that would lead to an increase in their own levels of exercise. A final group oral presentation in the class centers on the research evidence for the beneficial effects of exercise as medicine. Groups will examine topics such as the effects of physical activity on mental health and wellness, obesity, and various diseases. Groups must critically evaluate current research findings and present the body of literature to the class. Students will be assessed on the accuracy of the data provided and how well they were able to communicate the influenced of physical activity (Evidence Evaluation).

Students will synthesize the information read and presented throughout the semester and explain how they and their communities can increase the level of physical activity. They will also explain why physical activity is so important to improving quality of life and use this information to educate their communities in the future. Students will explain and critically evaluate why communities fail at meeting recommended physical activity levels (Reasoning/Conclusion).

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

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

Students in Introduction to Kinesiology will learn about the effect of physical activity on community health and individual well-being. Special attention will be given to understanding how various ethnicities, cultures, and communities are disadvantaged in their ability to participate in the recommended amount of physical activity as laid out by the College of Sports Medicine. For example, students will explore the effects of income level on exercise adherence through class lectures and debate how exercise adherence can be taught to individuals from all backgrounds. Students will be asked to compose a paper about their experience with physical activity and what social justice issues exist as to what decreases adherence to physical activity. Many poor communities not only lack access to physicians but lack access to safe environments to be physically active. These issues will be explored in class through lectures and assignments (Intercultural reasoning and intercultural competence).

All students in the course will work in groups to study the effects of exercise as medicine. Groups must search for academic resources and then present to the class on their findings. Students must collaborate with students from various socioeconomic statuses and various personalities. Students will learn about issues that prevent people from being physically active and why obesity continues to increase in our society (Collaboration skills, teamwork, and value systems).

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, appearing to read "Carol Parker". The signature is fluid and cursive, with a large initial "C" and "P".

Date

Oct 8 2019



Upload Assessment

Completed - Oct 15 2019

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

SP M 175 Sample Assessment

Filename: SP_M_175_Sample_Assessment.pdf Size: 96.6 kB



Upload Rubric

Incomplete

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

Application: 0000000736

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000736

Status: Under Review

Last submitted: Oct 21 2019 10:58 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	Colleen Lynch
Title	Associate Dean
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Email	colleen.lynch@sfcc.edu

Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	English, Reading, and Speech

Chief Academic Officer

Name	Margaret Peters
Email	margaret.peters@sfcc.edu

Registrar

Name	Kathleen Sena
Email	Kathleen.sena@sfcc.edu

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

No

Institutional Course Information

Prefix	ENGL
Number	2210
Title	Professional and Technical Communications
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2210
Name	Professional and Technical Communications

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

Genre and Medium Awareness, Application and Versatility: Students write and analyze a range of genres of technical and professional communication, including such forms as progress reports, proposals, instructions, correspondence, and real-world problem-solving recommendation reports. Work is presented online, in print, and orally, and consists of text and image.

Strategies for Understanding and Evaluating Messages: Students use several strategies to evaluate and understand messages—both those they read and those they create—with most emphasis on analysis of audience and purpose.

Evaluation and Production of Arguments: Students produce a problem-solving recommendation report that requires the analysis of primary and secondary research in the service of offering a well-supported, logical, persuasive recommendation. These recommendations are based on comparing more than one solution, with those solutions measured against criteria established by the student based on studying the problem. Students also evaluate the persuasiveness of sample portions of other recommendation reports to help them gauge the relative persuasiveness of their conclusions and recommendations.

A series of projects are assigned that allow assessment of these skills—for example, an ethics memo based on a case study, an extended definition, instructions and process descriptions, a job-application packet, and the aforementioned problem-solving recommendation report.

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

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

Problem Setting: For a number of their projects, but most obviously in their problem-solving recommendation report, students describe a problem that fits within the parameters of the assignment and create a plan for studying it.

Evidence Acquisition: Students gather evidence from a range of sources, both primary and secondary, to begin studying and further refining the topic at hand. (For the previously mentioned problem-solving report, the evidence acquired would inform their understanding of the problem [its scope, etc.] and of potential solutions.)

Evidence Evaluation: Students evaluate gathered evidence for credibility and relevance to the problem they are studying.

Reasoning/Conclusion: Based on the gathered research, students develop criteria for evaluating potential solutions to the problem and then analyze the research further to formulate a likely (credible) recommendation for solving the problem. In another project, students are asked to highlight cause-effect reasoning.

Each assigned project in the class requires analysis of audience and purpose and how best to convey information to fit that audience and purpose. Students write a self-reflective cover memo after most projects about their thinking and writing process.

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

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

Authority and Value of Information: Students are encouraged to read/research broadly in order to be able to assess the credibility of their sources. If interviewing (as they do for one or two projects) they are asked to describe the interviewee's provenance; if researching online, they are asked to consider a range of elements to ascertain credibility/authority of the info. They are also asked to think about intellectual property rights beyond use of outside sources in academic writing. For example, the ethics case currently assigned focuses on interpreting issues related to copyright, fair use, and work for hire in a software company.

Digital Literacy: We consider the different parameters involved when writing/communicating via social media, blogs, company websites, and the like. These parameters include page design considerations, audience analysis, credibility, the use of various types of applications for desired effects. The main focus is on the communication of information in a range of contexts and mediums and how the medium might affect the reception of the material communicated (versus a main focus on the mediums). Students are also encouraged to turn in work digitally when it would be optimal to include animations or audio clips.

Information Structure: Project assignments ask students to consider audience, purpose, and context in relation to mediums, organizational patterns, predicted use, and different tech-writing applications and the formal conventions associated with them.

Research as Inquiry:

The process students undergo in working on the problem-solving recommendation report is very much a process of critical inquiry. In another project requiring research (writing an extended definition of a technical term for a non-technical audience), an important part of the assignment is for students to use research to discover and narrow (or broaden) their topic before beginning to work on the extended definition.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 16 2019



Upload Assessment

Completed - Oct 16 2019

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

ENGL 2210 assessment

Filename: ENGL_2210_assessment.pdf Size: 186.0 kB



Upload Rubric

Completed - Oct 16 2019

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

ENGL 2210 rubric

Filename: ENGL_2210_rubric.pdf Size: 560.4 kB

Application: 000000675

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

Summary

ID: 000000675

Status: Under Review

Last submitted: Oct 21 2019 03:30 PM (MDT)



Application Form

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

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

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Tips for Completing the General Education Course Application

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students do throughout the course.

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

Contact Information

Name	Michael Ottinger
Title	Dean of Science, Math, and Engineering
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Mathematics

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Shaaf
Email	shaafs@sanjuancollege.edu

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

No

Institutional Course Information

Prefix	MATH
Number	1350
Title	Introduction to Statistics
Number of credits	4

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	MATH
Number	1350
Name	Introduction to Statistics

A. Content Area and Essential Skills

To which area should this course be added?

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

Mathematics - Communication, Critical Thinking, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Explain the general concepts of statistics.
 - a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
 - b. Use statistical vocabulary appropriately.
 - c. Distinguish between descriptive and inferential statistics.
 - d. Distinguish between qualitative and quantitative data.
 - e. Distinguish between populations and samples, and parameters and statistics.

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Revised 9/25/2019

- f. Give examples of independent and dependent variables.
2. Presentation and description of data.
 - a. Present data graphically using histograms, frequency curves and other statistical graphs.
 - b. Interpret graphs of data, including histograms and shapes of distributions.
3. Summarize data using measures of central tendency and variation.
 - a. Calculate and interpret the mean, median, and mode to describe data.
 - b. Calculate and interpret range, variance, and standard deviation to describe data.
4. Present the concepts of probability.
 - a. Interpret basic probabilities.
 - b. Calculate probabilities using compound probability rules and the binomial distribution.
 - c. Calculate probabilities using the standard normal distribution and relate them to areas under the curve.
 - d. Determine if the binomial distribution can be approximated with the normal distribution.
 - e. Describe the relationship between the sampling distribution and the population distribution.
 - f. Use the central limit theorem to approximate the probability distribution and calculate probabilities.
5. Compute point and interval estimates.
 - a. Determine the confidence interval for a parameter.
 - b. Interpret the confidence level and margin of error.
 - c. Determine whether a statistical technique is appropriate under stated conditions.
6. Perform hypothesis tests.
 - a. Determine whether a statistical test is appropriate under stated conditions.
 - b. Identify null and alternative hypothesis.

- c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant.
 - d. State the conclusion of a hypothesis test.
 - e. Interpret a p-value as compared to a significance level.
 - f. Explain why a test can lead us to reject a null hypothesis, not accept one.
 - g. Distinguish between Type I and Type II errors.
7. Analyze data using regression and correlation.
- a. Explain the difference between correlation and causation.
 - b. Construct and interpret scatter plots.
 - c. Calculate and interpret the linear correlation coefficient.
 - d. Determine and use the equation of a least-squares regression line between two variables to make predictions.
 - e. Interpret the meaning of the coefficient of determination.
8. Optional topics.
- a. Inter-quartile range, box-plots, stem-and-leaf plots.
 - b. Combinations and permutations.
 - c. The Poisson distribution.
 - d. Statistical power.
 - e. Chi-square.
 - f. Analysis of variance.

Institution-specific Student Learning Outcomes

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

- 1. Explain the general concepts of statistics.
 - a. Explain and evaluate statistics used in the real world (from a news article, research project, etc.).
 - b. Use statistical vocabulary appropriately.
 - c. Distinguish between descriptive and inferential statistics.
 - d. Distinguish between qualitative and quantitative data.
 - e. Distinguish between populations and samples, and parameters and statistics.
- 648
- Revised 9/25/2019
- f. Give examples of independent and dependent variables.
2. Presentation and description of data.

- a. Present data graphically using histograms, frequency curves and other statistical graphs.
 - b. Interpret graphs of data, including histograms and shapes of distributions.
3. Summarize data using measures of central tendency and variation.
- a. Calculate and interpret the mean, median, and mode to describe data.
 - b. Calculate and interpret range, variance, and standard deviation to describe data.
4. Present the concepts of probability.
- a. Interpret basic probabilities.
 - b. Calculate probabilities using compound probability rules and the binomial distribution.
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5. Compute point and interval estimates.
- a. Determine the confidence interval for a parameter.
 - b. Interpret the confidence level and margin of error.
 - c. Determine whether a statistical technique is appropriate under stated conditions.
6. Perform hypothesis tests.
- a. Determine whether a statistical test is appropriate under stated conditions.
 - b. Identify null and alternative hypothesis.
 - c. Perform and interpret statistical tests (e.g. z-test, t-test, one-tailed and two-tailed, one-sample, two-sample) and determine whether data is statistically significant.
 - d. State the conclusion of a hypothesis test.
 - e. Interpret a p-value as compared to a significance level.
 - f. Explain why a test can lead us to reject a null hypothesis, not accept one.
 - g. Distinguish between Type I and Type II errors.

C. Narrative

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

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

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

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

Students demonstrate genre and medium awareness, application, and versatility as they employ the components of statistical methodologies in supporting or refuting claims, explain the justification of choice of hypothesis test, make inferences about population parameters, interpret and explain the differences between graphical representations of data sets, determine whether or not a linear relationship between two variables is observed and if it is significant, identify and explain the differences between types of variables and how they can be analyzed, present clear explanations as to the conclusions of hypothesis tests, and explain when errors and biasness can occur in many statistical procedures. Through simulation activities, short-answer quizzes, and group activities, students communicate understanding of statistical and probability concepts and how they work together with the computation of confidence intervals and hypothesis test components and verbalize the limitations of statistical reasoning through the identification of Type I and Type II errors. Students work together on in-class activities and assignments which reinforces the use of communication through the sharing of ideas on how to approach and analyze statistical and probability problems. The sample assignment provided demonstrates student application of strategies for understanding and evaluating messages and evaluation and production of arguments as they identify the claim and appropriate parameter, write the null and alternative hypotheses as mathematical statements, sketch the appropriate distribution and communicate the appropriate rejection region by shading, use the test statistic method, p-value method, and confidence interval method to obtain the decision to reject or fail to reject the null. The student uses writing skills to interpret the decision in wording that addresses the claim in terms a non-statistical reader would understand, and answers any additional questions the hypothesis test may address.

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

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

Throughout the course students work with real world problems based on actual data or research. Claims are often presented in an indirect fashion and students identify specifically what a claim or question is about in terms of a parameter and then decide what the best approach would be to address the claim or answer the question. Critical thinking is used when students use different methods to draw conclusions in hypothesis testing (p-value method, critical value method, or confidence interval method). Students assess that the decision using one method is consistent with the other two methods and that demonstrates critical thinking. Within a hypothesis test, students make sure the pieces tie together and that one piece, for example the p-value, is not contradicting the direction of the alternative hypothesis. Identification of the type of error possible in a hypothesis test reinforces, in a critical thinking manner, that it is not possible to both reject and fail to reject a null hypothesis and also reinforces the fact that there is a possibility that an error was made, not on purpose, but through the inherent characteristic of uncertainty with random sampling. Through graphical analysis of comparison of two or more data sets, students identify differences of key components such as measures of central tendency and measure of dispersion. Using graphical analysis causes students to think critically by tying visual conclusions to ones made by mathematical calculation, such as computing mean, median, quartiles, interquartile range, variance, and standard deviation either by hand or with statistical functions in a calculator or a statistical software package.

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

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

Students learn a variety of mathematical formulas specific to statistics for the use in descriptive statistics and inferential statistics. In probability, students are given specific formulas to use and properties to adhere to that help the student identify if their probability answer is valid. Students use the expected value formula and variance formula for a discrete probability distribution. Students produce graphs that appropriately address the type of data being presented, for example, quantitative versus qualitative data, and use formulas to find measures of central tendency, variation, and measures of position appropriate to each. Students pick out pertinent features of the graphs of data sets for comparison, such as finding the interquartile ranges of two boxplots to compare variability and the median to compare central tendency. Identification of outliers using the interquartile range method is also an example of quantitative reasoning, which uses the computation of the interquartile range and finding specific values that separate usual values from unusual values. Students use formulas for confidence intervals and apply the intervals to answer questions about likely and unlikely values for a population parameter. In the sample assignment attached, students use quantitative reasoning when finding the standardized test statistic, confidence interval, and p-value while being cognizant of what each of those represent, their corresponding properties, and how they tie together to represent the decision to reject or fail to reject the null hypothesis. Students employ quantitative reasoning in the computation of a z-score and the use of a z-score for comparisons of raw scores from different populations and the identification of unusual values.

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

Link to Institution's General Education Assessment Plan

<https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf>

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



Date

Sep 19 2019



Upload Assessment

Completed - Oct 19 2019

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

SJC-MATH1350-Assessment

Filename: SJC-MATH1350-Assessment.pdf Size: 127.8 kB



Upload Rubric

Incomplete

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

Application: 0000000695

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000695

Status: Under Review

Last submitted: Oct 21 2019 10:56 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Essential Skills

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

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

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

the course.

Contact Information

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Submitting Institution

Name of HEI	SANTA FE COMMUNITY COLLEGE
Submitting Department	Arts, Design, and Media Arts

Chief Academic Officer

Name	Margaret Peters
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Registrar

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

No

Institutional Course Information

Prefix	ARTS
Number	1250L
Title	Design II
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTS
Number	1250
Name	Design II

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Apply the artistic qualities of the elements of art and principles of design to three-dimensional form.
2. Create 3 dimensional form using varied sculptural methods, construction techniques and media.
3. Produce 3 D design projects safely with proper use of equipment and materials.
4. Apply realistic, referential, and abstract concepts and ideas to projects.
5. Demonstrate knowledge of 3-D related art vocabulary, origin and trends in sculpture, and 3-D design fundamentals.

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

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

This is a “Gateway” course in which students are introduced to a variety of three-dimensional media and techniques which they learn to work with to create their projects. They are introduced to the elements and principles of design as they relate to actual form in space. They are challenged to use appropriate

combinations of the elements and principles of three - dimensional design to communicate a conceptual idea or concept to a viewer of the object that they create.

Genre and Medium Awareness: Students are introduced to a wide range of three dimensional work with historic as well as contemporary examples. Assignments and projects are given context (by faculty) through visual reference specific genre or medium usage by contemporary or historic artists. Students are assigned to research and visually present an artist working in a three-dimensional medium, where they identify aspects of the artist's works that are specific to the media and/or genre they are working with.

Strategies for Understanding and Evaluating Messages: Through periodic discussion and formal critique of work done in the class as well as examples from historic and contemporary context, students are challenged to begin to identify aspects of three-dimensional design and composition and how the compositional decisions add to or take away from the intended visual concept or idea. In both formal and informal critique, students are challenged to grapple with the intended narrative or concept of the work that they have created, the work of other students in the class, as well as historic and contemporary three-dimensional work.

Evaluation and Production of Arguments: Formal Critique sessions are usually done as a group, focusing on each student's work individually. Students are challenged to employ the vocabulary of three-dimensional design and to engage in constructive, substantive critique. Students also learn how to receive critique of their work by agreeing and building on the suggestions, or by defending their compositional or technical decisions through the presentation of a different "argument". Often in a gateway class like this, in order to encourage student participation, a "role-play" situation might be used instead of a formal critique. An example might be students are randomly assigned to become a "critic" evaluating a piece and another student the "artist" defending, explaining and/or receiving the evaluation of a piece- which is not their own.

Successful assessment of communication skills has been done by faculty through observation of the quality and quantity of student participation in critique. In addition each project done in the course is assessed for the visual communication of an idea or concept.

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

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

Students are challenged to critically evaluate their work and the work of others based on a developing understanding of strong design. Designing and working in a three- dimensional media requires constant questions and decisions, based on a student's degree of understanding of the many ways to work with form in space, the technical aspects of a given material, and the conceptual and visual goals of the piece.

Problem Setting: At the beginning of each project, students think critically regarding the problem they will set out to solve. They decide how they will use a certain material or technique introduced in the class to solve a conceptual or visual objective. Students engage in verbal critique of the work done in class on a regular basis- as a class group and in discussions of their own work with faculty. Individually they evaluate their work and its progress (or lack of progress) towards an intended visual goal.

Evidence Acquisition and Evaluation: Students collect evidence for evaluation. They learn to evaluate the actual form in space and how it catches light. They evaluate the proportions of the piece as well as how it interacts with the negative space and the light around it. Finally they can evaluate the relative success of the intended visual or conceptual communication based on the reaction of viewers in and outside of the class, to their work.

Reasoning/Conclusion: In addition to these formal concerns is the intention of visual message. Critical discussion is focused on how successfully this has been done. Students learn to accept all or a kernel of the critique they receive. They learn to defend their work or to alter it based on actual perceived visual communication. Thus, they learn to evaluate the intended concept or idea and compare this to what has been created with their work, as well as to give a reasoned explanation regarding the success (or lack of success) of a particular work, and to conclude what aspects of an evaluation they will incorporate into their work.

Student application of critical thinking is evident with the evaluation of each project and is also assessed through observation of student participation in critique sessions.

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

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

Sustainability and the natural and human worlds: Students practice safe and sustainable studio practice. Students understand this as the responsible, safe, ethical use and disposal of materials relating to three-dimensional media and equipment.

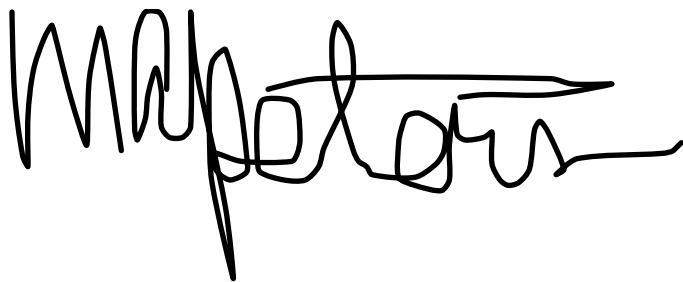
Collaboration Skills: Students participate in collaborative group critique frequently. In group critique students verbalize the strengths and weaknesses of the work of their fellow classmates, thus taking on the responsibility for assisting in each other's improvement in craft and design of a three dimensional object. Faculty design one collaborative project in which students work with each other to complete. To complete this project students must gain an understanding of each other's artistic strengths, etc. They collaborate on the division of labor, problem solving and display of the finished piece. Collaboration skills are assessed through a set of questions in which the students in a team must do a self-evaluation and an evaluation of the team effort. Students provide written answers to questions such as: (1) What did you contribute to this piece which might not have been used if you were not part of the team? How did this effect the outcome of the piece? (2) What did you learn or receive from this team effort that might not have occurred if you had done this by yourself? (3) What worked or did not work well in the division of labor within the team to complete the project?

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 16 2019



Upload Assessment

Completed - Oct 17 2019

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

ARTS 1250L assessment

Filename: ARTS_1250L_assessment.pdf Size: 261.1 kB



Upload Rubric

Completed - Oct 16 2019

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

ARTS 1250L Design II

Filename: ARTS_1250L_Design_II_project_rubric.pdf Size: 42.4 kB

Application: 0000000727

Lori Franklin - lorig@nnmc.edu

NM General Education Curriculum

Summary

ID: 0000000727

Status: Under Review

Last submitted: Oct 17 2019 01:07 PM (MDT)



Application Form

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

Contact Information

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Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

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Registrar

Name	Janice Baca
Email	janice.baca@nnmc.edu

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

(No response)

Institutional Course Information

Prefix	CCST
Number	2110
Title	Introduction to Chicana & Chicano Studies
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	CCST
Number	2110
Name	Introduction to Chicana & Chicano Studies

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Apply various transdisciplinary perspectives and processes to understand humanist expressions through a variety of creative productions.
2. Assess and apply social, historical, economic and cultural perspectives as they impact diverse populations over a period of time.
3. Explain the ways in which narratives help people understand one another more clearly and profoundly across ethnic and cultural groups.
4. Design presentations that foster and increase a full understanding of a subject in order to promote change in the listeners' attitudes, values, beliefs, or behaviors.
5. Apply qualitative and numerical data to explain diverse human actions in an everyday context of life.

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

In "Introduction to Chicana and Chicano Studies," students will have multiple assignments where they must development analytical thesis statements that they must support with primary and secondary scholarly sources. Students will be asked to critically engage with their course texts by using library databases to find the scholarly sources needed to scaffold the arguments they are making in support of their thesis statements. Through critical engagement with their evidence, they will be asked to evaluate that evidence for a sound conclusion to their thesis. Several assignments in this course require students to actively engage in the research and writing process, such as weekly reading responses (practice in evidence evaluation and reasoning), an oral history project (evidence acquisition including interviews and the development of interview questions), and a final research paper that engages in all four SLOS. Each of these assignments is assessed utilizing a rubric that is summative and formative. For formative assessment of the research project, using a points-based rubric, each student is evaluated on lower order concerns in writing (format, spelling, and grammar), higher order concerns (structure, thesis, organization, original ideas), and specific criteria from the assignment sheet. The assessment also includes a comment area for summative assessment that allows for the professor to provide feedback on student's overarching understanding of the content.

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

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

Personal and Social Responsibility are key student learning outcomes in Introduction to Chicana and Chicano Studies. The course examines the cultures and histories of Chicanas/os as experienced in politics, education, arts, languages, and traditions. This course is an introductory survey of the field of Chicana/o Studies and the social, historical, political, and cultural factors that influence Chicana/o culture. Emphasis is placed on the historical development of the Chicana/o people including Mesoamerican roots, cultural identification, political activities, and contemporary roles and influence in United States culture, society and economy. By the end of the course, students will engage in group work to create community, enhance the learning experience, learn to ask solution-oriented questions and collectively develop praxis models. The course encourages intercultural reasoning and competence by presenting history from the perspective of Mexican American peoples. This alternative positioning allows for students to practice how to rhetorically situate themselves to new information and to understand the critical importance of valuing multiple systems of knowledge and engagement. Through learning the history of oppressed peoples in the United States, students practice their ethical reasoning skills, civic discourse, and collaboration skills. In regard to social responsibility, students are asked at the least, to consider the concept of multiple historic positions, and at most are called to think about how this connects to sustainability and the natural and human worlds. Students engage in deep reading, listening and viewing in this course. They also complete projects that encourage personal reflection, understanding of intergenerational knowledge, connecting theory to practices that benefit the community, and research that adds to knowledge production. The social and personal responsibility slos are often best assessed through formative evaluation including activities, group work, in-class discussion, and classroom engagement. Each of the main projects in the course are assessed utilizing a rubric that is summative and formative. For formative assessment of the research project, using a points-based rubric, each student is evaluated on lower order concerns in writing (format, spelling, and grammar), higher order concerns (structure, thesis, organization, original ideas), and specific criteria from the assignment sheet. The assessment also includes a comment area for summative assessment that allows for the professor to provide feedback on student's overarching understanding of the content.

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

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

Introduction to Chicana and Chicano Studies centers Information and Digital Literacy in several ways. Students are introduced to texts about the history and culture of Chicanas/os in the United States, including but not limited to art, music, film, dance, literature, and language. In doing this, they are asked to examine the multiple ways that “Chicanos” have been defined and named in the United States, as well as understand the contributions Chicanos have had made to the larger U.S. culture. By the end of class, students will be able to discuss the ways in which historical events, social and economic change, and social movements shape and are reflected in personal identity, family experiences, stories, and memories. They write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that are clear, compelling, and challenging, including development of academic arguments using writing, oral presentation, and other creative expressions. They are introduced to the concepts of summative (product-based) and formative evaluation (process-based). Summative evaluation includes things like multiple choice tests, quizzes, and in-class writings. Formative evaluation includes activities, group work, in-class discussion, and classroom engagement. Each of the main projects in the course are assessed utilizing a rubric that is summative and formative. For formative assessment of the research project, using a points-based rubric, each student is evaluated on lower order concerns in writing (format, spelling, and grammar), higher order concerns (structure, thesis, organization, original ideas), and specific criteria from the assignment sheet. The assessment also includes a comment area for summative assessment that allows for the professor to provide feedback on student’s overarching understanding of the content.

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Link to Institution's General Education Assessment Plan

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

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



Date

Oct 13 2019



Upload Assessment

Completed - Oct 17 2019

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

Intro to Chicana(o) Studies Assignment

Filename: Intro_to_Chicanao_Studies_Assignment.pdf **Size:** 86.2 kB



Upload Rubric

Completed - Oct 17 2019

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

Oral History Interview Rubric

Filename: Oral_History_Interview_Rubric.pdf **Size:** 274.1 kB

Application: 000000677

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

Summary

ID: 000000677

Status: Under Review

Last submitted: Aug 29 2019 03:01 PM (MDT)



Application Form

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

Contact Information

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Submitting Institution

Name of HEI	Luna Community College
Submitting Department	Humanities

Chief Academic Officer

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Registrar

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

No

Institutional Course Information

Prefix	RELG
Number	2130
Title	World Religions
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	RELG
Number	2115
Name	World Religions

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Students will:

1. Recognize the roots and foundations of each of the major religions and its founders.
2. Illustrate the history and development in relation to their respective cultures.
3. Examine their historical sequence in the development of religious traditions and practices.
4. Locate the global distribution of each religion from their foundation to the present.
5. Describe the relationship of thought and worship in the varied cultures.
6. Value the uniqueness of the different cultural religious expression through art, music, and literature.
7. Demonstrate to Western Christian thinking the uniqueness of Eastern belief, thought and religious living.
8. Measure the impact and influence of education, morality, and values of each religion globally.

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

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

Narrative for Critical Thinking Essential Skill

A term paper is a required assignment for Luna Community College's World Religion course. This paper requires that students critically assess one issue or theme introduced in the class (or an issue related to material introduced) and develop a thesis related to that theme. In the beginning of the semester students can begin to limit their field of possible subjects by looking over the key terms for each week, and by considering the issues that come up in the weekly group discussions. During this time students are introduced to databases containing scholarly articles, and are directed to resources that can help them to better understand the issues that have caught their interest.

At Midterms Students turn in a topic proposal for their term paper that will include a one sentence thesis statement, an outline for their paper, and a bibliography of the sources they consulted and plan to use in their paper. The thesis statement and outline are evaluated to see whether they present a workable argument, the sources in the bibliography are evaluated, and notes are made on which sources are stronger and if any are biased, and the comments are given back to the student.

During the second half of the semester students bring their term paper drafts to conferences with the instructor. During these one-on-one meetings the instructor makes sure that the student is presenting both sides of an argument, that they present their argument logically and fairly, and that they use their sources to full effect.

The term paper is turned in the week before finals and is graded on how well it presents the issue, style, organization, and how well it uses research to back up its claims.

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

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

Narrative for Personal and Social Responsibility Essential skill

A keystone of the instruction in any World Religions course is developing in students the ability to interact with other cultures and belief systems without prejudice, and this in turn develops the skill of personal and social responsibility. In surveying the various belief systems presented in World Religions, students often encounter elements of those systems that make an adverse initial impression. In this World Religions course these moments of adverse initial contact with an unfamiliar belief system are not dismissed but are used to examine and discover one's preconceived notions. This process of discovery and critical examination of one's assumptions is accomplished through weekly group discussions and short essays throughout the semester.

At the beginning of the semester the weekly discussions focus on each participant introducing themselves, describing their background, and identifying the values they hold to be important. As students begin to move through various belief systems, the discussions move to analyzing first impressions of those cultures. Students share what parts of the covered material was difficult for them and what parts they could relate to. For example, many students have difficulty when they first encounter the concept of animal sacrifice, an important component of many ancient religions. They often either view this practice through the modern understanding of cruelty to animals or the Western scientific view that such acts are superstitious. Through discussion the students can begin to see that such initial reactions come from evaluating a cultural in light of one's own cultural beliefs (ethnocentrism).

Every four weeks, after students have been able to interact with other cultural beliefs in the discussion forum, there is a quiz that includes a short essay. This essay asks them to identify any difficulties they may have encountered in understanding cultures covered in those weeks, and to show which of these difficulties arose from assumptions present in the student's cultural background.

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

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

In the World Religions course at Luna Community College a term paper is assigned. The process that leads up to the completion of this term paper teaches the students the skills necessary to be digitally literate. Near the beginning of the paper writing process the students are shown databases of scholarly articles related to the field. Together the class looks at through various articles and discusses if the source makes its argument well, whether it is biased, and what the authors' credentials may be. This collaborative process helps students begin to develop the skill of recognizing authority and value of information. Later on, the students are taken through a review of how to cite the articles they have found, and how to use them effectively.

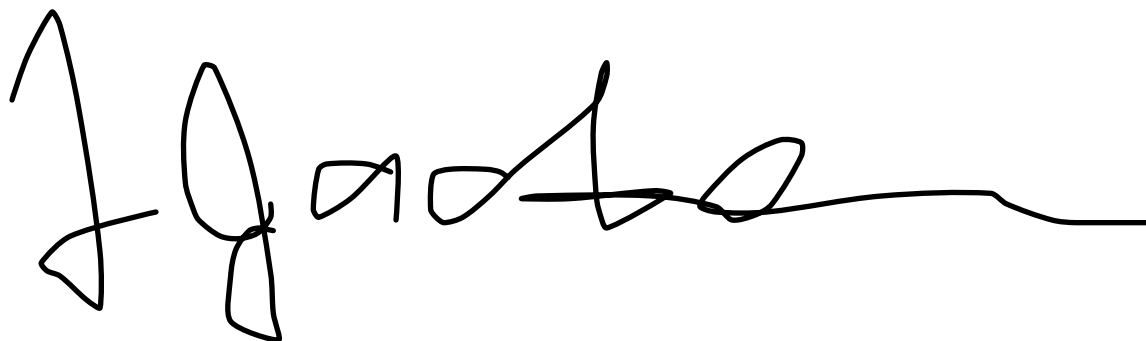
After the group session, the students are asked to find sources on their own that they will bring in to class. Each student brings in one to two sources that are then evaluated, compared and discussed in a group with the instructor facilitating. The students discuss where they found the information, and what process they used to find it. More and less effective research techniques are discussed and evaluated. This process helps the students to begin to develop the information structures and research as inquiry skill subsets. After this group discussion students begin research for their own paper. They turn in a bibliography and thesis statement at midterm week that is then critiqued and given back to them. In the second half of the semester there are student-instructor conferences that further evaluate their research and connect it to their thesis. This process further builds up the students' skill of using information structures and researching with a goal in mind.

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

Link to Institution's General Education Assessment Plan

N/A

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



Date

Aug 29 2019



Upload Assessment

Completed - Aug 29 2019

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

Term Paper Assignment and rubricRELG2130

Filename: Term_Paper_Assignment_and_rubricRELG2130.pdf Size: 460.2 kB



Upload Rubric

Incomplete

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

Application: 0000000725

Lori Franklin - lorig@nnmc.edu

NM General Education Curriculum

Summary

ID: 0000000725

Status: Under Review

Last submitted: Oct 13 2019 11:45 AM (MDT)

Application Form



Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

Tips for Completing the General Education Course Application

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

Contact Information

Name	Heather Winterer
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Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

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Registrar

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

(No response)

Institutional Course Information

Prefix	ENGL
Number	2310
Title	Introduction to Creative Writing
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2310
Name	Introduction to Creative Writing

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

Genre and Medium Awareness: Students will analyze model texts in poetry, fiction, non-fiction and drama. In short writing assignments and class discussion, students will analyze the literary forms and the choices made by the authors.

Strategies for Understanding and Evaluating Messages: Students will present their analyses through written assignments and group conversations, supporting their assessment with appropriate textual evidence. They will address the effectiveness of the author to use literary conventions to convey themes.

Evaluation and Production of Arguments: Students will produce their own creative writing examples of different genres. As they create these works, they will be evaluated on their ability to demonstrate understanding of the conventions within those genres. They will also engage in workshop activities where they will provide constructive feedback to each other's creative writing. As they analyze each other's work, they will demonstrate their ability to critically analyze the writer's intentions and the effectiveness of the writer's strategies and to communicate this analysis in clear, specific, and well supported responses.

Students will be revise their creative works based on the feedback from their classmates.

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

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

Problem Setting: As students read literary works within the main genres: poetry, fiction, nonfiction and drama, they will develop questions to help them explore the choices made by the author and the meaning or message of each work. For example, they may explore why an author began with the climax and then structured the rest of the plot to lead up to that crucial moment.

Evidence Acquisition: Students will develop interpretations of the works we read using evidence within the texts, conventions and vocabulary of the genre. In short writing assignments, students will find passages to quote and paraphrase that support the points they are making about the effectiveness of the writer's choices.

Evidence Evaluation: When students produce their own creative pieces, they will use the critical skills gained by analyzing literary works, to inform the choices they make about their own creative work.

Reasoning/Conclusion: As students complete responses to their classmate's work, they will learn how to evaluate strengths and weaknesses in creative writing. They will need to communicate responses effectively and with clear reasoning. Throughout the course, they will also analyze their own work and learn how to apply the feedback from their peers and their own analysis to improve the effectiveness of their writing.

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

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

Intercultural reasoning and intercultural competence: Students will read and analyze creative works from diverse cultural perspectives. In their own creative writing, they will develop methods to articulate social, political and personal issues in ways that are sensitive and instructive. Students will use workshop and class discussions to develop ethical and socially responsible ways of thinking about personal experience and diverse perspectives. As they provide peer response and analyze the model fiction, students will demonstrate cross-cultural awareness.

Collaboration skills and team work - In a workshop environment, students must demonstrate respect for each other. They need to listen to each other's perspectives and communicate their own ideas with sensitivity and careful reflection. The workshop environment needs to be a collaboration between author and audience with the goal of supporting the author's ability to create writing that achieves his or her purpose in clear and effective ways. Students are evaluated on their written responses to their peers and on their participation in the workshop discussion.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, appearing to read "I. W. Me", is written over a horizontal line.

Date

Oct 10 2019



Upload Assessment

Completed - Oct 11 2019

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

ENGL 2310 Assignment

Filename: ENGL_2310_Assignment.pdf **Size:** 77.4 kB



Upload Rubric

Completed - Oct 11 2019

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

ENGL 2310 Assignment Rubric

Filename: ENGL_2310_Assignment_Rubric.pdf **Size:** 325.0 kB

Application: 0000000707

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

NM General Education Curriculum

Summary

ID: 0000000707

Status: Under Review

Last submitted: Oct 8 2019 09:26 AM (MDT)



Application Form

Completed - Oct 8 2019

Application Form

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Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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

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

Contact Information

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

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

Chief Academic Officer

Name	Annemarie Oldfield
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Registrar

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

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

No

Institutional Course Information

Prefix	ENGL
Number	1320
Title	Exploring Creative Writing
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	1320
Name	Exploring Creative Writing

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

At the conclusion of this course, the student should be able to:

- i. Identify techniques for writing fiction or poetry
- ii. Select appropriate modes of communicating their ideas and emotions
- iii. Identify useful strategies for writing and revising

Institution-specific Student Learning Outcomes

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

Inquiry: Students are able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

Collaboration: Students are able to perform effectively as part of a team.

Communication: Students are able to effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of communication.

Community: students are able to practice community engagement that addresses social justice, environmental responsibility and cultural diversity.

C. Narrative

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

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

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

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

In this introductory course on fiction and poetry writing, students will, through reading and discussion of professionally published fiction and poetry, consider the possibilities of and limitations on story and emotional expression made available in the genres of short fiction and poetry. In addition, students will gain, through reading, and display, through class discussion, an understanding of elements of and strategies for the production of fictional and poetic messages. Students then will apply what they learn from facilitated discussion of professionally published fiction and poetry to the creation of their own poetic and fictional works. Students will display versatility by having to write three complete short stories and ten poems. Each of the short stories produced will be in a different sub-genre, such as comedy, fantasy, science fiction, literary, and horror. Through facilitated peer-review workshops based on the Milford critique system used at professional workshops such as the Clarion Science Fiction Writers' Workshop, students will, both in writing and orally, analyze, critique, and offer revision suggestions to their peers' works. Students will thus learn how to produce effective critical messages that will help their classmates improve and revise their own work. Students will also learn how to evaluate the efficacy of peer and instructor reviews that they receive and how to effectively utilize these reviews to improve the quality of their own poetic and fictional messages. Instructors will evaluate students' competency in producing arguments based on (1) the students' ability to craft poetic and fictional messages that skillfully utilize structural elements and individual words; and (2) the students' ability to create insightful and trenchant written critiques of the classmates' work.

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

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

Fiction and poetry writing are, quintessentially, problem setting exercises. Through the discussion of professionally published writing and material on story and poetic structure, students will be able to differentiate between fresh and stale themes, plots, characters, and world-building ideas. Students then will be able to create poems and stories that are both fresh and important as well as structurally sound. These fictional and poetic works will pose problems about how people operate socially, politically, and emotionally in the world. Students will examine the evidence in their own lives, other fiction and poetry, and the greater world to develop story and poem ideas. Students will analyze and evaluate this evidence for its appropriateness for inclusion in their fictional and poetic works. Students will also, through peer review, learn to evaluate the way others incorporate evidence to attempt to produce mimetic, genre, or emotional authenticity in their fictional and poetic production. Finally, students will engage in critical reasoning and making conclusions in several ways. First, students will critically evaluate the production of others through creating and delivering oral and written feedback. Second, students will deliver their thoughtful conclusions about the efficacy of others' creative output through the production of peer reviews. Third, students will draw conclusions about the efficacy of their own creative output during the course through receiving peer and instructor reviews of their work. Fourth, students will make conclusions about how to effectively implement suggested reasonable changes while maintaining their own creative integrity. Instructors will evaluate students' competency in critical thinking based on how students perform the following tasks: creating original, thematically important, and structurally sound stories and poems; trenchantly evaluating the output of others through the delivery of written and oral feedback; and effectively and thoughtfully implementing instructor and peer review feedback to produce poem and story revisions.

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

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

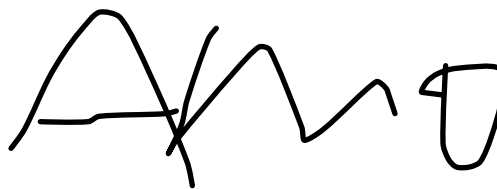
A creative writing workshop is, by its very nature, an exercise in personal and social responsibility. Students learn about intercultural reasoning and intercultural competence by reading and discussing a variety of professionally written texts, many of which will ask students to drop or alter their preconceived notions about cultural norms. In addition, students learn intercultural competence by imagining and rendering characters who come from classes, races, ethnicities, and religions differing from those of the authors. To write fiction or poetry is, its core, based on the ability to step inside the shoes of the other and to walk a mile or more in those shoes. Through the act of fictional world-building exercises, students will learn about cultural, planetary, and political sustainability. In participating in a workshop environment, students deal with ethical issues such as timely production and distribution of their creative product, taking responsibility for reading and critiquing work, and being attentive to reasonable calls for revision of their own work. The peer-review workshop functions as a team environment in which all must participate in order for the workshop to function for the benefit of all. Students will learn how to responsibly participate in a writers' community. Through the production of their own work, the consideration of professional work, and the reading and critiquing of their peers' work, students will develop, discuss, and deploy their literary values. Through responsibly participating in peer review, students will learn the basics of civic discourse, and by discussing important professionally published work, students will consider how poetry and fiction work to shape both national and civic discourse on issues ranging from inclusion to diversity to economic justice. Instructors will evaluate students' competency on personal and social responsibility by evaluating the diversity of the characters in fiction or poetry, the quality of the critiques delivered, the extent to which the relevant opinions of reviewers have been incorporated into revisions, and the quality of participation in peer review groups.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

Sample Assessment Creative Writing

Filename: Sample_Assessment_Creative_Writing.pdf Size: 471.5 kB



Upload Rubric

Completed - Oct 8 2019

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

1320 Rubric

Filename: 1320_Rubric.pdf Size: 221.1 kB

Application: 000000743

Monica Turner - Turnerm@clovis.edu

NM General Education Curriculum

Summary

ID: 000000743

Status: Under Review

Last submitted: Oct 20 2019 05:06 PM (MDT)



Application Form

Application Form

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

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

Contact Information

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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Business Administration, Behavioral Science & Education

Chief Academic Officer

Name	Dr. Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kim Tate
Email	kim.tate@clovis.edu

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

(No response)

Institutional Course Information

Prefix	PSY
Number	101
Title	Introductory Psychology
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	PSYC
Number	1110
Name	Introduction to Psychology

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Upon completion of the course, students should be able to:

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

Institution-specific Student Learning Outcomes

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

NA

C. Narrative

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

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

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

Psychology is a complex discipline because, for example, the American Psychological Association recognizes 54 divisions in psychology. Further, many research perspectives and theories inform psychology. Students learn about this complexity of psychology as a genre mainly through the medium of the textbook, which is digested throughout the semester via lectures, assignments, and exams. Students demonstrate their awareness of psychology's complexity through their weekly reports, wherein they have to reflect on the assigned reading. They apply this awareness in both their individual presentations and their group projects. But their versatility comes to fruition particularly through the research paper and/or oral presentation, wherein they commit to a topic of their interest, which they can then analyze through the lens of psychology.

Strategies for Understanding and Evaluating Messages

Students use different strategies for understanding and evaluating messages. For example, they do so when they write their weekly reports that help them improve their writing but also inspires them to engage closely with the text. Or when they orally present on a topic from the textbook or their original research project, wherein they applied the knowledge they have gained throughout the semester to any topic of their choice.

Evaluation and Production of Arguments

The two main ways for assessing evaluation and production of arguments are the writing assignments and the presentations. Students are expected to write formally while connecting the objective knowledge to both what they already know and their experiences. Students are also encouraged to write professionally like psychologists in APA-style because form and content are both equally important. Finally, when students present they are expected to demonstrate understanding of the material but also their presentation style is important, which has more to do with public speaking skills.

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

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

Throughout the semester, students demonstrate the following critical thinking skills through their weekly reports, research project, and oral presentation.

Problem Setting

Problem solving is an important aspect of psychology, particularly since it is in association with thinking from a cognitive perspective. There are two dimensions of problem solving: interpreting a problem and solving it. Students learn how to interpret problems before they can consider solution strategies, which can either be algorithmic or heuristic.

Evidence Acquisition

The question of evidence acquisition in psychology is vital because it is a methodological question, which has to do with data collection. Since psychology is situated within the social sciences, students learn about the scientific method in general and specific methodologies in psychology, which be descriptive or explanatory. So students learn that how the phrasing of their questions informs the type of method that they will end up choosing.

Evidence Evaluation

By learning about the scientific method and the different methodologies in psychology, students are well equipped for evidence evaluation. For instance, they can distinguish between correlation and causation when reading the results of scientific articles or books. They can also think scientifically by not engaging in confirmation bias and instead attempt to dis-confirm their hypotheses before looking for supporting evidence.

Reasoning/Conclusion

A critical understanding of science leads to critical thinking because students can think for themselves and question the ways psychologists arrive at knowledge. This flexible form of reasoning is key for any kind of research, whether rationalist or empirical and whether theoretical, quantitative, qualitative, or mixed methods. Students also learn about the important of philosophy for psychology since the latter grew out of the former, and also since philosophy continues to inform psychology to this day even if implicitly.

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

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

Intercultural Reasoning and Intercultural Competence

Given that cultural sustainability is one of four student learning outcomes, students are often encouraged in their research projects to consider the relevance of their research to where they are situated in New Mexico. For this reason, intercultural reasoning and competence can be demonstrated through an integration of objective knowledge from psychology with subjective knowledge. Subjective knowledge is a combination of personal experiences and local ways of knowing

Sustainability and the Natural and Human Worlds

Language and culture go together, and so it is important to sustain not only the language of psychology and the culture of science, but also the natural and human worlds that inform that language and that culture.

Ethical Reasoning

Ethical reasoning in a secular world is vital, and psychology is certainly concerned with ethical questions when it comes to doing research with human subjects. Psychology is also devoted to the question of moral reasoning in the context of development.

Collaboration Skills, Teamwork and Value Systems

Collaboration skills, teamwork and value systems are vital in lower-division psychology courses and students engage in them via group projects, wherein they have to work together on a topic of their choice, which they can then analyze using concepts from psychology. Finally, they get to write and present together, so this helps them to think collaboratively and to be involved in constructive dialogue. Students are evaluated on their ability to work together successfully in these projects.

Civic discourse, civic knowledge and engagement (both local and global) are very important not only in psychology but in academia in general because it is normal for individuals to disagree, but they must do so respectfully. Civil discourse is one of the hallmark of any democratic institution or organization. Education thrives on civil discourse, which includes constructive criticism.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 17 2019



Upload Assessment

Completed - Oct 20 2019

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

PSYC 1110 Sample Discussions and Project Assignments

Filename: PSYC_1110_Sample_Discussions_and_Proje_52FSmDy.pdf Size: 293.6 kB



Upload Rubric

Completed - Oct 20 2019

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

PSYC 1110 3N0 _Albright Fall 2019

Filename: PSYC_1110_3N0__Albright_Fall_2019.pdf Size: 340.5 kB

Application: 0000000738

David Smith - davsmith@nmsu.edu

Summary

ID: 0000000738

Status: Under Review

Last submitted: Oct 21 2019 11:14 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Essential Skills

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

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

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

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	English

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ENGL
Number	311G
Title	Advanced Composition
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2130
Name	Advanced Composition

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

STUDENT LEARNING OUTCOMES

1. Students will examine and apply different writing styles and modes used by masters of personal essay and keep a reading response journal of assigned readings as demonstrated by scoring a 70% in faculty designed assignments.
2. Students will develop a sense of audience by discussing their papers with each other in small groups during class or by reading each other's papers and participating in positive, helpful peer reviews as demonstrated by scoring a 70% in faculty designed assignments.

Institution-specific Student Learning Outcomes

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

1. Read Critically
2. Write for a variety of audiences
3. Determine reliability of sources
4. Understand rhetorical principles
5. Information literacy

C. Narrative

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

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

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

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

This course is an advanced writing course for upper-division students who have already taken their general education writing requirements but their major requires more writing courses. This class is often taught as a subtitled course with a specific focus on cultural, social, or academic significance, usually within the instructor's expertise or student interest. To address "genre and medium awareness," students engage with a variety of written, visual, and digital genres to determine rhetorical form and convention, and analyze the ways that those genres are methods to create arguments for specific audiences. For the subcomponent "application and versatility," students apply their genre knowledge to create multimodal projects for specific audiences to convey their research. Students also learn classical and contemporary rhetorical principles for "strategies for understanding and evaluating messages," and use these principles to analyze or critique a variety of compositions, from academic articles to television commercials and websites. For "evaluation and production of arguments," students create and refine their arguments through research and creation of specific assignments that ask them to create arguments based off of these principles.

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

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

Students in English 311 engage in and develop established practices of critical thinking. Consequently, students identify and consider rhetorical situations, purposes, audiences, cultural and social contexts, and points of view embodied in a text or artifact, distinguishing biases and values as part of that work. Students practice testing an argument's logic and quality, considering its maker's evidence, warrant and assumptions. Apart from engaging the created texts and artifacts of others, students respond to the course's subtitled subject in their own writings. Students practice identifying, collecting, processing, and ethically incorporating credible source material into their own research writing. They develop the ability to interpret and respond to humanities and social sciences texts (books, magazines, journal based on the theme/subtopic of the course. Students should read actively and think critically, identifying and gathering information on assigned texts to inform their interpretation and response. They learn to practice effective research strategies, and integrate credible research into their assignments correctly and ethically. Students also critique arguments offered in the texts to determine the underlying methodology as well as underlying values, and construct their own rhetorical argument or reasonable conclusion as a result. Students will engage in critical discussion as a way of analyzing and grappling with texts. This course differs from English 211 since most students in English 311 are juniors at the university and engaged in more specific practices within their majors and disciplines. Instructors of 311 talk about the rhetorical and genre expectations of those disciplines and may provide specific resources for students in history, journalism, criminal justice, law, or creative media.

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

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

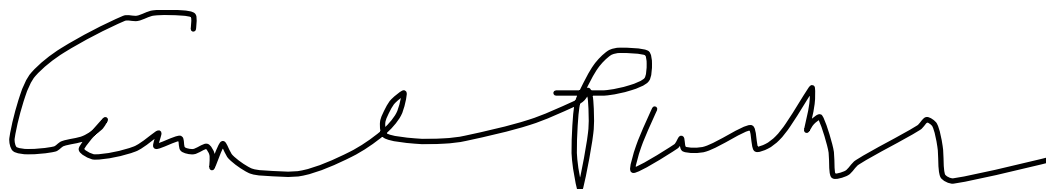
This course is heavily focused on information and digital literacy, and in recent years has been taught as an "information literacy" subtitled course. Students examine cultural artifacts, such as text, images, and other multimodal media from contemporary and past sources. Students use visual, written, and/or oral rhetorical strategies to persuade, inform, or engage their audiences on their given topic. Students are given a variety of sources to engage with and determine credibility of, including library and popular news sources. Students conduct research using digital methods and learn to use sources that are credible and effective for their audiences. They will learn to demonstrate how research meets or fails to meet research standards by measuring findings against the criteria for a quality resource.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 17 2019



Upload Assessment

Completed - Oct 17 2019

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

ENGL 311G Sample Assessment

Filename: ENGL_311G_Sample_Assessment.pdf Size: 146.5 kB



Upload Rubric

Incomplete

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

Application: 0000000700

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000700

Status: Under Review

Last submitted: Oct 21 2019 12:14 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Art

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ART
Number	296G
Title	Introduction to Art History II
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ARTH
Number	2120
Name	History of Art II

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

Institution-specific Student Learning Outcomes

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

None

C. Narrative

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

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

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

Art 296 represents the second part of the Introduction to Art History-Art 295 is the first so the narratives will be very similar. This class continues to build on strategies for understanding and evaluating the visual arts. The class covers the Late Gothic period through to Contemporary Art. Period specific vocabulary (genre and medium awareness) is acquired to use along with a variety of strategies of interpretation including formal analysis and analysis of historical and cultural contexts (application and versatility; strategies for understanding and evaluating messages). Textbook readings, class lectures and discussions, low stakes in class writing and discussion assignments along with online group discussions (application and versatility) help reinforce student skills building. Weekly assignments, which vary from narrative writing to traditional quizzes, ask students to identify major works of art, critically evaluate works of art, apply the new vocabulary and employ a specified methodology (evaluation and production of arguments). The final capstone paper asks students to compare and contrast two works of art from different stylistic time periods and geographical locations through a visual analysis of each, then evaluate how each work of art uses culturally specific means to convey their messages (evaluation and production of arguments). Strategies for understanding and evaluating messages become more complex the newer the art works with non traditional media for making art, such as formaldehyde, elephant dung and digital imagery (genre and medium awareness)-emerging. The question -Why is that Art? -and in class discussions link specific modern works of art to themes and meaning through evaluation and production of arguments.

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

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

Students in Art 296 will demonstrate critical thinking skills by analyzing the historical and social contexts of art and applying art-specific vocabulary correctly to discussions on works of art (evidence acquisition). Students are involved with problem setting when asked to choose art works for the comparison essay, follow up with directed research in the library (evidence gathering; evidence evaluation) to arrive at a conclusion -why was this comparison important and what was the thesis (reasoning/conclusion)? By asking themselves questions of the works of art chosen, students acquire and evaluate evidence to arrive at their thesis (problem setting, evidence acquisition). Researching material in the library and constructing an annotated bibliography teaches students to evaluate resources, while in-class discussions on visually communicated meanings lead to students learning to differentiate valid from invalid arguments. Students must weigh the evidence they have collected to complete the assignment. Correctly identifying major works of art and listing them within their correct stylistic designations in quizzes and writing assignments represents further examples of evidence acquisition, evaluation and reasoning. A student needs to know stylistic characteristics (evidence acquisition) to place the works in the correct period designation (evaluation and reasoning).

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

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

Students use the framework of art specific vocabulary and methodology to critique specific cultural and historical contexts to evaluate cultural assumptions from one time period and subsequent impact on a different time period in terms of appearance, meaning and function (intercultural reasoning and intercultural competence). Students analyze samples of art works from the 15th to the 21st century, from different geographical locations and totally different contexts to examine meaning, function and message in works of art. Modern art in particular, which challenges the canon of older Renaissance art, forces students to engage in intercultural reasoning and intercultural competence to understand the transition from a perfectly proportion rendering of a human figure in the 15th century to the fractured figures drawn 500 years later - Botticelli versus De Kooning. Students examine common themes that are reflected in art across cultures and eras - power, politics, morality, spirituality as expressed in art. Is one solution better than the other? Why? As students answer these questions and describe a range of cultural concerns that are communicated within the work of art, awareness of their own cultural biases emerge (intercultural reasoning and competence; ethical reasoning). Other issues including the commodification of art in recent years- huge prices at auction houses, cult of the collector, works of art disappearing from public view- and censorship call for ethical reasoning responses on the part of the student. The exploration of public art -from famous examples worldwide to the Statewide 1% Policy on New Buildings on Campus - further engages students in civic discourse, local and global.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

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

ART 296G Sample Assessment Revised

Filename: ART_296G_Sample_Assessment_Revised.pdf Size: 1.2 MB



Upload Rubric

Incomplete

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

Application: 0000000733

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000733

Status: Under Review

Last submitted: Oct 16 2019 09:35 PM (MDT)



Application Form

Completed - Oct 15 2019

Application Form

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Contact Information

Name	Colleen Lynch
Title	Associate Dean
Phone	5054281769
Email	colleen.lynch@sfcc.edu

Submitting Institution

Name of HEI	SANTA FE COMMUNITY COLLEGE
Submitting Department	Social Science and Humanities

Chief Academic Officer

Name	Margaret Peters
Email	margaret.peters@sfcc.edu

Registrar

Name	Kathleen Sena
Email	kathleen.sena@sfcc.edu

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

No

Institutional Course Information

Prefix	HUMN
Number	1110
Title	Introduction to World Humanities I
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	HUMN
Number	1110
Name	Introduction to World Humanities I

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

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

Institution-specific Student Learning Outcomes

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

n/a

C. Narrative

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

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

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

In this course the three outcomes included in the general education learning outcomes are tied to one

another—Critical Thinking, Personal & Social Responsibility, and Information & Digital Literacy. All three also align with each of the course learning outcomes, and this alignment is reflected in the individual course assignments. The first course learning outcome aligns more generally with general education learning outcomes, in that it covers the student’s ability to identify and describe the basic “building blocks” of the humanities—the contributions and expressions of selected world civilizations and cultures. This is developed and assessed using some combination of short writing assignments, quizzes, and exams. Students will be required to employ both comparative analysis and interdisciplinary techniques, use specific examples, and to compose effective responses. This is done in short assignments, class discussions, and basic analysis of specific examples in short papers or reaction papers. The final assessment of learning outcomes is a term paper or project that includes a written paper graded using the term paper grading rubric (attached). This rubric includes a brief table that explicitly links every course learning outcome and every general education component skill to a specific line on the rubric where it is assessed. The fastest and most efficient way to see how all outcomes are linked and assessed is to look at the rubric—examine the table on the back and then look over each line in the grading rubric itself.

Problem Setting. This component skill will be assessed through the thesis statement for the term paper/project. The thesis statement serves to “set the problem” by delineating a central problem or question that the paper will discuss. Students will be guided in the process of creating an effective thesis statement by completing a separate thesis statement short assignment, which also provides an opportunity for instructor feedback. The thesis statement will however not be assessed until the student’s final term paper/project (on the “thesis statement” line of the grading rubric), to allow for the incorporation of changes and developments driven by their research and writing.

Evidence Acquisition. Students will complete short assignments focusing on locating and identifying different types of cultural artifacts (written, visual art, architecture, ideas, etc.), creating short annotated bibliographies, and/or group work, to prepare them for researching their term paper/project. This specific component skill is assessed on the Research & Factual Understanding line in the term paper grading rubric (attached). This component skill calls for the gathering and identification of information/data necessary to address the problem or question (in this case the thesis statement). The research paper requires students to use diverse sources (evidence), including primary and secondary sources, and with diverse points of view and perspectives. The rubric used to assess this examines the types of sources, their appropriateness/usefulness (given the thesis of the paper), and the use of citations to acknowledge and identify their sources (evidence).

Evidence Evaluation. Several graded short assignments and brief writing assignments help prepare

students by giving them practice in evaluating different types of sources (evidence) for point of view and/or bias, and purpose, as well as practice in more sophisticated analysis. This specific component skill is assessed on the Analysis line in the term paper grading rubric (attached). The rubric includes an evaluation of evidence for credibility (eg. Bias, reliability, validity), and also for its relevance—does the evidence support the analysis, does the analysis also reflect the evidence, and was the evidence well understood and accurate?

Reasoning/Conclusion. This will also be assessed on the Analysis line in the term paper grading rubric (attached). In this case the focus is on both the overall reasoning in the paper and a clear and proper logical argument, as well as the presence of a strong conclusion.

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

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

Intercultural Reasoning and intercultural competence. Students will be examining multiple civilizations and cultures from different regions of the world (Asia, Africa, Europe, The Americas), over an extended period of time. The interdisciplinary nature of this course will also encourage students to adopt differing theoretical and analytical frameworks. These elements form a major part of what this general education student learning outcome is attempting to assess. Students will be expected to incorporate and integrate multiple viewpoints and diverse perspectives into their papers or projects. This component skill is assessed in the term paper/project grading rubric line “Synthesis (diverse perspectives).”

Civic discourse, civic knowledge and engagement - local and global. This component skill calls for examination of organizational, cultural, economic, and political factors, and their impact on local and global problems. Also central to this skill is a recognition of different perspectives and the possibility of multiple valid responses. Civilizations and cultures create and evolve as a response to pressures both internal and external, and within a larger global (and chronological) context. This component skill is assessed in the term paper/project grading rubric line “Synthesis (diverse perspectives).”

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

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

Authority and Value of Information. This component skill refers both to an understanding of how to differentiate between types of sources and how to recognize the quality (reliability) of different sources and how to use each appropriately. As well as being able to evaluate sources, students should also learn to use a wide range of sources, including non-print sources such as photographs of art, examples of architecture, etc. This skill also calls for the use of proper citations and acknowledgement of sources. These skills are all explicitly aligned in the grading rubric line Research & Factual Understanding.

Information Structures. This component skill is introduced in short assignments and other course assignments, but is assessed in the term paper grading rubric, also on the Research & Factual Understanding line. This skill refers to the knowledge of how to use appropriate information formats, collections, systems, and applications, which is necessary for meeting the research requirements for the term paper, and which can be assessed through the citations and works cited/bibliography in the paper.

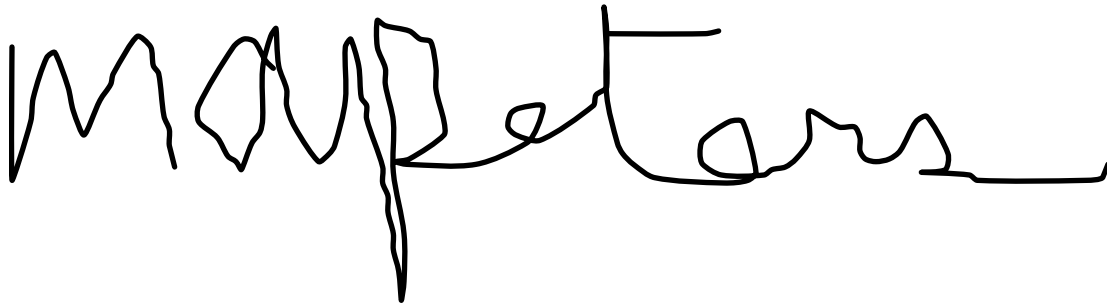
Research as Inquiry. This component skill is described as engaging in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. This also describes the entire process of researching and writing the term paper, although here it can reasonably be limited to the effective use of research, and which can also be assessed under the line Research & Factual Understanding.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 15 2019



Upload Assessment

Completed - Oct 15 2019

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

HUMN 1110 assignment

Filename: HUMN_1110_assignment.pdf Size: 77.6 kB



Upload Rubric

Completed - Oct 15 2019

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

HUMN 1110 rubric

Filename: HUMN_1110_rubric.pdf Size: 357.2 kB

Application: 0000000739

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

Summary

ID: 0000000739

Status: Under Review

Last submitted: Oct 21 2019 11:14 AM (MDT)



Application Form

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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

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

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	English

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	ENGL
Number	318G
Title	Advanced Technical and Professional Communication
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

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

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

N/A - This course will be submitted to the state as a LOWER DIVISION unique course (ENGL 2215 has been proposed) with learning outcomes given below under Institution-specific SLOs.

Institution-specific Student Learning Outcomes

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

- o Analyze rhetorical situations and develop strategies for engaging specific audiences.
- o Read technical and scientific texts critically and respond to them in writing.
- o Produce original, ethical, and informative texts that take advantage of diverse, multimedia formats.
- o Conduct research, document resources using appropriate citation styles and use writing to connect this research to conversations in your major field(s).
- o Work collaboratively, solicit feedback, and revise and edit texts for use in specific communities.

C. Narrative

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

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

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

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

In this course, students will gain awareness of genre conventions through exposure to many forms of print and digital media and to diverse genres related to Technical and Professional Communication, such as memos, letters, proposals, instructions, resumes, marketing materials, social media posts, descriptive websites, or oral presentations. Analyzing example texts and their deployment in diverse contexts will help students learn to understand how these genres are versatile and how they participate in different kinds of arguments. In each unit, students will engage through lowstakes individual and group activities which introduce and reinforce new ways of seeing, analyzing, and evaluating concepts related to (a) the credibility and rhetorical goals of individual sources; (b) how authors communicate expertise, credibility, and community membership; (c) how rhetorical strategies influence readers in varied professional contexts; or (d) how awareness of community dynamics, cultural norms, and language politics enable persuasive communication and ethical professional practices. Students will then demonstrate proficiency with related concepts by completing higher-stakes projects in which they craft specialized argumentative and descriptive documents and reflect on their processes. Potential projects include: designing a set of informational documents that bring together text and visuals to address a specific problem in a given community; producing a report that demonstrates students' ability to responsibly gather, analyze and summarize data from other sources; analyzing and critiquing a text and proposing improvements to that text in a formal way; assembling a multi-document job application packet; creating instruction documents for specific audiences; or conducting and documenting user testing of instruction manuals or software. Following major projects, students will be assessed based on their ability to target specific audiences, integrate new concepts into their own writing or multimedia work, and articulate both why they made the choices they did and what their intended effects of their linguistic choices were.

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

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

In this course students will be introduced to new methods for problem posing in technical and professional settings, rhetorical analysis, and interpretation of research. Critical consideration of how specific examples of technical and professional writing take shape in relation to conventions (including conventions of evidence use) will prepare students to evaluate sources and styles of evidence appropriate to the problems that inform major assignments. Throughout the semester, students will be asked to demonstrate their evolving critical thinking skills in class discussions, individual and group activities, and formal and informal writing assignments. They will also be asked to demonstrate their ability to analyze problems in their cultural specificity, making connecting between diverse contexts, purposes, and audiences. They will further have the chance to demonstrate their skill as critical thinkers when completing projects that expect them to grapple with complex real world scenarios in which technical documents have material effects; such projects will also require them to think critically while they are reading course texts and texts found during independent research; related skills that may be assessed will include crafting research questions and using questions to identify an appropriate scope and clear parameters for independent projects as well as selecting ethical sources and ensuring that their research and arguments support the conclusions that they draw. Students will use writing to reflect on and assess their own analyses and source use throughout the semester.

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

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

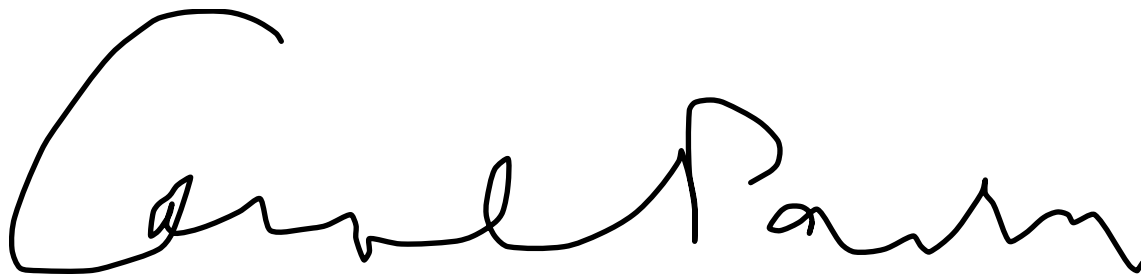
Students will develop awareness of evolving digital information sharing standards by studying technical and professional information as it is presented in a broad range of sources, including digital texts sponsored by governmental, nonprofit, academic, and commercial entities. Through class and small group discussion and writing assignments (formal and informal) they will have opportunities practice systematic evaluation of texts; in both discussions and writing, they will be asked to reflect on how authority, expertise, and the value of information (especially on line information) may be constructed in a variety of context-dependent ways. Studying specific texts and identifying patterns that link or differentiate various kinds of texts-will help students develop new, nuanced understanding of the many relationships that may exist between content and information structures; this work will include open-ended (inquiry based) exploration of relationships between technologies, mediums, genres, and diverse cultural and economic contexts. Possible topics that may help instructors introduce related inquiries include but are not limited to: roles that inclusive design, user-centered design, or Universal Design principles play in technical and professional communication contexts; the historical evolution of technical standards; or the evolution of global communication standards in industry specific technical or profession settings. Students may then be assessed on their ability to identify and name related structures and their effects. In addition to practicing identifying patterns, students will practice writing with different media (for example, writing for video, audio, or graphic design settings), and they will be assessed on their ability to make and then justify formal choices that reflect their own emerging digital literacies.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 17 2019



Upload Assessment

Completed - Oct 17 2019

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

ENGL 318G Sample Assessment

Filename: ENGL_318G_Sample_Assessment.pdf Size: 214.8 kB



Upload Rubric

Incomplete

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

Application: 000000686

Orson Webber-McCollaum - webber-m@nmmi.edu

NM General Education Curriculum

Summary

ID: 000000686

Status: Under Review

Last submitted: Oct 8 2019 08:29 AM (MDT)



Application Form

Completed - Oct 2 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

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

the course.

Contact Information

Name	Orson Webber-McCollaum
Title	Mr.
Phone	5756248204
Email	webber-m@nmmi.edu

Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Foreign Language

Chief Academic Officer

Name	Douglas Murray
Email	dmurray@nmmi.edu

Registrar

Name	Chris Wright
Email	wright@nmmi.edu

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

Yes

Institutional Course Information

Prefix	CHIN
Number	1110
Title	Mandarin Chinese I
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	CHIN
Number	1110
Name	Mandarin Chinese I

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

At the conclusion of this course, students should be able to:

1. Approach a novice--mid proficiency (ACTFL) in speaking, listening, reading, writing, as well as to develop their cultural awareness
2. Demonstrate knowledge of the phonetic system in Mandarin Chinese
3. Pronounce Chinese pinyin in correct tones
4. Demonstrate the mastery of the most commonly used characters (approximately 400-500)
5. Understand basic Chinese grammatical concepts
6. Use basic Mandarin vocabulary, introductory phrases and sentences in both oral and written forms
7. Understand greetings in China, countries and nationalities, Chinese family values, hobbies, and being someone's guest in China

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Revised 8/29/2019

8. Apply the language to greet each other, identify countries and nationalities, talk about his/her family, discuss important dates, talk about hobbies, and visit a friend in China
9. Develop basic reading and writing skills in Chinese
10. Develop initial understanding of Chinese culture, compare aspects of different cultures, make connections to their daily life, and build links among communities

Institution-specific Student Learning Outcomes

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

1. Demonstrate critical thinking.
2. Demonstrate written communication.
3. Demonstrate oral communication.
4. Demonstrate information literacy.
5. Apply technology in a variety of contexts.
6. Exhibit ability to understand, speak, read, and write in the target language.
7. Demonstrate knowledge of the geography and culture of the countries using the target language.
8. Demonstrate knowledge of verb conjugation in the target language.
9. Employ modern technology in language use and study of the culture.
10. Exhibit engagement with the language that goes beyond rote memorization and demonstrates a genuine understanding of the benchmarks that will be required to progress to the next level.
11. Exhibit the ability to think critically about cultural artifacts and assess cultural discourse in the context of a global community.

C. Narrative

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

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

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

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

For problem setting, students are taught to be able to pose questions in the target language using appropriate vocabulary and honorifics when applicable. In exhibition of evidence acquisition, students are taught to be able to use print and electronic language learning resources such as dictionaries and quizzing applications to complete assignments and enhance language acquisition. Students are also taught how to navigate spoken and written language with the use of circumlocution to enhance comprehension. For evidence evaluation, students are taught to be able to question, evaluate, and judge whether words and language obtained from language learning resources are appropriate translations as opposed to direct translations, as well as how different resources are intended to be used. For reasoning/conclusion, students are taught to be able to synthesize information presented in class and display mastery of said information in the target language during formal and informal evaluation.

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

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

For intercultural reasoning and intercultural competence, students engage with visual media, print media, popular culture, music, and other cultural artifacts from the target culture. Students also compare and contrast target culture media and artifacts with their own home cultures. Students become familiar with the geographical distribution of target culture, select segments of the target culture's history, as well as the diversity of ethnic groups, language groups, and other communities within the target culture. For collaboration skills, and teamwork, students learn to work in groups and pairs to complete tasks assigned in class and as homework. For value systems, students are exposed to the various value systems found in the target culture, how said culture influences language, and expected to demonstrate that knowledge during class discourse.

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

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

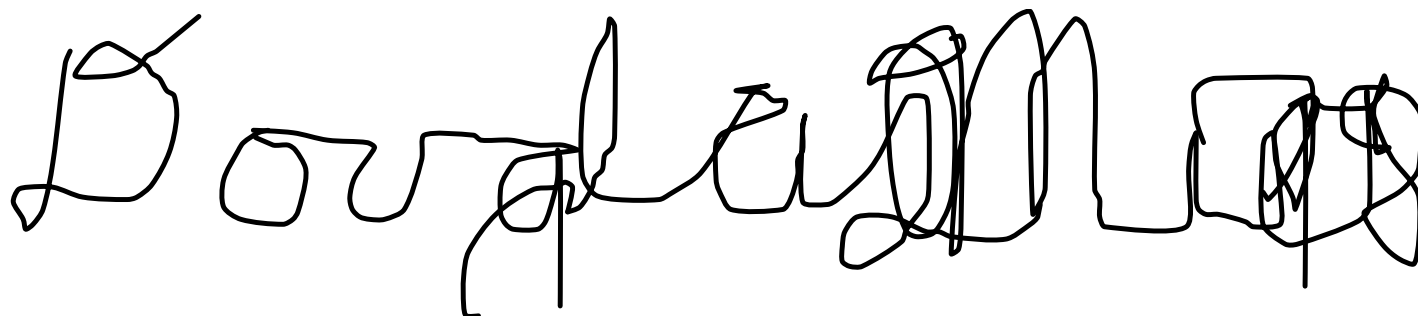
For authority and value of Information, students are taught to evaluate the reliability and efficacy of print and digital resources used to enhance language acquisition such as online dictionaries, print dictionaries, online translators, and others sources. Students are informed of the ethics of using electronically generated language, like that of Google and Bing, as their own work, and are trained to use such tools in an appropriate manner. For Digital Literacy, students are taught to be able to identify and use digital language learning resources specific to the target language in order to enhance their language acquisition. Students are also taught to interface with digital media platforms, as well as digital information platforms. For Information structures, students are also taught to be able to use digital mediums to communicate and present material in the target language in a manner befitting a professional setting.

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

Link to Institution's General Education Assessment Plan

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

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

A handwritten signature in black ink, appearing to read "D. [unclear] [unclear] [unclear] [unclear] [unclear]". The signature is written in a cursive style with some loops and flourishes.

Date

Sep 24 2019



Upload Assessment

Completed - Sep 26 2019

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

问好 Skit

Filename: Skit.pdf Size: 519.3 kB



Upload Rubric

Incomplete

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

Application: 0000000694

Jared Farley - jaredaaronfarley@gmail.com

NM General Education Curriculum

Summary

ID: 0000000694

Status: Under Review

Last submitted: Oct 23 2019 02:09 PM (MDT)



Application Form

Completed - Oct 2 2019

Application Form

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

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Contact Information

Name	Jared Aaron Farley
Title	Associate Professor of Political Science
Phone	5756248178
Email	farley@nmmi.edu

Submitting Institution

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

Chief Academic Officer

Name	BG Douglas Murray
Email	dmurray@nmmi.edu

Registrar

Name	MAJ Chris Wright
Email	wright@nmmi.edu

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

Yes

Institutional Course Information

Prefix	POLS
Number	2160
Title	State & Local Government
Number of credits	3

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

Yes

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	POLS
Number	2160
Name	State & Local Government

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

(Note: there are no student learning outcomes listed in the 8th or 9th version of the course catalog published at: <http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx> , therefore I'm just going to list the outcomes associated with POLS 2170 [State & Local Politics], as these almost exactly the same courses.)

1. Explain the place of state and local governments in the federal system.
2. Explain and analyze political and governmental problems and issues confronting states and localities.
3. Express informed views and opinions regarding state and local governments and politics in America.
4. Participation in the state and local political process.
5. Use case studies as an analytical tool in order to think critically about American state and local political and governmental issues and problems

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

Students in POLS 2160 identify and communicate in various genres and mediums, including completing written assignments, participating in classroom discussions, conducting oral presentations, and engaging in online digital exercises that accompany the textbook. Students demonstrate strategies for understanding and evaluating messages by reading various course material, such as the textbook, articles, and videos, and identifying main points, arguments, and counterarguments. The material they are presented with requires them to understand and analyze connections and contradictions in various state governmental/political systems. Students evaluate arguments and evidence through presentations, classroom discussions, and written work. The textbook I use includes a theme of critical analysis of sources, and includes in-chapter exercises intended to help students differentiate between supported claims, unsupported claims, opinions, inferences, and other rhetorical strategies frequently employed by political actors.

One assignment will help you see how each of these communication skills are addressed. Students are assigned to read two case studies from the textbook concerning state and local administration of elections. One case study argues that state & local governments are doing a good job of preventing voter fraud and hacking, while the opposing case study argues the opposite. Students also watch two short videos from the online resources that accompany the textbook, that mirror the arguments made in the two case studies, but provide additional voices, arguments, and evidence. Students are then split into two groups and given an assignment for the end of the week, one group presenting the argument that state & local governments are doing a good job at preventing voter fraud and the other group arguing the opposite perspective. After their presentations, students are assigned an individual writing assignment, where they are to individually analyze state & local government efforts to prevent voter fraud and voting system hacking. Students do NOT have to keep arguing the same perspective they were assigned during the oral presentations. Students are required to utilize APA composition and citation guidelines, and are expected to properly cite 5 authoritative outside sources (not their textbook or classroom videos) to bolster their analysis, and critiquing the claims made by the authors of the two case studies.

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

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

Throughout this course students develop the skills necessary to allow them to identify, evaluate, and develop well-founded conclusions about state & local governments and political systems, including their structures, ideologies, processes, and foundations. We start the course by explaining to students that every political decision will have those who benefit and those who do not benefit. Therefore, the sophisticated analysis of American politics starts with figuring out who benefits from each decision and who doesn't benefit. Students are reminded of this as they complete readings, listen to course lectures, engage in classroom discussions/debates, and complete projects and written assignments. Students synthesize this information and data in formulating their responses. Writing assignments and quizzes assess students' capacity to think critically and reason logically about state & local politics and governance. Students are also given individual and group assignments that require them to engage with different levels of scholarly research/reasoning to support, refute, or explain various issues and paradoxes of state & local politics and government, of both a historical and contemporary nature.

The assessment uploaded with this application provides a good example of an activity designed to address all of these components of critical thinking (see attached). While covering the chapter on state legislatures, the class is assigned to read two articles about a proposal in California in 2006 to create a citizens assembly that would study the state's legislative dysfunction for a year and then offer up proposed remedies for California voters to vote up or down via ballot propositions at the next state-wide election. One article argues for the creation of these citizen assemblies, while the other article argues against the idea. Students are then given two writing assignments, one an individual assignment and the other a group project. The individual assignment is to analyze the arguments of each of the articles and formulate a rationale as to, if you were a member of the California state legislature, would you support the creation of the citizen assemblies? Why or why not? Students must include 4 authoritative outside resources to bolster their analysis and properly cite these resources using APA guidelines.

Once that assignment is completed, students are then broken up into two or three groups (depending upon the size of the class). Each group is to assume the creation of these citizen councils have occurred and each group is given a list of 3 (different) reforms that they have endorsed. Each group is to pretend that they are a public watchdog group who is working on a non-partisan report concerning these proposed reforms for their members. Their report is to list an explanation as to why the reform was thought necessary by the citizens assembly, what issue(s) it is intended to address, and what potential problems might emerge from enactment of the proposal. Finally, the group should issue a conclusion as to if the membership of their watchdog group should support each of the proposals. To do this, students

must delineate the question at hand, identify the relevant information from the scenario, and develop a conclusion based upon their evaluation.

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

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

Throughout this course, students are reminded of the relationship between the individual, the larger society, and their government. Through assigned readings, lectures, videos, projects, and classroom discussions/debates, students wrestle with questions of justice and personal and social responsibility. Their responsibilities to be informed and active citizens is heavily emphasized. Through engagement with data, analysis, and perspectives different from their own, students gain a better understanding and appreciation of differing political world views. Sometimes students are confronted with the reality for the first time that not everybody in the United States thinks like their family does, and those who disagree with them cannot simply be dismissed as uninformed or unethical.

One of our case studies usually has a dramatic impact the students who read it regarding personal & social responsibilities. It is the story of an Illinois state mining inspector and how despite his efforts to avert a mining disaster, he is unable to control the political and business forces arraigned against him performing his duties the way he thought he should. It is a cautionary tale of the impact of powerful businesses, labor unions, party politics, and corrupt state & local government. After discussing all of the obstacles the mine inspector faced and how he chose to respond, I give students a writing assignment asking them how they would have, or would not have, responded if they found themselves in the same position as the mine inspector from the case study. They also have to pretend they are another character from the case study, a concerned miner, and asked how they would attempt to civically engage the politically system to help prevent any disasters. I also take a moment to introduce them to the American Society for Public Administration's Code of Ethics and ask them if they believe the mine inspector from our case study conformed or violated any of the principles of this code, in fact or spirit.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Sep 29 2019



Upload Assessment

Completed - Sep 29 2019

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

Assignment for POLS 2160

Filename: Assignment_for_POLS_2160.pdf Size: 78.2 kB



Upload Rubric

Incomplete

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

Application: 0000000723

Lori Franklin - lorig@nnmc.edu

NM General Education Curriculum

Summary

ID: 0000000723

Status: Under Review

Last submitted: Oct 13 2019 11:42 AM (MDT)



Application Form

Completed - Oct 11 2019

Application Form

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

Contact Information

Name	Pamela Lapcevic
Title	Associate Professor
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Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

Name	Ivan Lopez
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Registrar

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

(No response)

Institutional Course Information

Prefix	ENGL
Number	2660
Title	World Literature II
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	ENGL
Number	2660
Name	World Literature II

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

1. Identify and comprehend key authors and literary works from the 1600s to the present.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences

Institution-specific Student Learning Outcomes

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

N/A

C. Narrative

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

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

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

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

Problem Setting- In the beginning of the course, students will be asked to use the art of reflection to identify and list their personal biases before engaging with any of the texts they are about to read. Throughout the semester, they will begin the process of confronting those biases as they continue to explore literature. To analyze their growth, students will write a final reflection at the end of the semester.

Evidence Acquisition - Students will be provided with a number of opportunities to gather, analyze, evaluate and synthesize information relevant to thematic questions by mastering a series of assigned literary works in terms of historical context and content. In writing assignments and class discussion, they will be evaluated on their ability to effectively use evidence from the text to support their analysis of the literature and address these essential questions.

Evidence Evaluation- In their writing assignments, students will select information from primary and secondary sources that most effectively and powerfully supports their ideas and helps them to demonstrate their understanding of literary elements, the literature, and the historical context of that literature. In this effort, students will evaluate their findings to confront their own pre-conceived biases and to appreciate the power of literature as a tool to generate a more humane, global understanding of the similarities we all share with the lives others.

Reasoning/Conclusion- In the attached assignment, students will be asked to reflect upon how they have grown as a result of being exposed to World literature. They will carefully consider how to display that transformation in a final paper which supports a powerful and truthful thesis by using significant and ethical references to texts read in class. This paper will also incorporate reflections on Personal and Social Responsibility which will be explained in the last narrative.

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

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

Students will develop the ability to connect choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples. Students will also include intercultural competence, knowledge of civic responsibility, and the ability to engage with locally, regionally, nationally or internationally known literary artists and the texts they create. Students then will be able to reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences of the human condition.

Civic Discourse-The class will be based on discussion of texts, respectful dialogue, and the importance of listening to and HEARING others' perspectives in order to enhance one's own.

Sustainability and the natural and human worlds-Throughout the semester, students will be challenged to identify references or cultural themes in literary texts which demonstrate how sustainability is dependent upon understanding and respecting the interconnection of the human and natural worlds. These observations will be incorporated into their final paper with proper text references and citation.

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

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

Authority and Value of Information-Students will have access to and utilize online and primary source materials throughout the semester to answer questions about the world through both the eyes of the authors and through their own perspectives and experiences.

Information Structure-Students will concentrate their focus on strengthening thesis statements and their ability to argue that thesis using relevant references to literary texts to support their argument in ethical and effective ways.

Research as Inquiry- Students will conduct research to understand the historical context of given texts and to observe any similarities with struggles or common themes of the present time. Students will demonstrate their ability to utilize literature and research as a critical conduit to identify universally unifying humanitarian themes throughout the world.

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

Link to Institution's General Education Assessment Plan

<https://nsmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/assessment-2/>

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



Date

Oct 10 2019



Upload Assessment

Completed - Oct 11 2019

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

EssayAssign ENGL 2660

Filename: EssayAssign_ENGL_2660.pdf Size: 79.0 kB



Upload Rubric

Completed - Oct 11 2019

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

EssayRubric ENGL 2660 World Lit 2

Filename: EssayRubric_ENGL_2660_World_Lit_2.pdf Size: 106.3 kB

Application: 0000000714

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000714

Status: Under Review

Last submitted: Oct 21 2019 11:34 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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

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

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

Deadline for Next Curriculum Committee Meeting

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

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

Tips for Completing the General Education Course Application

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

Contact Information

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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Theatre Arts

Chief Academic Officer

Name	Dr. Carol Parker
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Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

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

Yes

Institutional Course Information

Prefix	THTR
Number	105
Title	Acting for Non-Majors
Number of credits	3

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

No

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

No

Co-requisite Course

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

New Mexico Common Course Information

Prefix	THEA
Number	1210
Name	Acting for Non-Majors

A. Content Area and Essential Skills

To which area should this course be added?

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

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

B. Learning Outcomes

List all common course student learning outcomes for the course.

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

Student Learning Outcomes

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

Institution-specific Student Learning Outcomes

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

1. Increase verbal and physical communication skills which are applicable in any field.
2. Develop personal and social responsibility via group work, research and self-reflection.
3. Increase confidence and self-esteem via continuous presentations with supportive feedback.

C. Narrative

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

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

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

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

While THTR 105, Acting for Non-Majors, is a Fine Arts acting course, in actuality it is indeed a course which emphasizes communication. The course utilizes oral and written communication genres from the beginning to teach students to communicate with one another and with a wider audience. Students begin to warm up their voices with exercises that literally show the position of the tongue and the teeth to form letters and words. They learn that enunciation and pronunciation are essential to every speaker. They learn that they may be an intuitive actor and may be the best character actor ever, but if they cannot be seen or heard by their audience, the hard work does not matter. Students learn to look others in the eye, to send a clear message and to acknowledge when they have received a message from another. In short, we teach students to use a wide variety of strategies to communicate in many different rhetorical situations.

In THTR 105, students must communicate in a written form to express their opinions of the acting by students and professionals in plays they have seen during the semester. In their papers, students convey their own interpretation of the work as done by the actors, the set designer, the costume designer, etc. They must take what they have learned in class and offer their own opinions of how well the creative team has presented the story, utilizing vocabulary gained from classwork. They must support their opinions of each play by specific examples throughout, building their critical thinking skills in the process. Students use their own opinions and the persuasive style of communication to describe the values of the play witnessed. Via the course information, students are able to better understand a performance and present their evaluative arguments as to the value of what they've seen and experienced.

In addition to communicating via their writing, students are consistently communicating with each other during every class period -whether that be in pairs, groups, or solo with presentations for their peer audience. Rubrics are shared in order that students provide constructive feedback to each other in these situations, thereby allowing them to develop affirmative ways to share evaluative information, a very worthwhile skill to possess when entering the work force in any profession.

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

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

Theatre 105, Acting for Non-Majors is a beginning acting course for any interested student . The students in the class are usually from diverse majors and of diverse backgrounds. It brings together students from all parts of the university and, because of the curriculum of the course, it forms strong friendships and bonds students often for the rest of their college experience. It is a natural incubator for critical thought. Every class period presents the students with a problem to solve – how does an actor create a believable character within the given circumstances of a play? Every exercise, game or assignment has students dealing with ways to do just that. In so doing, they explore and grapple with their own thinking and their own identity. In order to create a character – a person other than oneself- an actor must have an awareness of themselves, their own personal assumptions, their own beliefs, their own world views, their own thinking. They must learn to differentiate what is their own world from what is a character’s. It requires introspective critical thinking.

We begin the course with basic acting exercises like relaxation and visualization - solo experiences that have the students relax physically and use their imagination. Subsequently students then experience exercises involving partners and groups. These collaborative exercises are always about solving problems proposed to the students. In one of the most imaginative called “Aliens”, the students create a team. The problem proposed is that they are a group of aliens from another planet. They must work together to create a group of people that don’t speak in a recognizable language, but must communicate what life on their planet is like to an audience. They must also create a welcoming song and dance number. They have 20 minutes to solve a major communication problem. They must agree on strong arguments to convince the audience that they are indeed beings from another planet.

Perhaps the part of the course most conducive to critical thinking is the section on improvisation. By it’s definition, improvisation is critical thinking. It requires students to apply informed and reasoned thinking in the moment., based on information gathered from another source - their acting partner. In the moment, an improvisation requires students to differentiate between relevant and irrelevant information. Relevant information can move a scene forward, irrelevant can stop it in its tracks. Actors always want to choose information that will bring on action to support a conclusion.

Another aspect of the 105 course that fosters critical thinking is the analysis of the text of a play. Students analyze plays as actors must, looking for evidence in the text to support their conclusions about the character they are playing. They must take what the playwright has presented and use it to create a fully-realized, believable human being. They are differentiating the playwright’s opinion from their own in

order to be believable – always the actor’s goal. Students are creating meaning from the text for the audience.

Students must also practice their critical thinking skills when providing live feedback for work presenting in class. Parameters are provided in order that students remain supportive of one another, but feedback is given via observations, in order that communication skills improve.

There is another important element in this course that requires the students to be informed and reasoned thinkers - the written assignments which require the skills of play analysis. The two to three-page typed review asks to students to think about a live play they have seen onstage and respond to elements of the play based on what they have learned in class and their own opinions. They must create a problem statement as their thesis. Did the actors in they play achieve believability? If not, what could they have done to improve - if yes, how did they succeed?

Every meeting of this class offers the students a place to reason through a problem, collect evidence and come to a reasoned conclusion. It is the quintessential college course to be offered as a “general education” course.

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

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

THTR-105 is an excellent way for students to practice and develop collaboration skills, teamwork, and value systems. While the course at first glance appears structured on individual acting emphases, theatre is at its core a collaborative art, and this course celebrates that on a daily basis. Each class begins with a group warm-up, usually composed of an exercise or activity that encourages collaboration, teamwork, and focus on one another in order to complete the task. For example, warm-ups may consist of daily stretches led by a classmate, tossing colored balls to one another in specific and increasing patterns of complexity, or collaborating on a team improvisation exercise. These warm-ups encourage the value, impact, and effectiveness of teamwork from the beginning of the course and of each class session. Every group activity, however small, is followed by a debrief/discussion that encourages students to consider how these activities are applicable to their collaborative work, and how they can not

only improve upon these skills but transfer them to their own personal, academic, and professional growth.

Additionally, THTR-105 builds upon the framework inspired in the warm-ups and challenges students to directly apply those collaborative skills via partner and small-group acting scenes that build in complexity as the course develops. This encourages and demands an increasing application of teamwork, focus, and listening to/responding to one another authentically, challenging the students to constantly discover new ways to improve future collaborative work. Finally, students reflect and assess their new skills via self-reflection papers, the aforementioned discussions, and a daily journal in which they keep a log of their practice, application, and successes. This elevates the collaborative exercises from simply “class games” to real, practiced collaborations that highlight the impact and effectiveness of teamwork.

Acting is a vulnerable and expressive art. The inherent vulnerability in performing before a group of one’s peers brings to the forefront personal questions and issues that the student may not have encountered before. In THTR 105, the instructor creates a safe environment in which those issues, as well as issues of social justice, can be raised and discussed. With the support of the instructor and fellow students, the student can learn to address said issues in a safe, healthy way that inspires future success. Additionally, students witness and engage with their fellow classmates’ cultural viewpoints through self-selected monologues and scenes, as well as the development of unique and personal characters that are inspired by professional scripts and the students’ own experience. This broadens student horizons, deepens social and cultural relationships, and encourages students to compare, contrast, and create solutions to issues of social justice and relationship together.

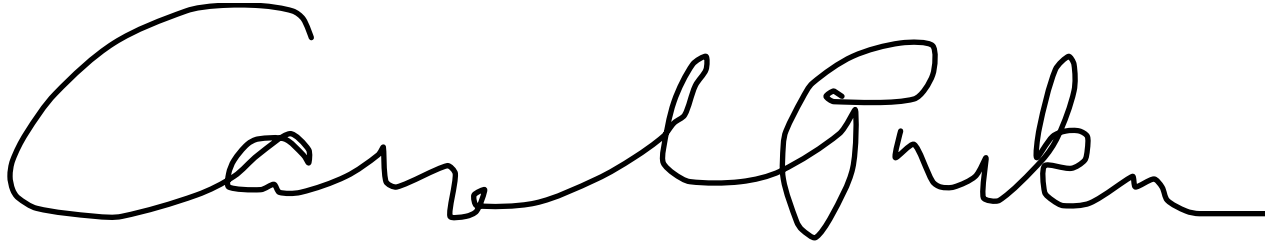
In THTR 105, students broaden their cultural awareness and discover diverse positions of civic discourse and issues with which they may not previously have been aware. THTR 105 encourages this awareness through the reading of plays, engagement with the techniques of well-known acting educators such as Michael Chekhov and Uta Hagen, and the observation of live, local theatre. Live theatre observation allows students to take concepts discussed in class and turn them from theory into real-time engagement. Additionally, viewing live, local performative work from different playwrights and sources encourages students to engage with material and worldviews outside their traditional, expected intercultural experiences. This deepens their social and cultural relationships with themselves, the community, and the world. Finally, the discussions and critical papers that students write in response to the plays and theories promotes ethical reasoning, civic discourse, and civic knowledge and engagement through students’ critical response and engagement with the new perspective material. This encourages active student engagement in shaping the just, sustainable, and bold natural and human worlds that they wish to see.

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

Link to Institution's General Education Assessment Plan

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

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



Date

Oct 8 2019



Upload Assessment

Completed - Oct 15 2019

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

THTR 105 Sample Assessment

Filename: THTR_105_Sample_Assessment.pdf Size: 53.9 kB



Upload Rubric

Incomplete

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

Application: 000000757

Tycie Jackson - tjackson@luna.edu

NM General Education Curriculum

Summary

ID: 000000757

Status: Under Review



Application Form

Completed - Oct 21 2019

Application Form

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

Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Title	Instructor
Phone	505-454-2551
Email	jkillian@luna.edu

Submitting Institution

Name of HEI	Luna Community College
Submitting Department	Humanities

Chief Academic Officer

Name	Dr. Kenneth Patterson
Email	kpatterson@luna.edu

Registrar

Name	Henrietta Romero
Email	hmaestas@luna.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	POLS
Number	2160
Title	State and Local Government
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	N/A
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	2160
Name	State and Local Government

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Contrast the constitutions of New Mexico, other states, and the federal government
2. Describe and evaluate the impact of federalism; describe and evaluate the forces acting on state governments
3. Describe and evaluate local government in New Mexico
4. Summarize key problems facing the state

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students will develop their communication skills through discussions, both in class and on Blackboard, through orally presenting bills introduced by the New Mexico Legislature and through debate with fellow students about issues impacting the state of New Mexico. Students will be assigned, in-class and Blackboard, discussion prompts relating to the current topic being discussed in class. Students will use the material they have learned to make presentations to their peers. They will respond to questions and receive constructive feedback from their peers and instructor. Debates will include the research students have completed on a particular subject, such as fracking in New Mexico, and students will orally present their findings to the class. These presentations will allow students to develop good oral communication skills. Additionally, students are required to complete a Bill Research project, where students develop a 5 paragraph essay, with a strong thesis, supporting evidence and conclusion. This project helps students develop good written communication skills, in addition to oral communication skills. Students will be assessed using a rubric for a five-paragraph essay that is included in the syllabus. (see attached rubric)

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

To develop critical thinking skills, students will participate in discussions, both in class and on Blackboard. In these discussions, students will use the information they have learned in class to address specific discussion prompts, such as what is the role of the New Mexico Legislature and how do they pass laws? These discussions are designed to have students critically apply concepts learned in class to real-world scenarios. In addition, students will participate in debates throughout the semester on topics discussed and presented in class. For these debates, students will need to summarize and evaluate outside, academic sources for their accuracy and relevance, develop an argument that supports their position using this research, and use their research to develop counter-arguments. Students will also conduct a Bill Research project, where students will select a topic discussed in class, such as new legislation proposed by the legislature, and write a 5 paragraph essay on the bill they selected. To complete this assignment, students will need to research the bill, including identifying who sponsored and introduced the bill and, using information learned in class, explain what the bill is, what it will do and how it will be implemented. Students will present this information in class. This assignment requires students to explore the impact or result such legislature has and apply critical thinking to the legislative process.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

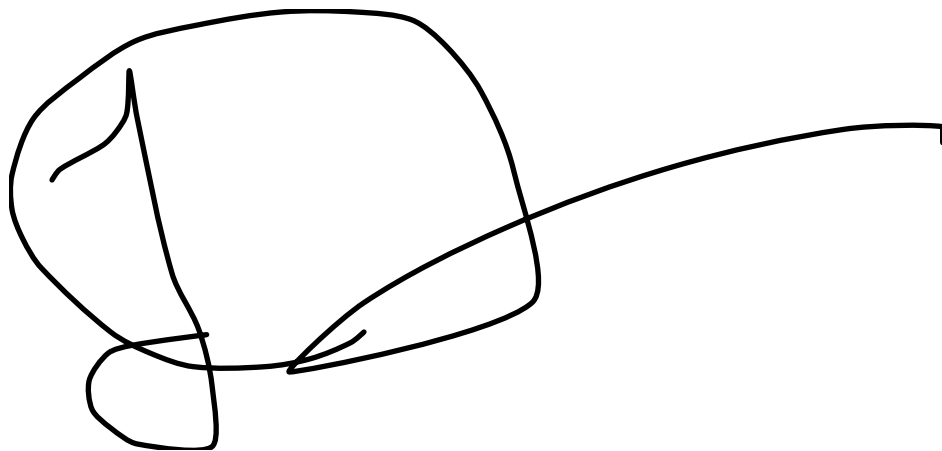
Students will develop personal and social responsibility skills in the class by participating in discussions, through debate, and the Bill Research project. During discussions, students will discuss intercultural topics, such as the impact of the state on Native American communities, how laws affect New Mexicans such as the film and oil industry booms, and the intersection of government, law, political parties, and civil liberties. For example, New Mexico has a very diverse population, with a high proportion of Hispanics. Students will discuss the Chicano movement and how it uniquely affects New Mexico. Students will discuss the relationship between New Mexico and its Native American population. Also, using the text, students will explore the ethics of government and the standards society has set for its elected leaders, in addition to the issues raised when leaders do not follow these guidelines and expectations. Students will evaluate and discuss the impacts of environmental laws, such as the Waste Isolation Pilot Plant and the Gold King Mine spill and debate the role legislature has on these environmental issues. Through such methods, students are taught the social role present in State and Local Government, the dynamics behind an intercultural and multicultural legislature, environmental responsibilities and how to evaluate, formulate, discuss, disagree and debate respectfully.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

N/A

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

POLS167 Assignment (Spring 19) (1)

Filename: POLS167_Assignment_Spring_19_1.pdf Size: 409.0 kB



Upload Rubric

In Progress - Last edited: Oct 21 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Rubric 5 Paragraph essay (2)

Filename: Rubric_5_Paragraph_essay_2.pdf Size: 67.5 kB

Application: 000000701

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us
NM General Education Curriculum

Summary

ID: 000000701

Status: Under Review

Last submitted: Oct 8 2019 08:45 AM (MDT)



Application Form

Completed - Oct 8 2019

Application Form

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Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course

Application

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
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Registrar

Name	Dr. Linda Neel
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	2610
Title	American Literature I
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2610
Name	American Literature I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Inquiry—Students are able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

Collaboration—Students are able to perform effectively as part of a team.

Communication—Students are able to effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of communication.

Community—Students are able to practice community engagement that addresses social justice, environmental responsibility, and cultural diversity.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

In American Literature I, students will read and examine American Literature from Columbus' arrival in the New World until the surrender of the Confederacy in 1865. Students will consider how these texts (including poetry, sermons, short stories, and novels) reflect aesthetic, cultural, and ideological debates central to American culture and society from pre-Revolutionary times until the end of the Civil War. Class discussions and one-page response papers will engage students' readings of assigned texts. In addition, during class discussions and in response papers, students will be responsible for setting, explaining, and posing answers to problems. Longer writing assignments with research elements will offer students the opportunity to support their readings of American literature and critically apply these readings to contemporary social issues. In these longer papers (for example, a paper asking students to understand the writings of Henry David Thoreau and compare this material to the works of the contemporary minimalist movement) students will have the opportunity to acquire evidence from several kinds of sources: primary texts, secondary scholarly sources, contemporary writers, and electronic sources such as podcasts, Youtube videos, and websites. Students will be challenged, through source evaluation assignments, to evaluate evidence in terms of reliability, believability, and ideological bias. Students will then appropriately and critically incorporate these sources into their papers. Through the completion of these longer papers, students will develop their reasoning and analytical skills and be able to draw plausible conclusions that are faithful to the primary sources and that reflect thoughtful incorporation of scholarly views and contemporary issues. Instructors will evaluate students' critical thinking using the following criteria: the student's analysis is focused and presents a clear interpretation of the text; the analysis is supported with specific textual details; and the student incorporates secondary sources appropriately using MLA style.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will broaden their understanding of early-to-mid-nineteenth century American literature, including its traditions and major authors. Students will explore various influences and sources of these texts and examine the connections among literature, society, and history. Students will deal directly—in class discussions, on short-response papers, and longer papers-- with the issues of intercultural reasoning and inter-cultural competence and ask how the readings for the course deal with the question of how one treats the “Other.” Students will also come to terms with the sometimes unsavory issue of how mainstream Americans have treated racial, religious, intellectual, and cultural minorities. Students will examine the way in which attitudes toward the “other” have both changed and remained the same since the time of the production of the texts. Student will develop an understanding of sustainability in the natural and human world. Through the examination of texts, students will study and evaluate attitudes toward sustainability of both human relationships and the relationship between humans and the natural world evinced both by Native Americans and the European settlers in America. Through the completion of research papers and short-response papers, students will gain experience with and display an understanding of different systems of ethical reasoning and learn how these systems changed from 1492 to 1865. In addition, students will, in discussions and on papers, reflect upon how the issues discussed in the texts and responses to those issues can be applied to their personal ethical decision making. Students will also examine different types of civic discourse and analyze how the discourse of today reflects and transforms the concerns of early America. Instructors will evaluate students’ competency in personal and social responsibility in terms of the way students analyze these issues and draw upon socio-historical details to support interpretations, opinions, and responses.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

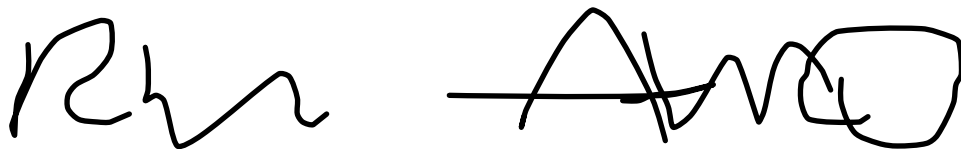
Students will display an understanding of digital literacy in many ways. First, students will have to utilize Project Gutenberg to access some secondary readings. Thus, students will explore a very important repository of public-domain texts. Second, students will have to evaluate several different kinds of online materials: TED Talks, Youtube videos, and podcasts. Students will evince an understanding that while these sources can be problematic, they can also allow access to cutting-edge experts. Students will master utilization of online databases such as Academic First Search. In the course, students will display an understanding, through source evaluation assignments, how to vet scholarly sources and determine the authority and value of information, and students will also learn how to determine the bias of authors. In addition, students will display an awareness of the ways in which material on the internet needs to be carefully assessed for reliability and ideological bias. Finally, students will display an understanding of the value of research as inquiry by spending the last several weeks of the course immersed in a research project. In this project students will learn that research is a vital component of critical inquiry and is productive of knowledge and understanding. Reflecting—in discussions, short-response papers, and longer papers-- upon changing information structures in the digital age, students will evince the ability to weave sources into their writing, placing information from Youtubers next to that of traditional scholars. Students will learn that the definition of knowledge is changing rapidly in the postmodern and post-book world. Instructors will assess students' information and digital literacy based on students' inclusion and analysis of varying sources and on competency in formulating a research question and arriving at an answer.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Sample Assessment American Literature I

Filename: Sample_Assessment_American_Literature_I.pdf Size: 284.6 kB



Upload Rubric

Completed - Oct 8 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

2610 Rubric

Filename: 2610_Rubric.pdf Size: 214.7 kB

Application: 000000721

Dianne Marquez - dmarquez@nmjc.edu
NM General Education Curriculum

Summary

ID: 000000721

Status: Under Review

Last submitted: Oct 10 2019 09:46 AM (MDT)



Application Form

Completed - Oct 10 2019

Application Form

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- Narratives should describe what activities students **do** to develop the essential skills throughout

the course.

Contact Information

Name	Heather Davis
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Submitting Institution

Name of HEI	New Mexico Junior College
Submitting Department	Math & Sciences

Chief Academic Officer

Name	Larry Sanderson
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Registrar

Name	Rebecca Whitley
Email	rwhitley@nmjc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	BIO
Number	114
Title	General Biology I
Number of credits	4

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	BIO
Number	114L
Title (if applicable)	General Biology I Lab

New Mexico Common Course Information

Prefix	BIOL
Number	1101C
Name	General Biology I for non-majors (pending)

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon completion of this course, the students should be able to:

1. Distinguish between living and nonliving things using the basic characteristics of life.
2. Compare and contrast organisms within the three domains & four kingdoms.
3. Construct a hierarchy of biological organization.
4. Design an experiment using the scientific method and distinguish between hypotheses and theories.
5. List in order the 8 taxonomic categories used for identifying organs. AND define “binomial nomenclature”.
6. Draw an atom and label the subatomic particles.
7. Distinguish between the different types of chemical bonds.
8. List the four properties of water that benefit organisms.
9. Define the terms: pH, acid, base, and buffer.
10. Identify the structures and functions of the major organic molecules & give examples of each.
11. Distinguish between dehydration synthesis & hydrolysis reactions.
12. State the tenets of the cell theory.
13. Distinguish between prokaryotic & eukaryotic cells.
14. Identify plant and animal cellular organelles and state their functions.
15. Identify the components and state the functions of the plasma membrane.
16. Distinguish between the different types of cellular transport mechanisms.
17. State the two energy laws important for living things.
18. Identify the role that enzymes and substrates play in chemical reactions AND identify factors that affect the rate of product being formed.
19. Draw a molecule of ATP and explain its function.
20. Draw a chloroplast and labels its structures. State the function of chloroplasts.
21. Write the chemical formula for photosynthesis & state examples of organisms capable of this process.
22. Compare and contrast the light-dependent and Calvin cycle reactions that are associated with photosynthesis.
23. Briefly explain the three stages of the Calvin cycle.
24. Draw a mitochondrion and labels its structures. State the function of mitochondria.
25. Write and explain the chemical formula for cellular respiration.
26. Distinguish between aerobic and anaerobic cellular respiration.
27. Calculate the yield of ATPs produced per glucose molecule during cellular respiration and denote

where each process is occurring in the cell.

28. Determine the inputs and outputs for the four stages associated with cellular respiration.
29. Differentiate between anabolism and catabolism.
30. Contrast the following by defining the terms: daughter & parent cell, haploid & diploid, sexual & asexual reproduction
31. List the stages of the cell cycle and describe what events occur during each.
32. Briefly discuss the characteristics of a cancer cell and how cancer can be prevented.
33. Describe the events that occur during mitosis & meiosis.
34. Compare and contrast mitosis & cytokinesis in plant and animal cells.
35. Compare and contrast mitosis and meiosis.
36. Contrast the following by defining the terms: autosomes & sex chromosomes, meiosis & fertilization, interkinesis & interphase
37. Define and give examples of polyploidy and aneuploidy.
38. Define karyotype and denote how it can be used to identify genetic disorders.
39. Explain Mendel's laws of genetics.
40. Recognize and solve genetic problems that involve monohybrid, dihybrid, & sex-linked traits.
41. Define the following terms: heterozygous, homozygous, genotype, phenotype, co-dominance, incomplete dominance, dominant alleles, recessive alleles, and testcross.
42. State examples and give a brief description of autosomal recessive, autosomal dominant, and sex-linked recessive disorders.
43. Discuss and give examples of the following: multiple alleles, pleiotropy, polygenic inheritance, and multifactorial traits.
44. Recognize autosomal dominant, autosomal recessive, and sex-linked disorders using pedigree charts.
45. Explain the structure and function of DNA.
46. Discuss the semi-conservative model of DNA replication.
47. Explain how genes are expressed thru the processes of transcription and translation.
48. Define genetic mutation and describe point, frameshift, and triplet repeat expansion mutations.
49. Discuss four types of chromosomal mutations: deletion, duplication: inversion, and translocation.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem setting and solving will be addressed by use of the scientific method. Discussions will center on the standards of science and various examples that could be designated as science, pseudoscience or a moral question outside of the realm of science. Students will be assessed by their responses to various scenarios presented on lecture exams, in addition to responses on weekly laboratory quizzes which require procedural and analytical thinking. Students will actively differentiate between useful experiments and those that did not meet the standards of science by analyzing different hypotheses, methods and experiments.

Evidence acquisition will be assessed through the completion of a case study applying the stages of the scientific method to a real-world scenario, and through the conduction of lab procedures in order to obtain valid, accurate results. Methodical procedures will be followed by students within a group-based, laboratory setting in order to acquire and apply evidence-based knowledge related to cellular biology, basic chemistry, metabolism and inheritance patterns. Reasoning and conclusions will be gathered from weekly group-based discussions and interpretations of data during lab periods, as documented in the responses recorded within their individual lab manuals. Conclusions will be assessed via lab quizzes and an analytical assignment related to cell division.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

The communication of quantitative data will occur by presenting scenarios and data from the textbook and current literature, as appropriately related to topics such as cellular biology, basic chemistry, metabolism, and inheritance patterns. For example, during cell division lectures it is discussed that an average of 90% of the cell cycle is spent in the phase of interphase, while the remaining 10% can be fairly evenly distributed amongst the remaining stages of active cell division (mitosis). Regarding patterns of inheritance, discussions are centered on the probabilities of inheriting certain traits or diseases and how to predict patterns. Quantitative data such as this is often presented in the form of charts and graphs as visual aids for learning. These points are assessed via scenarios and data presented on exams. In addition, students complete genetics problems based on analysis of quantitative arguments and statistical probabilities. Students will analyze quantitative arguments through the analysis of multiple scientific articles and data in order to create a report on a current, bioethical issue such as embryonic stem cell research.

The student will apply quantitative reasoning skills during lab periods via the measurement, calculation and distribution of solutions, solute movements, etc. A laboratory midterm and final exam will also provide laboratory-based scenarios for students to quantitatively analyze and respond to questions related to their active experimentations during the semester. The application of quantitative models will also occur during lab sessions, to set-up and conduct various experiments according to vetted scientific protocols. Lab quizzes will assess the use of this skill weekly.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

This course will examine awareness of the social and ethical impacts of cellular biology on the natural and human worlds, with the intention to increase civic knowledge and discourse. Lecture discussions will center on various themes such as: 1) the impacts of smaller working parts on a larger whole, 2) the impacts of various diseases/disorders on human life, in addition to how they may occur, and 3) potential impacts of particular environmental/social factors on the occurrence of certain cancers, such as the use of carcinogens or excess UV exposure. Students will be assessed based on their performance with scenarios and reasoning-based questions placed on exams. Students will additionally utilize collaboration skills, teamwork and intercultural value systems within groups to create and present various aspects of a chromosomal disorder to the class.

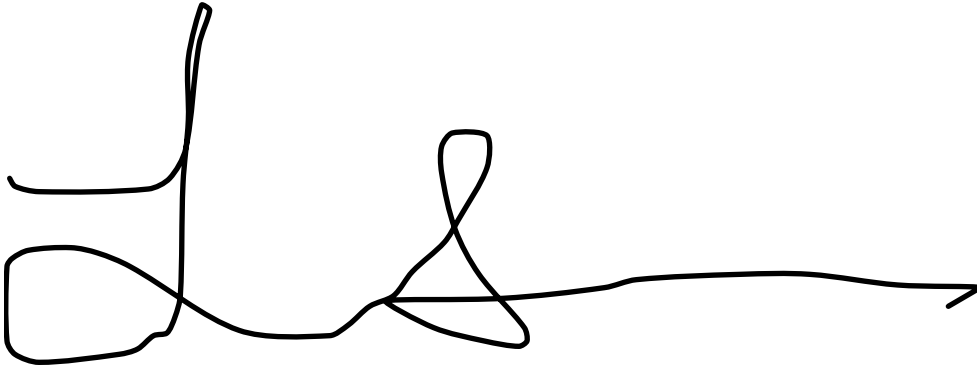
Collaboration skills, teamwork and intercultural exposures will also occur as a result of their weekly laboratory meetings, as students create groups with fellow class members for the duration of the semester. Exposure to collaborative efforts allows the students to come to common conclusions through active engagement and civic discourse. This can be assessed via their weekly lab quizzes. Sustainability will be addressed by discussing modern medical therapies (such as gene therapy), and associated ethical implications regarding its use or research. This course will examine ethical reasoning and civic knowledge via a 5-paragraph essay on an important, current bioethical issue such as stem cell research.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/assessment_student.aspx

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 10 2019



Upload Assessment

Completed - Oct 10 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Position Paper BI114

Filename: Position_Paper_BI114.pdf Size: 165.9 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000681

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000681

Status: Under Review

Last submitted: Oct 16 2019 09:31 PM (MDT)



Application Form

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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	SANTA FE COMMUNITY COLLEGE
Submitting Department	Social Science and Humanities

Chief Academic Officer

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Registrar

Name	Kathleen Sena
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Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	HUMN
Number	2110
Title	Introduction to World Humanities II
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HUMN
Number	2110
Name	Introduction to World Humanities II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Identify and analyze key ideas, contributions, and expressions from the civilizations, cultures, and time periods in the areas of the arts, sciences, politics, religion, architecture, music, and philosophy examined in the course.
2. Recognize and distinguish between ideas, contributions, and expressions of various cultures and civilizations as well as identify connections.
3. Demonstrate knowledge of particular examples introduced in the course.
4. Demonstrate critical skills in interpretation, discussion, and in composing creative, analytical and/or objective responses to material.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

In this course the three outcomes included in the general education learning outcomes are tied to one

another—Critical Thinking, Personal & Social Responsibility, and Information & Digital Literacy. All three also align with each of the course learning outcomes, and this alignment is reflected in the individual course assignments. The first course learning outcome aligns more generally with general education learning outcomes, in that it covers the student’s ability to identify and describe the basic “building blocks” of the humanities—the contributions and expressions of selected world civilizations and cultures. This is developed and assessed using some combination of short writing assignments, quizzes, and exams. Students will be required to employ both comparative analysis and interdisciplinary techniques, use specific examples, and to compose effective responses. This is done in short assignments, class discussions, and basic analysis of specific examples in short papers or reaction papers. The final assessment of learning outcomes is a term paper or project that includes a written paper graded using the term paper grading rubric (attached). This rubric includes a brief table that explicitly links every course learning outcome and every general education component skill to a specific line on the rubric where it is assessed. The fastest and most efficient way to see how all outcomes are linked and assessed is to look at the rubric—examine the table on the back and then look over each line in the grading rubric itself.

Problem Setting. This component skill will be assessed through the thesis statement for the term paper/project. The thesis statement serves to “set the problem” by delineating a central problem or question that the paper will discuss. Students will be guided in the process of creating an effective thesis statement by completing a separate thesis statement short assignment, which also provides an opportunity for instructor feedback. The thesis statement will however not be assessed until the student’s final term paper/project (on the “thesis statement” line of the grading rubric), to allow for the incorporation of changes and developments driven by their research and writing.

Evidence Acquisition. Students will complete short assignments focusing on locating and identifying different types of cultural artifacts (written, visual art, architecture, ideas, etc.), creating short annotated bibliographies, and/or group work, to prepare them for researching their term paper/project. This specific component skill is assessed on the Research & Factual Understanding line in the term paper grading rubric (attached). This component skill calls for the gathering and identification of information/data necessary to address the problem or question (in this case the thesis statement). The research paper requires students to use diverse sources (evidence), including primary and secondary sources, and with diverse points of view and perspectives. The rubric used to assess this examines the types of sources, their appropriateness/usefulness (given the thesis of the paper), and the use of citations to acknowledge and identify their sources (evidence).

Evidence Evaluation. Several graded short assignments and brief writing assignments help prepare

students by giving them practice in evaluating different types of sources (evidence) for point of view and/or bias, and purpose, as well as practice in more sophisticated analysis. This specific component skill is assessed on the Analysis line in the term paper grading rubric (attached). The rubric includes an evaluation of evidence for credibility (eg. Bias, reliability, validity), and also for its relevance—does the evidence support the analysis, does the analysis also reflect the evidence, and was the evidence well understood and accurate?

Reasoning/Conclusion. This will also be assessed on the Analysis line in the term paper grading rubric (attached). In this case the focus is on both the overall reasoning in the paper and a clear and proper logical argument, as well as the presence of a strong conclusion.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Intercultural Reasoning and intercultural competence. Students will be examining multiple civilizations and cultures from different regions of the world (Asia, Africa, Europe, The Americas), over an extended period of time. The interdisciplinary nature of this course will also encourage students to adopt differing theoretical and analytical frameworks. These elements form a major part of what this general education student learning outcome is attempting to assess. Students will be expected to incorporate and integrate multiple viewpoints and diverse perspectives into their papers or projects. This component skill is assessed in the term paper/project grading rubric line “Synthesis (diverse perspectives).”

Civic discourse, civic knowledge and engagement - local and global. This component skill calls for examination of organizational, cultural, economic, and political factors, and their impact on local and global problems. Also central to this skill is a recognition of different perspectives and the possibility of multiple valid responses. Civilizations and cultures create and evolve as a response to pressures both internal and external, and within a larger global (and chronological) context. This component skill is assessed in the term paper/project grading rubric line “Synthesis (diverse perspectives).”

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information. This component skill refers both to an understanding of how to differentiate between types of sources and how to recognize the quality (reliability) of different sources and how to use each appropriately. As well as being able to evaluate sources, students should also learn to use a wide range of sources, including non-print sources such as photographs of art, examples of architecture, etc. This skill also calls for the use of proper citations and acknowledgement of sources. These skills are all explicitly aligned in the grading rubric line Research & Factual Understanding.

Information Structures. This component skill is introduced in short assignments and other course assignments, but is assessed in the term paper grading rubric, also on the Research & Factual Understanding line. This skill refers to the knowledge of how to use appropriate information formats, collections, systems, and applications, which is necessary for meeting the research requirements for the term paper, and which can be assessed through the citations and works cited/bibliography in the paper.

Research as Inquiry. This component skill is described as engaging in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. This also describes the entire process of researching and writing the term paper, although here it can reasonably be limited to the effective use of research, and which can also be assessed under the line Research & Factual Understanding.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 15 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HUMN 2110 assignment

Filename: HUMN_2110_assignment.pdf Size: 77.6 kB



Upload Rubric

Completed - Oct 15 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

HUNM 2110 rubric

Filename: HUNM_2110_rubric.pdf Size: 357.2 kB

Application: 0000000748

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

Summary

ID: 0000000748

Status: Under Review

Last submitted: Oct 21 2019 10:56 AM (MDT)



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Ian Williamson
Title	AVPAA
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Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	History & Political Science

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Inca Crespín
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Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HIST
Number	1110
Title	United States History
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HIST
Number	1110
Name	United States History

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes: 1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the pre-colonial period to the immediate aftermath of the Civil War. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE 3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY 4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE 5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. Throughout the semester, critical thinking skills will be taught and assessed in the following ways. Early in the semester, a general description of how historians go about their work with specific examples of historical reasoning will be described during each of the class lectures. Assignments will provide practice in the analysis/evaluation of primary source documents: students will answer questions (in written form) based on the readings; this will be followed by class discussions. At least one example of historical reasoning will be reexamined in Study Sessions before each exam. On each exam itself there will be questions that test the students' ability to reason historically.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience. These issues will be covered in the following ways: in-class lectures, the professor routinely connects the past with the present with mention of examples of what is going on currently in the news and noting the similarities with what happenings in the past; as part of class lectures and class discussions the professor addresses the issue of historical anachronism and the problems that attend making ethical judgments about the past. Throughout the semester, class discussions and study sessions will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

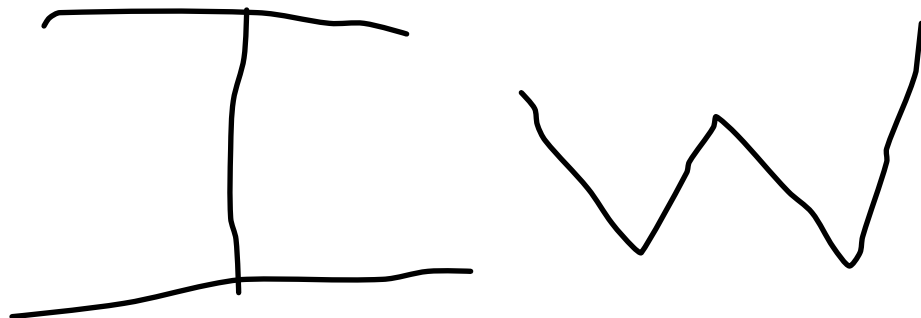
Information literacy is a basic skill for historians, and sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lectures will present a kind of case study of “doing history”: e.g., how a modern scholar would go about writing a biography of Alexander Hamilton and coming to a judgment about his accomplishments. In the class, students are given assignments in which they are presented with a set of documentary materials and are required to assess the materials on their own. Then, an in-class discussion session, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments that cover similar ground. Students may be required to access the university’s learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, consisting of a stylized 'I' followed by a 'W'.

Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 1110-Sample Assessment

Filename: HIST_1110-Sample_Assessment.pdf Size: 650.7 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000722

Dianne Marquez - dmarquez@nmjc.edu
NM General Education Curriculum

Summary

ID: 0000000722

Status: Under Review

Last submitted: Oct 10 2019 09:55 AM (MDT)



Application Form

Completed - Oct 10 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019.**

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Kori Thompson
Title	Professor of History
Phone	575-492-2825
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Submitting Institution

Name of HEI	New Mexico Junior College
Submitting Department	Humanities

Chief Academic Officer

Name	Larry Sanderson
Email	lsanderson@nmjc.edu

Registrar

Name	Rebecca Whitley
Email	rwhitley@nmjc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HI
Number	123B
Title	History of Lost Civilizations
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HIST
Number	Pending
Name	History of Lost Civilizations

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE 3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY 4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE 5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present. "Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Problem Setting: Students pose questions about the goals and purposes of studying the past in the context of specific historical events and cultures.

Evidence Evaluation:

Instructors provide instruction on critical thinking skills related to reading and writing throughout the course. Students analyze readings from primary and secondary sources by examining the evidence and reasons used by authors while also learning to recognize bias, motivations, historical influence, and interpretation, and how information or lack of information affects beliefs and written records.

Reasoning/Conclusion:.

Learners engage in conversation with each other about the issues raised in the readings while the instructor facilitates conversation via live conversation and/or online discussion boards, such as Perusall. Students practice using support and evidence while addressing opposing views or problematic statements with unverifiable interpretations. Students further practice critical thinking by commenting on each other's assessments of the readings and topics being discussed. Instructors assess the quality of critical thinking with a rubric.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Collaborative Skills: Students work together in collaborative groups to define terms, understand evidence or lack of, construct historical arguments, and understand the creation of culture and history. Students research the various culture the course analyzes to create their own workable monopoly games to play in order to evaluate and compare the various locations

Civic Discourse: Students read primary and secondary sources in engage in-class debates, discussions, and negotiations concerning what history is and how it is constructed based on a lack of evidence either written or physical. Students will research the various topics to inform them for course discussions, debates, and assignments.

Civic knowledge and Engagement—local and global: Students will research and analyze various culture from around the world and from various time periods to compare and contrast their cultural elements, the creation of history, and how the various locations impacted regionally and global spheres.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information: Instructors use Library Resources to educate Students about the Library, its resources, and the benefits of using the Library to conduct research over generic search engines such as Google or Chrome. Standards and methods of formatting are presented and in multiple assignments, students are required to gather and present their research according to those standards. Topics such as credibility, copyright, intellectual property, and fair use are presented and discussed in preparation for the research assignments.

Information Structure: Students produce projects that adhere to standard organization of introduction with a thesis,

body with clear topic sentences, and conclusion. Students integrate and synthesize primary and secondary sources into their work. History faculty work with faculty in other disciplines to ensure that campus wide communication standards for organization and clarity are upheld.

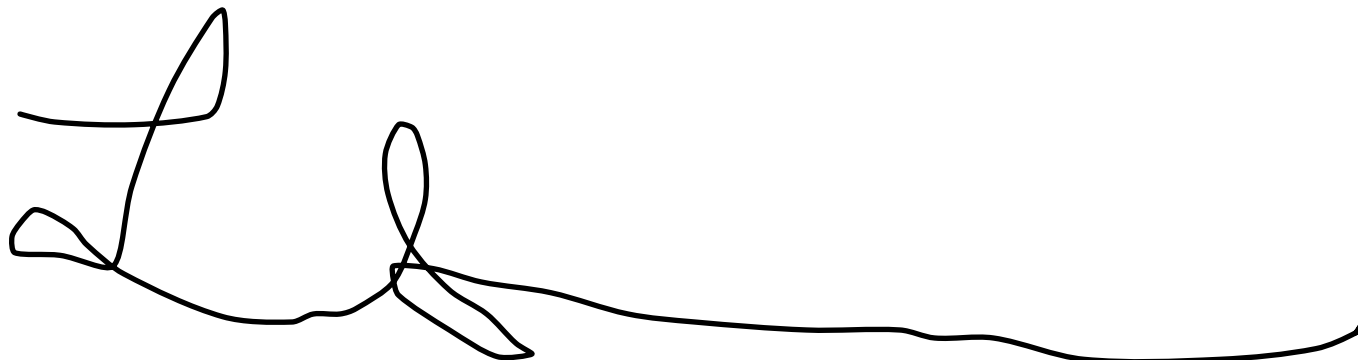
Research as Inquiry: Students practice formulating research questions and suspending judgment until professional and credible sources have provided evidence to help understand the past and how it affects the present.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/assessment_student.aspx

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Date

Oct 10 2019



Upload Assessment

Completed - Oct 10 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Creation of History

Filename: Creation_of_History.pdf Size: 540.1 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000741

Janett Johnson - janett.johnson@clovis.edu
NM General Education Curriculum

Summary

ID: 0000000741

Status: Under Review

Last submitted: Oct 17 2019 02:45 PM (MDT)



Application Form

Completed - Oct 17 2019

Application Form

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Janett Johnson
Title	(No response)
Phone	5757694753
Email	janett.johnson@clovis.edu

Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Languages, History, and Theater

Chief Academic Officer

Name	Dr. Robin Jones
Email	robin.jones@clovis.edu

Registrar

Name	Kari Smith
Email	Kari.Smith@clovis.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ENG
Number	221
Title	Survey of English Literature I
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	N/A
Number	N/A
Title (if applicable)	N/A

New Mexico Common Course Information

Prefix	ENGL
Number	2630
Name	British Literature I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

1. Read, interpret and recognize the conventions of British writing through a variety of literary genres.
2. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions to evaluate their influence during and beyond the time period.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Across the semesters, during class discussions, research and essay writing, students will learn to reflect, analyze, compare and contrast, and analyze the political, social and economic influences of the British Literature time period. [Problem Setting:] This will be achieved by providing students with a variety of resources (historical background, readings of the time period, characteristics of specific genres, author bibliographies, author influences, etc.) to gain a greater understanding and appreciation for the works of the time. This will be assessed using multiple assessment tools: discussion board posts, in-class discussions and exams. In order to successfully assess students, each assessment tool will include one or more questions they must answer using knowledge acquired through assigned readings and in-class activities. In addition, students will use their acquired knowledge of the time period to compare its historical and literary influence to similar political, social and economic influences, issues and obstacles that exist in present society. [Evidence Acquisition:] This will be achieved through two research based essays in which students will integrate their learned knowledge from a variety of areas (literature readings, historical knowledge and research) in order to substantiate their arguments. Students will be required to gather relevant support based on their acquired knowledge gleaned from in class and outside research. Across the semester, the research essays will require that students use reliable and relevant sources to support their arguments. [Evidence Evaluation:] As a result of their independent research as evidenced within written essays, students will be evaluated on their ability to decipher which sources are valid in their representation of facts and information Furthermore, all assessment tools will require to students to evaluate situation and purpose as it relates to various issues within the time period. [Reasoning/Conclusion:] Based on provided information, across the semester, students will use their acquired knowledge and reasoning skills to evaluate the issue to arrive at a reasonable conclusion or answer Through a variety of course activities and assessments students will recognize the influence and value of the literature of the time and literature's overall ability to impact, influence and even change a variety of political and social constructs that exist in our world.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Through readings and in-class discussions across the semester, students will be exposed to a variety of issues as addressed in the literature of the time period. [Sustainability and the natural and human worlds:] Students will understand more fully the political, economic and social challenges of the time and how they compare and contrast to those that exist today. For example, in William Shakespeare's *The Taming of the Shrew*, students will be asked to evaluate (writing a research based essay) the concept of marriage, social roles or individual happiness as it relates to the characters in the play, the time period and how the perceptions and social expectations reflect or differ from those that exist today.

[Intercultural reasoning and competence:] In addition, the essays will allow students to gain a greater appreciation and understanding for differing perspectives and lifestyles that exist in different areas of the world [Civic Discourse, Civic Knowledge and Engagement:] Students will be assessed on their knowledge of the time period and ability to express this knowledge through substantiated arguments via class discussions, CANVAS discussion posts and written exams. Across the semester, students will be evaluated on their ability to recognize differing perspectives as they exist across multiple cultures and time periods through two written essays, CANVAS discussion posts, in-class group discussions and personal written reflections in response to literature. [Collaboration skills, Teamwork and Value Systems:] In-class group discussions and CANVAS discussion posts will require students to articulate their positions on a variety of issues relevant to the literature of the time. In addition, these collaborative activities will expose students to differing perspectives and require understanding and sensitivity across the semester. Students will learn how to not only articulate their own views, but immerse themselves in the perspectives of others, seek understanding of differing views and respond with their own well-articulated perspectives.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

[Research as Inquiry:] Students will be instructed and assessed on how to utilize their literary knowledge within an academic setting in order to produce fact-based support of their observations, claims, and thesis through academic research across the semester. Through two essays students will be required to answer a question as posed by each essay prompt. The question will require that students illustrate their understanding of both the question and issue through their writing. In addition, students will conduct research, outside of class, in order to answer the question(s) on the basis of their own acquired knowledge and reasoning as gained through independent research across the semester. [Information Structures:] Students will be encouraged to utilize campus resources to conduct research in order to substantiate their arguments. For both essays students will be required to access the library's digital resources including e-Books, electronic articles, and electronic reference works. [Authority and Value of Information:] Students will be required to evaluate the credibility of acquired sources as evaluated through the applicable assessment tool (both essays). [Digital Literacy / Information Structures:] Students will also be required to utilize CANVAS to both initiate and participate in several course discussions via discussion board posts. The specific discussion board post requirements, as outlined in the syllabus, will allow students to refine their communication skills within the digital arena including how to appropriately communicate and respond within an online conversation. Across the semester. students will also be provided with several resources that will encourage them to utilize online support for both reading and writing via the institutions available online tutoring services as well as a wealth of online tutorials and services available to assist students (Youtube videos, tutorials, Purdue Owl, etc.).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/pathwaychannels/faculty/assessment/CCCGenEdAssessmentHandbook.pdf>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 17 2019



Upload Assessment

Completed - Oct 17 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 2630 Essay Grade Rubric

Filename: ENGL_2630_Essay_Grade_Rubric.pdf Size: 47.5 kB



Upload Rubric

Completed - Oct 17 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 2630 Syllabus and Schedule

Filename: ENGL_2630_Syllabus_and_Schedule.pdf Size: 113.4 kB

Application: 0000000747

Monica Turner - Turnerm@clovis.edu

NM General Education Curriculum

Summary

ID: 0000000747

Status: Under Review

Last submitted: Oct 21 2019 01:52 PM (MDT)



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

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- When pasting into the application from another document, paste your text without formatting.
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Business Administration, Behavioral Science & Education

Chief Academic Officer

Name	Dr. Robin Jones
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Registrar

Name	Kim Tate
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Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

Institutional Course Information

Prefix	PSY
Number	201
Title	Child Psychology
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	PSYC
Number	2140
Name	Child Psychology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon completion of the course, students should be able to:

1. Interpret infant and child behavior in terms of developmental norms.
2. Describe physical and psychological milestones and issues pertaining to infants and children.
3. Explain major theories of infant and child development.
4. Analyze sociocultural factors contributing to the development of infants and children.
5. Explain the impact of family structure, teachers, and peers on development of infants and children.
6. Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Examples of activities to encourage genre and medium awareness, application, and versatility include (a) small group discussions to address developmental issues (e.g., delays in physical development), (b) in-class exercises and homework assignments on child developmental issues (e.g., media's portrayal of adolescence), (c) one-page papers applying psychological concepts to real-life events and age-related changes (e.g., cognitive advances in late childhood), and (d) group presentations describing and critiquing popular research methods and theories in child psychology . Both oral and written activities are used to help students understand and evaluate information presented. Assessment of communication skills includes informal feedback in class and the use of grading rubrics to assess written assignments and oral presentations.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students engage in problem setting as they discuss different aspects of child development, and as they use psychological concepts to better understand the biological, genetic, psychological, environmental, and social factors affecting child development. As students gather information from multiple sources about behavior, they are developing and demonstrating evidence acquisition skills. Evaluating the obtained information for credibility, accuracy, and relevance encourages students to develop evidence-based evaluation skills. Finally, as students draw conclusions about the many factors affecting child development, and ways to enhance the developmental process, they are developing good reasoning skills. Assessment of these critical thinking skills includes informal feedback in class as students complete individual exercises/projects and as students engage in group work. Group work might include comparing/contrasting research methods used by child psychologists, debating the nature/nurture issue, or critiquing theories of social and personality development. A presentation or research paper investigating a controversial topic (e.g., whether or not adults experience midlife crises) could be assigned to help students develop research skills and help them differentiate fact from opinion. Grading rubrics will be used to formally assess presentations and research papers.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

At the beginning of the course, to encourage the development of ethical reasoning skills, students are introduced to information on research ethics and the ethical guidelines for human research established by the American Psychological Association. Major ethical concerns (e.g., informed consent, protection from harm, and confidentiality) are covered and discussed. Throughout the term, research ethics continue to be discussed as students evaluate major research studies. As different aspects of child development are covered, moral development is emphasized. Specifically, Piaget's two stages of development in moral reasoning are discussed along with Kohlberg's six stages of moral development. In-class discussions, reaction papers, and presentations are used to assess students' understanding of research ethics and moral development.

Students engage in class discussions, small group discussions, debates, group projects, and/or group presentations to aid in the development of collaboration and teamwork skills. Guidelines are presented by the instructor to encourage (a) participation by all students, (b) to encourage students to be culturally sensitive in their remarks, and (c) to encourage students to consider other viewpoints. The instructor provides feedback informally in class as discussions take place. Group work is formally assessed by the instructor.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/consumerinfo/assessment.aspx>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 20 2019



Upload Assessment

Completed - Oct 20 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

PSYC 2140 Sample Discussion and Rubric

Filename: PSYC_2140_Sample_Discussion_and_Rubric.pdf Size: 297.9 kB



Upload Rubric

Completed - Oct 20 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

PSYC 2140 3N0_Albright Fall 2019

Filename: PSYC_2140_3N0_Albright_Fall_2019.pdf Size: 639.4 kB

Application: 0000000706

Robert Moore - Robert.Moore@rm01.enmuros.cc.nm.us

NM General Education Curriculum

Summary

ID: 0000000706

Status: Under Review



Application Form

Completed - Oct 8 2019

Application Form

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Robert Moore
Title	Assistant Vice President of Arts & Science Education
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Submitting Institution

Name of HEI	Eastern New Mexico University Roswell
Submitting Department	Arts & Science Education

Chief Academic Officer

Name	Annemarie Oldfield
Email	annemarie.oldfield@enmu.edu

Registrar

Name	Dr. Linda Neel
Email	linda.neel@roswell.enmu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	2620
Title	American Literature II
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2620
Name	American Literature II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

1. Recognize the traditions of American literature and their connection to issues of culture, race, class, and gender.
2. Demonstrate familiarity with a variety of major works by American authors.
3. Explore the various influences and sources of American literature.
4. Apply effective analytic and interpretive strategies to American literary works using academic conventions of citation and style.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Inquiry: Students are able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.

Collaboration: Students are able to perform effectively as part of a team.

Communication: Students are able to effectively express and exchange ideas through listening, speaking, reading, writing, and other modes of communication.

Community: Students are able to practice community engagement that addresses social justice, environmental responsibility, and cultural diversity.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

In American Literature II, students will read and examine American literature from the end of the Civil War up until our own postmodern era. Students will consider how these texts (including poetry, short stories, plays, and novels) reflect aesthetic, cultural, and, to some extent, ideological debates from the close of the Civil War until our own time. Students will also have, on short response pieces, to analyze the influences of one author upon another. Class discussions and one-page response papers will engage students' readings of assigned texts. In addition, during class discussions and in response papers, students will be responsible for setting, explaining, and posing answers to issues of structure, authorial influence, and theme. A longer writing assignment with research elements will offer students the opportunity to support their readings of American literature and apply these readings to social issues of the day, such as the decline of the American Dream in the twenty-first century. In these longer papers, students will have the opportunity to acquire evidence from several kinds of sources: primary texts, secondary scholarly sources, contemporary writers, and electronic sources such as podcasts, Youtube videos, and websites. Students will be challenged, through source evaluation assignments, to evaluate evidence in terms of reliability, believability, and ideological biases. Through the completion of these longer papers, students will develop their reasoning and analytical skills and be able to draw plausible conclusions that are faithful to the primary sources and that reflect thoughtful incorporation of scholarly views and contemporary issues. Instructors will evaluate students' critical thinking using the following criteria: the student's analysis is focused and presents a clear interpretation of the text; the analysis is supported with specific textual details, and the student incorporates secondary sources appropriately using MLA style.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In this course, students will broaden their understanding of American Literature in the period ranging from end of the Civil War to the beginning of the twenty-first century. Students will explore various influences on and sources of these texts and examine the connections among literature, history, technology, and society. Students will deal directly—in class discussions and on short response papers—with questions of intercultural reasoning and intercultural competence and interrogate how the course readings deal with questions of cultural, class, and racial inclusion in the America in the postbellum period. Students will grapple—in class discussions and on short response papers and longer research papers—with questions of sustainability raised by second-wave (1870s) industrialization, Post World War II prosperity and subsequent de-industrialization, and the rise of electronic culture, the internet, and global warming. Learning to view fiction and drama as a moral laboratory in which notions of ethics can be tested, students will consider—in class discussions and on short-response papers—how the lessons of fiction and drama can be used to strengthen their own ethical reasoning. In addition, students will develop personal ethics by appropriately incorporating secondary sources into their longer papers. Students will develop collaboration and teamwork skills through participating in structured peer review and respectful class discussions. Finally, students will develop skills to participate in civic discourse by developing and displaying an awareness—in class discussions and in longer papers--of perennial issues in American culture, such as those of race, class, and gender, equity, and inclusion. Instructors will evaluate students' competency in personal and social responsibility based on how concretely students identify the social themes of assigned texts and how effectively students draw upon socio-historical details to support interpretations, opinions, and responses.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

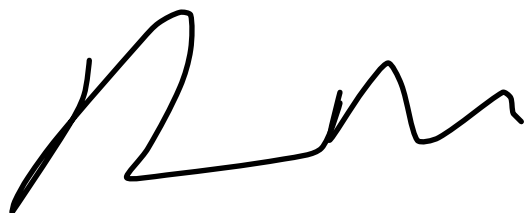
Reading, discussing, and writing about literary texts require students to evaluate the authority and value of information and to ethically use information. For example, on longer papers, students may have to incorporate information from a variety of sources. Students will be challenged to ensure that information is appropriate, relevant, and used in context. In addition, students will analyze authority and value of information through a consideration of literary canon. In discussions and in short response papers, students will also interrogate and analyze the meaning of literary canon. Students will ask why certain kinds of fiction and poetry are recognized as canonical and why other texts are seen as non-canonical. In terms of digital literacy, students will show an awareness of and be asked to work with a variety of “texts,” from traditional print texts, to electronic texts found on Project Gutenberg, hyperlinked texts, podcasts, and Youtube videos. Students—on short papers and in discussions—will analyze the changing and perhaps unstable meaning of information structure and “text” in the twenty-first century. In addition, in longer papers, students will draw upon, analyze, and responsibly incorporate into their own papers information and arguments taken from online scholarly databases. Through conducting research for and writing a longer paper, students will come to view their own research as inquiry and productive of knowledge. Instructors will assess students’ information and digital literacy based on their inclusion and analysis of relevant and appropriate information and their competency in formulating a research question and arriving at an answer.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.roswell.enmu.edu/wp-content/uploads/delightful-downloads/2019/09/2019-General-Education-Assessment-Plan_ENMURoswell.pdf

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Sample Assessment American Literature II

Filename: Sample_Assessment_American_Literature_II.pdf Size: 283.8 kB



Upload Rubric

Completed - Oct 8 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

2620 Rubric

Filename: 2620_Rubric.pdf Size: 213.1 kB

Application: 0000000715

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000715

Status: Under Review

Last submitted: Oct 21 2019 11:32 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
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Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	College of Engineering

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ENGR
Number	100
Title	Introduction to Engineering
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Other - Choose 3 essential skills below

Choose 3 Skills

Responses Selected:

Communication

Critical Thinking

Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

N/A

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Students shall

1. Analyze the engineering road maps and have a solid curriculum plan for each semester including summers.
2. Discuss the importance of information on engineering student organizations.
3. Demonstrate an understanding of the design process from initial conception to final solution through the application of critical thinking while learning important team building skills approaches to problem solving.
4. Identify the different engineering fields, the engineering profession, career paths open to engineers, and the process to professional licensure
5. Apply clear communication and critical thinking skills by collecting, organizing, and analyzing data in a complete, clearly written, and oral presentation of their work.
6. Make use of basic knowledge and skills in Microsoft Excel to complete engineering assignments
7. identify, compute, and apply how dimensions, length, time, mass, force, temperature, electric current, energy and power, and related parameters are related to the different fields of engineering
8. recognize ethical and professional responsibilities in engineering situations and make informed judgements.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

i. Students in this course will demonstrate communication through different genres. Students will write reports, memos, and will have reflective responses, as well as presentation of findings from assignments. Students will be given opportunities to write reflectively in class on engineering topics at the beginning and end engineering the curriculum topics. This is typically completed in class and then discussed in small and whole groups. Students are typically grouped by the instructor of the course.

ii. Students will use a range of strategies to help them communicate their understanding of topics/learning objectives. Students will have class discussions (small and whole) group on projects, computations, and related engineering topics. Student will also be able to communicate their learning through reflective writing assignments, reports and oral presentations. Students will be given an opportunity to relate course topics to real world. Example, if we are computing volume of an object, a discussion can be brought up on different materials, and how the economics can affect cost. Students are given an opportunity to discuss, and or reflect in writing their understanding of the objectives. The use of small group discussion is used a lot in the course to give everyone opportunities to communicate their ideas and thoughts.

iii. Topics in the course has students identify and develop claims that are supported by computations and research. Students will be given assignments/projects where they must support their conclusions in written form to support their answers/computations using the Engineering Design Process (EDP). By utilizing the EDP (EDP steps- recognize need for a product/service, problem definition/understanding, research and preparation, conceptualization, synthesis, evaluations, optimization and final presentation) students will be able to argue and present their findings in different genres from class discussion to formal written reports.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

i. This course has many assessment opportunities to test critical thinking skills. By introducing the Engineering Design Process (EDP) early in the semester, students then utilize the EDP in the course. With the first step of the EDP being to identify a problem or need, the students will be able to define and describe components of an open ended question/appropriate to engineering issues. Students will also be introduced to using engineering format (Given, Find, Approach, Solution Answer – GFASA) to solve problems in the topics of Dimensional Homogeneity, Vectors, Forces, Work, Torque, Simple Machines, Electric current, and Energy. Students will have to describe problems and then use the EDP or engineering format to complete their analysis of the problem. After completing students may be asked to defend their answer or describe why they believe the answer is correct. There are three large group projects that students will have to define a problem that will be developed into a writing component. Many of the assignments/discussion in small and whole groups gives students the opportunity to identify their perspectives and views on engineering topics.

ii. As stated in section (i) above, students will complete different projects, and will need to complete research and preparation (step 3 in the EDP). Students will be required to cite their sources. In the writing students will analyze the collected qualitative and quantitative data required for the assignment. Students will also be given other opportunities in class activities, impromptu design challenges in workshop to discuss qualitative and quantitative data

iii. Students will utilize the EDP to differentiate relevant to irrelevant information. Students will be asked to research different problems and be able to gather appropriate information to address the problem/question including their personal assumptions. This is done in all group projects as well as in an ethics component of the course. Students will be able to form their opinion on different case studies, discuss in small and whole group setting using the National Society of Professional Engineers Code of Ethics. Students will also be given opportunities to assess and defend data collected on other projects and course work.

iv. Students in this class will be able to identify common logical fallacies through the course work. For example, students will develop a conclusion based on experimental data gathered in the Pulley system design/build/analyze project. Students are also asked to assess certainty that the conclusion is true.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

i. Students have multiple objectives throughout the semester that aids them in developing the skills in integrating written and symbolic constructs for describing particular contexts. Modules will include students converting units, prove dimensional homogeneity of equations, compute length, area, and volume. Students move on to develop skills in computing the magnitudes and directions of vectors, mechanical advantage of simple machines, moment (torque), voltage, current and resistance, potential and kinetic energy. After the computations, having students interpret their understanding of the value (number) and how it relates to different fields of Engineering. Having students communicate verbally in class, as well as having student answer conclusion questions based on the computation and the meaning of the value.

ii. Students in this course will use appropriate techniques to prove mathematical concepts in the course. One would be to prove that units are dimensionally homogeneous in an equation. Students will also research, design, build and analyze a pulley system that has a mechanical advantage greater than one. Students are also asked in homework assignments, to explain the reasoning of their answers.

iii. Students use the pulley system project (or other related assignment) in order to research and design, build, and analyze a pulley system. Students will utilize mathematical formulas to compute mechanical advantage, force to lift a certain weight, and length of rope to pull in order to lift an object a certain height. Students analyze their initial values by building and testing the pulley system, then have to analyze and interpret their results comparing to the initial computations. In the writing component students will give a list of reasoning's of comparing initial computations, and the test results.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

N/A

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

N/A

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGR 100 GE Sample Assessment

Filename: ENGR_100_GE_Sample_Assessment.pdf Size: 376.5 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000724

Lori Franklin - lorig@nnmc.edu
NM General Education Curriculum

Summary

ID: 0000000724

Status: Under Review

Last submitted: Oct 13 2019 11:44 AM (MDT)



Application Form

Completed - Oct 11 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Lori Franklin
Title	Chair, Language and Letters
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Email	lorig@nnmc.edu

Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

Name	Ivan Lopez
Email	provost@nnmc.edu

Registrar

Name	Janice Baca
Email	janice.baca@nnmc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

Institutional Course Information

Prefix	ENGL
Number	2650
Title	World Literature I
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2650
Name	World Literature I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will be provided with a number of opportunities throughout the semester to gather, analyze, evaluate and synthesize information relevant to a question or issue by mastering a series of assigned literary works in terms of generic conventions and content.

Problem Setting - Throughout the course, students will analyze the cultural, historical context of the literature. In their writing assignments and in class discussion, they will compare how literary works from different periods and cultures, integrate similar themes into their plots, characters, and conflicts. In their essays, students are evaluated on their ability to create meaningful questions to guide their analysis. For example, they may explore how family as a metaphor is a reoccurring theme in works from various cultural traditions.

Evidence Acquisition - Students need to find evidence from the literature and secondary sources to support their analysis of the literary form, the historical context, and the cross cultural comparisons of the literary works they study. They will use this evidence to support the main points of their essays and as they engage in class discussion.

Evidence Evaluation - In their essays, students must evaluate the most effective passages from the literature to quote and paraphrase to support their points. They need to be thoughtful in their choices and explain their reasoning within their literary analysis. When they are required to use secondary sources, they must evaluate the validity of those sources using techniques studied within the course.

Reasoning/Conclusion - As students develop their analysis, they must demonstrate the logic behind their reasoning. In other words, their thesis statements and main points must be carefully supported and the reasoning behind their interpretation must be thoughtfully explained.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Ethical Reasoning: Students will develop the ability to connect choices, actions, and consequences by identifying, analyzing, and evaluating ethical decision-making in literary examples.

Intercultural Reasoning and intercultural competence: Throughout the semester, students will read and analyze literature from diverse cultural perspectives. In their writing assignments, students will demonstrate awareness and respect for these perspectives at the same time developing a greater understanding of cross cultural, universal values and experiences. Students will reflect upon the shared traditions of literary expression, the debates that help shape literature, and the conflicts, cultural differences, and shared experiences of the human condition.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Authority and Value of Information: Students will have access to and utilize online and primary source materials throughout the semester to answer questions about the world through both the eyes of the authors and through their own perspectives and experiences.

Information Structure: Students will concentrate their focus on strengthening thesis statements and their ability to argue that thesis using relevant references to literary texts to support their argument in ethical and effective ways.

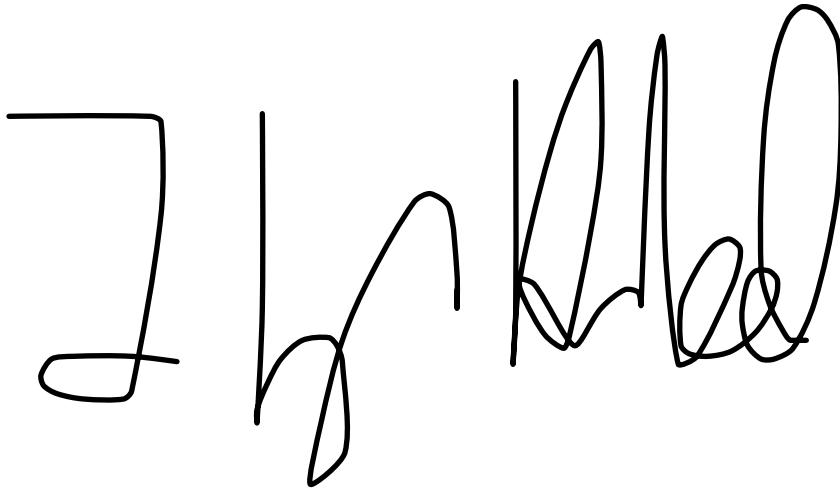
Research as Inquiry- Students will conduct research to understand the historical context of given texts and to observe any similarities with struggles or common themes. Students will demonstrate their ability to utilize literature and research as a critical conduit to identify universally unifying humanitarian themes throughout the world.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, consisting of several loops and a vertical line, positioned below the text indicating the signature of the Chief Academic Officer.

Date

Oct 10 2019



Upload Assessment

Completed - Oct 11 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

World Literature final term paper

Filename: World_Literature_final_term_paper.pdf Size: 73.9 kB



Upload Rubric

Completed - Oct 11 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

rubric for ENGL 2650 final project

Filename: rubric_for_ENGL_2650_final_project.pdf Size: 12.0 kB

Application: 0000000712

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000712

Status: Under Review

Last submitted: Oct 21 2019 12:19 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
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Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Biology

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	BIOL
Number	154
Title	Introductory Anatomy and Physiology
Number of credits	4

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	BIOL
Number	1130
Name	Introductory Anatomy and Physiology Lecture & Laboratory

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes (Lecture)

1. Define and explain anatomy and physiology.
2. Use anatomic directional, regional, and sectional terminology related to the human body.
3. Explain and describe the basic chemical principles of the human body including the structure and function of carbohydrates, lipids, proteins and nucleic acids.
4. Develop a basic familiarity with cells and cell organelles that include cell division, DNA replication, and protein synthesis.
5. Describe the structure and function of the major tissues in the human body.
6. Identify and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.
7. Describe the basic physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.
8. Apply and describe the principles of homeostasis in the human body.

Student Learning Outcomes (Laboratory)

1. Use and apply proper anatomic terms
2. Develop skills using the microscope correctly.
3. Identify basic tissue types.
4. Discuss and describe the basic anatomical features of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.
5. Demonstrate and describe physiological roles of the integumentary, skeletal, muscle, nervous, endocrine, cardiovascular, lymphatic, digestive, respiratory, urinary and reproductive systems.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

BIOL 154 is a 4-credit (3 + 3p) lecture/lab science course. Students have many opportunities to develop critical thinking skills in BIOL 154 class and lab. In lecture each week, students are given a key problem assignment or case study with critical thinking questions that have real world applications (Problem Setting), such as human health issues. Students are required to watch a short PBS video or read an article in class relating to the key problem assignment or case study. For example, when researching the nervous system, students are required to read an article on brain science. By watching a video or reading an article, students see how the concepts and content of the course are applied in a real world context (Evidence Acquisition). Next step, they are required to collect and analyze the data that they learned from the video or article, answer the critical thinking questions listed (Evidence Evaluation), and draw a conclusion of the key problem or case study (Reasoning/Conclusion). Students turn in a completed assignment/case study for assessment. An additional course rubric is also used to evaluate the development of students' critical thinking skills.

In the laboratory, students also develop their critical thinking skills by working on lab exercises. When they carry out a lab experiment, students are allowed to discuss hypotheses (Problem Setting). They then use experimental design and ethics to test a hypothesis (Evidence Evaluation) and collect and evaluate numerical data (Evidence Acquisition). Finally they draw a conclusion (Reasoning/Conclusion). For Example, in the cardiovascular physiology lab, students are asked to hypothesize the outcome of different exercises prior to the EKG demonstration exercise. They are required to predict any changes in the relative EKG wave forms. The students do a baseline measurement (at rest) of their EKG, pulse rate, and blood pressure. Then they perform various exercises that may include running, stair climbing and

walking. Following the activities, the students measure the parameters and compare the results with their hypothesis. The students are asked to compare the waveforms, pulse rate, and blood pressure and interpret the pattern in the EKG waves and draw a conclusion. Finally, students turn in their work for assessment.

Through the series of assignments, case studies and lab exercises in BIOL 154 class, students will develop the critical thinking ability to analyze a problem or case related to human health. Additionally, students are evaluated on how well they can link critical thinking questions to their course content in the lecture exams. On the exams, they are not asked to simply describe what the structure of each human organ system looks like, rather, they are asked to link the concepts and content in their discussion of the problem-setting assignments. The department final competency exam with a similar format is also created and used in all sections of BIOL 154 course. The assessment of student critical thinking skills from the final competency exam is analyzed and reported on NMSU-DA SharePoint.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Students have many opportunities to develop quantitative reasoning skills. For example, in a human body fluid lab experiment, students use basic mathematics skills to calculate & convert hydrogen concentration to pH on a logarithmic pH scale (Application of Quantitative Models). They then interpret how they can use the quantitative data of pH to describe the homeostasis of body fluids (plasma and interstitial fluid). They present quantitative data in a table (Communication/Representation of Quantitative Information) to draw a conclusion of respiratory acidosis or alkalosis. Students also compare results of different measurements of pH and bicarbonate ions to diagnose respiratory/metabolic acidosis or respiratory/metabolic alkalosis (Analysis of Quantitative Arguments). The cardiovascular system lab experiment is another example to promote the development of student quantitative reasoning skills. In the lab experiment, students are assigned to groups of four. Each group is provided various clinical cases of patients' blood pressures. They are required to use two algebra models to calculate "pulse pressures" and "mean arterial pressures (MAP)" (Application of Quantitative Models) for each case. Then, students present their own data in a table based on the calculated results (Communication/Representation of Quantitative Information). They interpret the data of each case as it relates to particular diseases (endocrine, cardiovascular, or metabolic). They describe their data in written results, and compare their results with the other groups (Analysis of Quantitative Arguments) to draw conclusions based on quantitative data. Students turn in the lab report with the quantitative data (table), interpretation, results, and conclusion for assessment. A rubric is also used to assess the development of students' quantitative reasoning skills.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

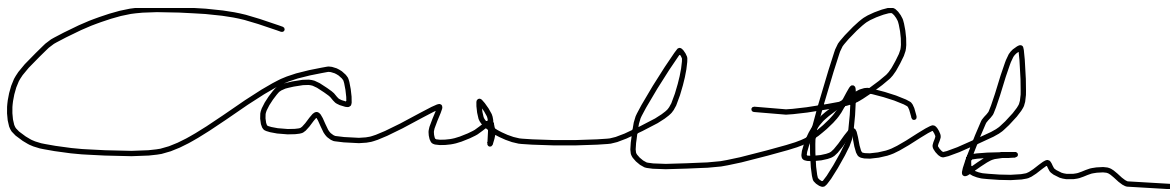
Students are required to work in groups in BIOL 154 class and lab to develop collaboration and teamwork skills. During the first week of each semester, students are assigned as a group of four students per group. They are advised that the members in a well-run study group accelerate their learning and get new perspective as they talk through their subject, quiz each other, compare notes, discuss clinical cases, and collaborate on lab experiments. For example, when students work on case studies, they are required to provide accurate information for group discussion according to the given format. Students can work collaboratively during class/lab times or through the use of online platforms (GoogleDocs, Facetime, Google hangout or use Canvas' built-in AdobeConnect) to conference with the group members in real time (Collaboration skills, teamwork and value systems). When students are doing case studies, they need to demonstrate academic integrity and ethics to write a scientific report using the correct APA format and to divide the research effort amongst the group (Ethical reasoning). The course learning outcome by using case studies relating to real life is emphasized in BIOL 154 class. For example, when students are doing a case study of Melanoma, they are required to describe stages of cancer and list the risk factors. They could work on a project to investigate and conclude the relationship between skin color and environmental impacts of UV radiation (Sustainability and the natural and human worlds). Another example is students working in teams to work on a clinical case of lung cancer. They are asked to discuss the case with environmental reasoning, such as air pollution or occupational reasoning. They can work on a project to investigate the relationship between lung cancer and environmental impacts and different occupations (Sustainability and the natural and human worlds). Following the investigation and group discussion, students make a graph to present their results including the quantitative data of environmental impacts for lung cancer and the lung cancer data from different countries (Intercultural reasoning and intercultural competence). Students turn in the graph with the completed case assignment for assessment. A rubric is also used to assess the development of students' personal and social responsibility skills.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

BIOL 154 Sample Assessment

Filename: BIOL_154_Sample_Assessment.pdf Size: 998.7 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000730

John McCullough - johnvalmcc@beyondbb.com

NM General Education Curriculum

Summary

ID: 0000000730

Status: Under Review

Last submitted: Oct 21 2019 10:47 AM (MDT)



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Submitting Institution

Name of HEI	ENMU - Ruidoso
Submitting Department	Business and Information Systems

Chief Academic Officer

Name	Ryan Trosper
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Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@enmu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ECON
Number	2120
Title	Principles of Microeconomics
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ECON
Number	2120
Name	Principles of Microeconomics

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the concept of opportunity cost.
2. Demonstrate knowledge of the laws of supply and demand and equilibrium.
3. Use supply and demand curves to analyze responses of markets to external events.
4. Use supply and demand analysis to examine the impact of government intervention.
5. Explain and calculate price elasticity of demand and other elasticities.
6. Demonstrate an understanding of producer choice, including cost and break-even analysis.
7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

The requirements for this course will include readings, a combination of discussion questions and/or interactive problems that will require completion of graphs, tables and questions, weekly chapter quizzes and overall exams. Each of these activities are chosen to focus on particular outcomes and essential skills. These activities are those that are intended to focus attention on communication skills. Students are presented with short case studies depicting real life situations with embedded economic questions or dilemmas. Students will be required to participate in structured, graded discussions over these questions. Students will be expected to evaluate the situation, and explain the situation in terms of the economic implications. Current events from various sources that apply to the situation are to be searched for, and explained in their discussions. Students will be asked for their opinion or thoughts on the situation and be expected to provide support for their conclusions from economic concepts being studied. Replies to classmates' posts will be expected in which agreement or civil disagreement is presented, supported by sound reasoning. Weekly, multi-attempt chapter quizzes reinforce the student's understanding and application of economic concepts and terms, and provide regular assessment of their understanding of the material.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

These activities are those that are intended to focus attention on the students' critical thinking skills. Students are required to complete multiple attempt interactive problems contained in the LMS. These problems require the student to complete combinations of graphs, tables, and terminology problems. This reinforces material obtained from the textbook and requires the student to show an understanding of the problem, apply that understanding of the applicable concepts, and enter correct conclusions to the problems. Feedback provided during the multiple attempts provides additional material to help the student come to the best choices. Also adding to the student's practice in evaluating and correctly applying material are the weekly, multi-attempt chapter quizzes, which also provide feedback. The feedback from the weekly chapter quizzes lead up to exams over that same material. The structured and graded discussion assignments also provide the students with practice in understanding the situation being presented, obtaining the relevant explanation, and then applying the concepts in their own words.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

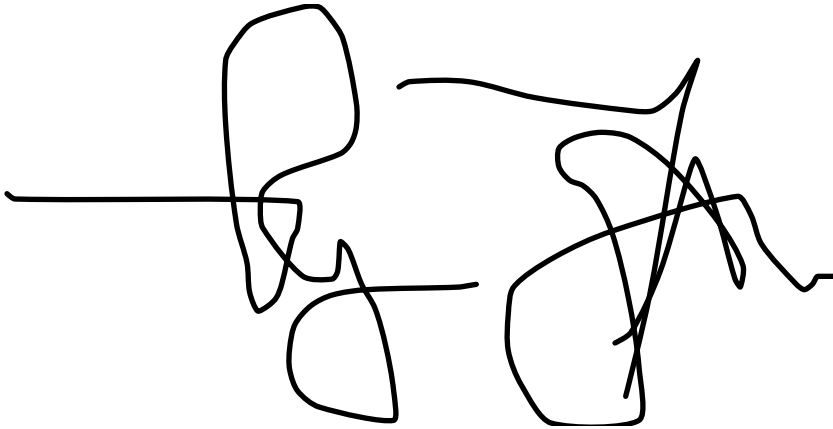
These activities are those that focus the student's attention on the personal and social aspect of economic concepts and theories. In the structured and graded discussions assigned students are faced with a variety of real life economic situations and ethical dilemmas that present trade-offs that impact different stakeholders. For example: "Economics within a marriage. An economist argues that you shouldn't always unload the dishwasher just because you're better at it than your partner." Another example is the concept of using the price system to more efficiently allocate scarce parking spaces in big cities. The concept of reasoning out the benefits of economic efficiency versus the ethical consideration of "fairness" to all impacted groups is a consistent theme in the discussions. This would include the balance of different viewpoints between impacted parties, each with different theories of fairness and equality. The students' justification and reasoning is a key part of their original discussion. Required replies to classmates' posts will be expected in which agreement or civil disagreement is presented, supported by sound reasoning. The weekly, multi-attempt chapter quizzes, and the exams provide additional examples of situations that require the student to apply their reasoning skills.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 15 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ECON 2120 Discussion Assessment

Filename: ECON_2120_Discussion_Assessment.pdf Size: 277.8 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000717

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 000000717

Status: Under Review

Last submitted: Oct 21 2019 11:29 AM (MDT)



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what

students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
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Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HON
Number	211
Title	Democracies, Despots and Daily Life
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

None

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

These will be submitted as NMCNS SLOs for this unique course.

1. Analyze and critically interpret primary sources and understand how others might interpret and use the same material in different ways;
2. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
3. Understand how historical experiences and memories have shaped contemporary societies;
4. Identify and understand the degree to which history has been used and misused in the past;
5. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.
6. Demonstrate improvement in their ability to read critically, think logically, and express themselves clearly in writing.
7. Students will address the fundamental questions of politics: why and how political societies are organized, what values they express, and how well they satisfy those normative goals and the differing conceptions of citizenship, representation, and freedom.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

The course will present students with the essential problems of modern politics in the industrial age: what is the best way to organize a state (problem setting)? What should state and citizenry expect from one another – that is, what should states do, and what responsibilities do citizens have? Should all citizens be equal before the law and one another? Is the will of the majority always right, even at the expense of minority viewpoints or perspectives? We will read various different kinds of evidence, from textbooks to political treatises to primary-source reactions to specific historical circumstances, and evaluate that evidence critically based on historical context and standards of logical argumentation (evidence acquisition & evidence evaluation) . Students will strengthen their capacity for critical reasoning by discerning how primary source materials reflect the era and culture in which they were produced, and how complex social issues rarely have a simple or one-size-fits-all solution. For example, the midterm paper will require students to synthesize multiple sources (text, lectures, review of primary historical documents, visuals and films) in order to present a nuanced discussion of how the position of minorities and their protection or marginalization are affected by historical events (reasoning/conclusion).

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students in this course will assess examples of political development in global perspective, across centuries. For example, students will examine how minority populations in Europe were affected by global political movements such as the rise of communism or fascism in the 20th century, and how African populations were marginalized, oppressed, and exploited due to sweeping decisions made in Europe by ruling monarchies as part of the Treaty of Berlin in the 19th century. (intercultural reasoning & competence, ethical reasoning). They will develop the ability to understand and empathize with people from different places and times, and understand their political choices, and understand parallels between the past and contemporary geopolitical events (such as the decimation of Native Americans in the US and Canada in the 19th century and the equivalent oppression of Muslim minorities such as the Rohingya in Burma and the Uighurs in China. Students will also devote considerable class time to civil discussion, in which we will practice cordial disagreement with one another's ideas while maintaining the ability to appreciate one another as people. As an Honors course, we meet in a seminar format with a small group of students, which is conducive to fostering conversation, engagement, and discussion, and the students are responsible for generating much of the course content by preparing for class and doing the reading assignments (collaboration skills, teamwork, civic discourse and engagement).

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Students will read different historical sources for bias and content simultaneously: how do we learn from a biased source, and how can we learn to be more critical of the sources of information that we consume? How do we read between the lines to infer what the source would rather not tell us – for example, how did mass media and messages persuade early 20th century Germans to support authoritarian causes such as Nazism (authority & value of information, research as inquiry)? We will analyze different authorial strategies in different sorts of texts, including visual images. Students will then write analytical essays, in which they evaluate arguments (tacit or overt) within our sources and their circumstances of production, so they learn to evaluate how source material reflects the age, culture, class, and gender that was responsible for generating this information (authority & value, information structure, research as inquiry). Students will also develop digital literacy by working with Wordpress and other platforms to distribute information online as part of the shared responsibility for generating course content and learning (digital literacy, information structure).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read "Carl Furber". The signature is fluid and cursive, with a large initial "C" and "F".

Date

Oct 8 2019

Upload Assessment



Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HON 211 Sample Assessment

Filename: HON_211_Sample_Assessment.pdf Size: 35.4 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000732

Jeff Frawley - jeff.frawley@enmu.edu

NM General Education Curriculum

Summary

ID: 0000000732

Status: Under Review

Last submitted: Oct 21 2019 10:53 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

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1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jeff Frawley
Title	Department Chair
Phone	575-257-2120
Email	Jeff.Frawley@enmu.edu

Submitting Institution

Name of HEI	Eastern New Mexico University-Ruidoso
Submitting Department	Language and Fine Arts

Chief Academic Officer

Name	Ryan Trosper
Email	Ryan.Trosper@enmu.edu

Registrar

Name	Amy Bertramsen
Email	Amy.Bertramsen@enmu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	1120
Title	Composition II
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	1120
Name	Composition II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students are assessed on their ability to compose within a variety of genres, including summary writing, rhetorical analysis, proposal writing, and argumentative essay writing. For each assignment, students are assessed on how well they execute the specific and unique conventions of the genre. To prepare to compose within these genres, students complete several reading discussions on the Learning Management System (LMS) in order to identify, to analyze, and to demonstrate awareness of specific genre conventions as they appear in published articles and essays. While composing a rhetorical analysis essay, students analyze both written and digital argumentative texts using the key elements of the rhetorical situation, including audience, purpose, context, communicator, medium, and appeals. Students are required to complete an annotated bibliography, for which they must describe in annotation paragraphs their sources' main points, key arguments, quality of information, and relevance to students' production of their own arguments. While researching, students complete short writing assignments via the LMS, and also complete an annotated bibliography assignment, in order to describe how differences in genre impact messages and quality of information. For instance, students compare a popular article, a scholarly article, and an organizational fundraising website all on the same topic, with students being evaluated on their ability to describe similarities and differences between these sources. Students complete an extensive research-based argumentative essay during the second half of the semester, for which they must incorporate a variety of sources to support their own claims. They are evaluated on their ability to accurately synthesize sources into their own writing, and to accurately cite these sources using APA formatting. The annotated bibliography assignment requires students to persuasively explain how each source will support the student's argumentative essay with reliable and ethical information.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students compose a research question and a social problem-focused project proposal that articulates how their research project will address the research question. As part of this proposal, students are required to describe in an introductory section the social, historical, and/or personal context that has generated their interest and is essential to continuing the research phase. For rhetorical analysis and annotated bibliography assignments, students put into practice research techniques learned via textbook readings and in-class activities, and are required to find 6-10 sources that can be verified as academically credible. For the rhetorical analysis assignment, they are required to find one source using a variety of research techniques, and are then required to use the elements of rhetorical analysis to describe the bias, reliability, and validity of this source. They are assessed, in the annotated bibliography assignment, on their ability to locate sources from a variety of genres and media; they are also assessed on their ability to analyze and verify the quality of information and evidence in each source. For the research-based argumentative essay assignment, students are required to ethically synthesize 6-10 sources into their own writing, using these sources to provide evidence to support their reasoning, and to suggest effective solutions to problems. To accomplish this, students first draft two smaller argumentative essays supported by research: a cause-and-effect essay and a solution essay, which they later combine into one longer, final argumentative essay project.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

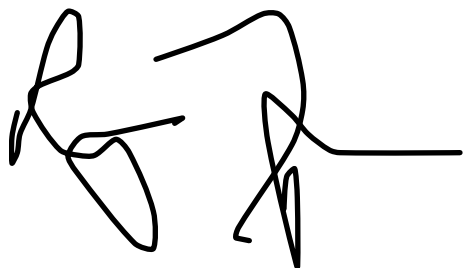
At multiple points in the semester, reading discussions via the LMS require students to analyze the credibility of information published online. These discussions assess students on their ability to apply concepts conveyed via assigned textbook readings and in-class activities, including documenting biographical information on authors and publishing organizations. Students also perform comparative analysis on sources by describing differences and similarities between the arguments, reasoning, and evidence used by multiple authors writing about the same topic. Students compose a research-based argumentative essay for which they must incorporate at least one multimedia component (e.g. an embedded image or a graph) that augments or conveys the argument being made. Students practice the multi-step writing process for all writing projects, thereby learning the conventions of composing, formatting, and submitting documents digitally. Students must submit a research question and project proposal, both of which require students to articulate the source of their interest in a social problem. They then use the research process, which is assessed via the rhetorical analysis and annotated bibliography assignments, to derive sensible solutions to the problem articulated in the proposal. The solutions are delivered, and assessed, via the research-based argumentative essay due at the end of the semester.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

The link to the college assessment plan is under construction as part of the college's new web site.

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end, positioned below the text.

Date

Oct 15 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Fall 2019 ENGL 1120 Annotated Bibliography Prompt

Filename: Fall_2019_ENGL_1120_Annotated_Bibliogr_e2UWLnA.pdf Size: 387.4 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000726

Lori Franklin - lorig@nnmc.edu

NM General Education Curriculum

Summary

ID: 0000000726

Status: Under Review

Last submitted: Oct 13 2019 11:47 AM (MDT)



Application Form

Completed - Oct 11 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

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Title	Associate Professor
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Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

Name	Ivan Lopez
Email	provost@nmmc.edu

Registrar

Name	Janice Baca
Email	janice.baca@nmmc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

Institutional Course Information

Prefix	ENGL
Number	2420
Title	Children's Literature
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	2420
Name	Children's Literature

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Common Course Catalog does not include SLO's for ENGL 2420. A course description is present, but no SLO's are listed.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

1. Demonstrate ability to analyze children's texts from analytical, pedagogical, and creative perspectives.
2. Gain appreciation for children's literature 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 skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

In “Children’s Literature,” students will have multiple assignments where they must development analytical thesis statements that they must support with primary and secondary scholarly sources. Students will be asked to critically engage with their course texts by using library databases to find the scholarly sources needed to scaffold the arguments they are making in support of their thesis statements. Through critical engagement with their evidence, they will be asked to evaluate that evidence for a sound conclusion to their thesis. One assignment specifically asks them to use these skills for a literary analysis of children’s literature, and another asks students to use this process to develop a lesson plan that critically engages young readers in the process. Each of these assignments is assessed utilizing a rubric that is summative and formative. For formative assessment of the research project, using a points-based rubric, each student is evaluated on lower order concerns in writing (format, spelling, and grammar), higher order concerns (structure, thesis, organization, original ideas), and specific criteria from the assignment sheet. The assessment also includes a comment area for summative assessment that allows for the professor to provide feedback on student’s overarching understanding of the content.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

A key SLO for Children's Literature is understanding the significance of diversity and representation in children's books; for students in the course as well as the young people they will often go on to teach, access to diverse children's literature is an introduction to intercultural reasoning and competence. Many lectures, activities and assignments in the course directly address how to best utilize children's literature through critical pedagogy in schools, libraries and in other community centers to engage diversity, inclusion and justices. Through a concentration on prose and poetry for children, we consider various methods for interpreting literature for children with a focus on cultures, languages, and genres in children's literature. Diversity and representation are the cornerstone of our literary considerations, and through a diverse book list we will consider the importance of positive representations of identity in children's literature as well the importance of providing children access to books. These multivalenced methodologies culminate in a final project that teaches collaboration, teamwork and value systems. Students in the course are put into small groups who will organize a researched lesson plan that will be presented to children at area learning centers or in elementary classrooms. Students work with each other for approximately six weeks to develop and workshop their assignment in class, and as a group then go onto present it to children. The project has multiple layers of assessment: 1) process-based lower weighted assessments such as annotated bibliographies, group meeting notes, 2) higher weighted project assessment that uses a rubric to evaluate the overall success of the lesson plan (including an observation of the presentation), 3) students must develop an assessment that their young audience can use to give them feedback, and 4) finally, students are required to submit a self-assessment essay where they are asked to reflect on their participation, their group work, and the children's assessment of their lesson plan. This holistic 360-degree assessment often proves to be a critical and highly valued experience in students' development of ethical reasoning.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.


A significant portion of Children’s Literature requires students to significantly and critically engage with authority and value of information as it pertains to the types of literature we read, teach and make available to young people. In this engagement, students learn how to develop informed opinions – based in research and educational best practices – about the values ascribed to various forms of children’s literature. Additionally, students are informed of pedagogical concerns including such content as: learning processes, cognitive skills, acquisition of certain skills, diverse representations of children, and bilingual texts. Much of the work assigned to students requires them to learn in the process of research; an example assessment for an assignment in the course evaluates a student’s ability to identify ten thematic texts or ten texts by the same author for a picture book study that is informed by scholarly research. Students must read each of the ten picture books, develop their own rubric for how they are evaluating their selections, and then ask/answer their own research question during a presentation of their research. One assignment requires students to participate in the research process, develop a fully wrought presentation, and write their findings. The assessment includes a rubric that evaluates all aspects of the assignment; as well as assessment of the research process (grading of an annotated bibliography of picture books, annotations of scholarly sources, and an outline of paper/presentation).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 11 2019



Upload Assessment

Completed - Oct 11 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Assignment Children's Literature

Filename: Assignment_Childrens_Literature.pdf Size: 119.2 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000740

Colleen Lynch - colleen.lynch@sfcc.edu
NM General Education Curriculum

Summary

ID: 000000740

Status: Under Review

Last submitted: Oct 17 2019 05:30 PM (MDT)



Application Form

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Colleen Lynch
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Submitting Institution

Name of HEI	SANTA FE COMMUNITY COLLEGE
Submitting Department	English, Reading, and Speech

Chief Academic Officer

Name	Margaret Peters
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Registrar

Name	Kathleen Sena
Email	kathleen.sena@sfcc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	1110
Title	Composition I
Number of credits	(No response)

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	1110
Name	Composition I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application and Versatility: In routine reading, writing, and discussion assignments, students will analyze various genres and media of communications including but not limited to essays, speeches, letters, advertisements, graphic and visual texts in print and online, pieces of literature, and online discussion postings.

Strategies for Understanding and Evaluating Messages: Students will practice collaborative and respectful verbal communication by participating in large and small group discussions of diverse texts. Through reading quizzes, class discussions, and written responses to readings, students will demonstrate understanding of main ideas and supporting details as well as analyze the purpose, audience, assumptions, type(s) of support, and overall effectiveness of various genres and media of communications.

Evaluation and Production of Arguments: Students will write a minimum of five papers/documents, in and out of class, including at least one argumentative academic essay that is supported by correctly documented college-level research. Each paper will demonstrate a primary purpose, will be organized appropriately for the particular genre the assignment indicates and the specific audience for which it is prepared, and will employ clear grammatical conventions and sentence structure. Drafting, editing, and revising processes will be incorporated into the class. (See also the Critical Thinking activities and assignments described in the narrative below.)

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting: Students will read, write about, and discuss articles and essays on current issues and events potentially including (but not limited to) psychological, sociological, political, economic, and environmental matters. Each of the students' own papers will demonstrate a primary purpose by explicitly or implicitly identifying a perspective, problem, thesis, or hypothesis.

Evidence Acquisition: Students are required to participate in at least one research-based library education activity facilitated by an SFCC instructional librarian, during which time they will be introduced to various types of sources available online and in print. Follow up assignments include an annotated bibliography and essay assessed at the departmental level.

Evidence Evaluation: Students will identify fallacies and underlying assumptions within documents created for various rhetorical situations, and they will evaluate sources for their credibility and applicability to the question or purpose at hand. Students create an annotated bibliography to demonstrate evaluation of sources based on their currency, reliability, authority, accuracy, and purpose.

Reasoning/Conclusion: Through class discussions, written assignments, and research projects, students will analyze logical support in the work of published authors as well as their own writing and other communications. Students will identify fallacies and underlying assumptions within various rhetorical situations, and they will evaluate sources for their credibility and applicability to the question or purpose at hand. Students will apply their analytical reading to understanding and articulating clear connections among pieces of evidence and a document's central purpose and argument, thus arriving at conclusions supported by both inductive and deductive reasoning.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information: Students are required to participate in at least one research-based library education activity facilitated by an SFCC instructional librarian, during which time they will be introduced to various types of sources available online and in print. Students create an annotated bibliography to demonstrate evaluation of sources based on their currency, reliability, authority, accuracy, and purpose.

Digital Literacy and Information Structure: Research assignments require students to use the library's databases and other electronic resources, such as e-books and Films on Demand. Students will incorporate sources appropriately into their own written work, documenting sources in MLA style.

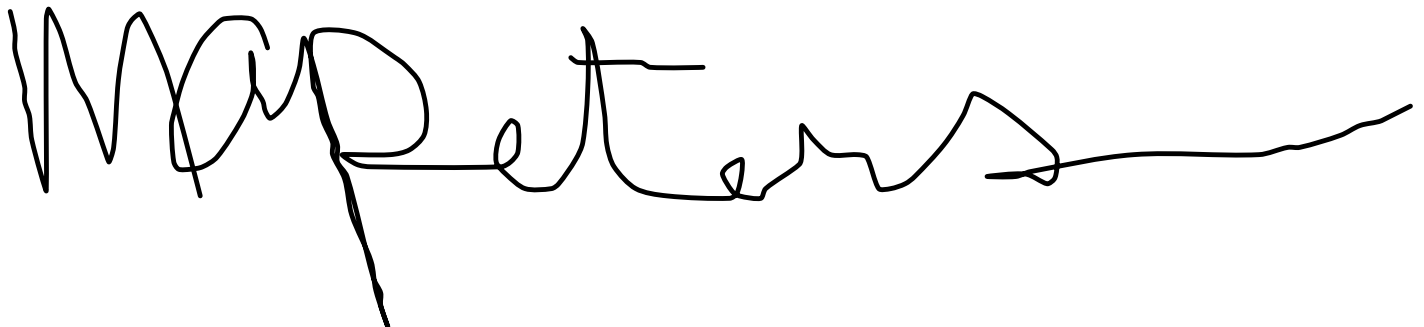
Research as Inquiry: One or more assigned projects require that students engage in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. (See attached sample assignment and rubric designed for departmental assessment of student learning.)

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read "M. Peterson", written across the page.

Date

Oct 17 2019



Upload Assessment

Completed - Oct 17 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

English 1110 assignment

Filename: English_1110_assignment.pdf Size: 291.8 kB



Upload Rubric

Completed - Oct 17 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 1110 rubric

Filename: ENGL_1110_rubric.pdf Size: 91.1 kB

Application: 0000000680

Michael Ottinger - ottingerm@sanjuancollege.edu

NM General Education Curriculum

Summary

ID: 0000000680

Status: Under Review

Last submitted: Oct 21 2019 03:31 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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Contact Information

Name	Michael Ottinger
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Submitting Institution

Name of HEI	San Juan College
Submitting Department	Science, Math, and Engineering

Chief Academic Officer

Name	Adrienne Forgette
Email	forgettea@sanjuancollege.edu

Registrar

Name	Sherri Schaaf
Email	schaafs@sanjuancollege.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	GEOL
Number	1110
Title	Physical Geology
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	GEOL
Number	1110L
Title (if applicable)	Physical Geology Lab

New Mexico Common Course Information

Prefix	GEOL
Number	1110
Name	Physical Geology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Recall, describe or explain geologic vocabulary.
2. Identify or explain aspects of the geologic time scale and compare the uses and limitations of relative and absolute dating.
3. Recognize or explain the evidence used to support the theory of plate tectonics. Describe or identify how plate tectonics is related to the structure and features of the Earth.
4. Describe the formation of, and describe, compare, and classify minerals.
5. Identify or describe the three main rock types, how each forms in the context of the rock cycle and what each indicates about its environment of formation.
6. Recognize or explain the fundamentals of surface and groundwater hydrology and discuss the impact of human activities on water quality and quantity.
7. Describe or discuss the processes that are responsible for specific geologic hazards (e.g., earthquakes, volcanic eruptions, mass movement, flooding, etc.).
8. Recognize or describe the geologic processes involved in the formation and concentration of geologic resources.

GEOL1110L:

1. Use physical properties to identify mineral specimens.
2. Describe, classify, and identify igneous, sedimentary, and metamorphic rocks and their textures.
3. Utilize the principles of stratigraphy to provide an explanation of the geologic history portrayed in a photograph or cross-section.
4. Explain how contour lines are used to represent topography, use map scales to measure distances on the ground, and construct topographic profiles.
5. Identify landforms from images and topographic maps.
6. Interpret geologic maps and construct geologic cross-sections.
7. Acquire and communicate scientific data, ideas, and interpretations through written, oral, or visual means. Examples may include creating and describing graphs, maps and photos.
8. Apply critical thinking skills such as inductive, deductive, and mathematical reasoning to solve geological problems.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

GEOL 1110:

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C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Critical Thinking (and the processes involved) is a fundamental skill developed by students throughout the Physical Geology course at San Juan College. Students gain experience and proficiency in all of the component skills by the time they complete the course. Critical Thinking is addressed and assessed through multiple classroom exercises and discussions as well as in weekly laboratory assignments.

One example of an assignment that addresses Critical Thinking is the laboratory assignment involving a trip to outcrops of the Ojo Alamo Formation at nearby Chokecherry Canyon. After learning about sedimentary rocks, including their compositions, textures, and structures in the classroom setting, and having learned to identify the rocks and their characteristics in a laboratory setting, students then apply their knowledge in a field setting. All component skills of critical thinking are address in this assignment. Students first delineate the question to be addressed by the field class, in this case, “what can these rocks tells us about the depositional environment of this region of New Mexico 66 million years ago.” Students then begin to acquire the information needed to address this question by exploring the sedimentary rock layers, fossils, and structures in the canyon. Students evaluate their observations by comparing their findings with those of other students in the class, and decide which observations are most relevant for addressing the question. Finally, students develop a conclusion on the depositional environment of the Ojo Alamo Formation based on their observations. The exercise is concluded with students discussing their observations and conclusions with the entire class for a final evaluation of their conclusions.

A virtual version using photographs of the field locations and Google Earth is available for students in online courses or who otherwise are unable to attend the field setting, providing an experience that is as similar as possible to those who attended the field class.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Students in Physical Geology apply Quantitative Reasoning principles throughout the class, both in the classroom and laboratory settings. Students analyze graphs and apply their knowledge to answer exam, homework, and laboratory questions (for example, increases with pressure and temperature with the geothermal gradient, past temperature variations based on oxygen isotopes, historical CO₂ levels, frequency and energy released by earthquakes of differing magnitudes, estimating world energy reserves, and cost-comparison of various energy sources). Students perform simple calculations on exams and laboratory assignments (for example, using specific gravity of minerals to find weight for a set volume, calculate topographic relief of a region, determine earthquake magnitude using p-wave and s-wave arrival interval and wave amplitude, determine absolute age of a rock using half-life of radioactive isotopes, or determine that gradient of a stream).

The laboratory provides an ideal setting for students to develop and practice their skills in Quantitative Reasoning. In one exercise, for example, students are provided with graphical information on decay parameters for radioactive decay pairs and accepted half-life values for various isotopes. Students are presented with questions about observations made in the rock record, calculate answers for ages of the rocks, showing their work and justifying their answers. An assignment like this involves all three component skills of Quantitative Reasoning. Students are able to translate written language into a mathematical problem (communication of quantitative information), analyze a quantitative argument by developing their own conclusions based on evidence provided, and apply quantitative models to real-world problems as they generate their answers on the age of various geologic events.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Physical Geology is an ideal course to teach Personal and Social Responsibility to students. The component skills addressed and assessed in Physical Geology at San Juan College are 1. Sustainability and the natural and human worlds, and 2. Collaboration skills, teamwork and value systems. Students participate in discussions, presentations, and complete weekly group laboratory exercises that include a variety of relevant topics, including earth resources utilized by humans (for example, building materials, human uses of various minerals, fossil fuels, alternative energy sources, and freshwater resources), environmental issues (for example, limits and contamination of groundwater and other freshwater resources, environmental impacts of obtaining mineral and energy resources, and global climate change), and natural hazards (for example, earthquakes, volcanoes, tsunamis, and mass wasting).

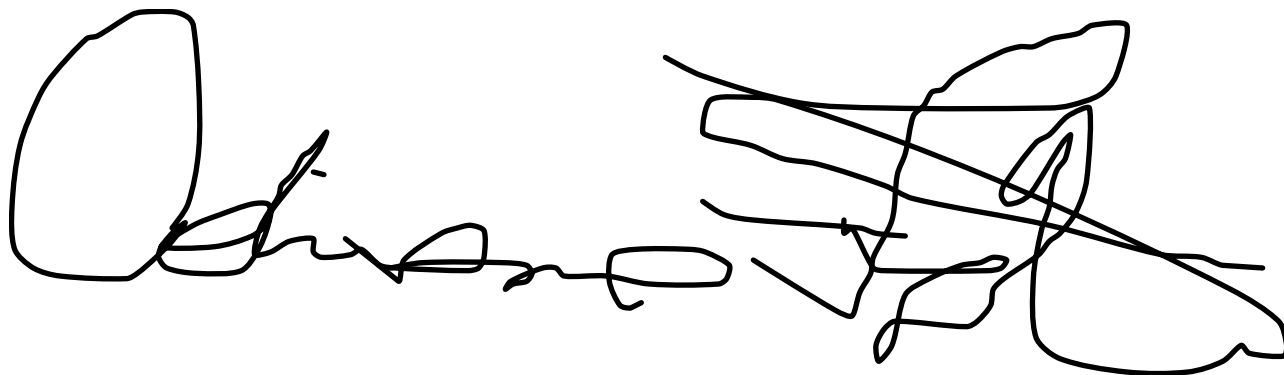
An assignment that assesses the second component skill (collaboration skills) while including the first component skill (sustainability and the natural and human worlds) is a laboratory assignment on plate tectonics. Students randomly join one of six groups at the beginning of the exercise. Each group is tasked with becoming experts on one aspect of the earth (Age of seafloor rocks, gravity anomalies, global volcanoes, global earthquakes, global topography, and plate boundaries). Students jointly make observations and gather information from maps provided in class. After the group agrees they have gathered the appropriate information, they develop a presentation for the class, with each student in the group presenting part of their findings. Other groups are given the opportunity to ask for additional information or clarification from the presenting group. Once every group has presented their information, the entire class summarizes and unifies their findings, and applies their findings to plate tectonic theory.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/learning/General-Education-Assessment-Plan-final-Fall-2019.pdf>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

SJC-GEOL1110-Assessment

Filename: SJC-GEOL1110-Assessment.pdf Size: 14.7 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000751

Ian Williamson - iwilliamson@nmhu.edu
NM General Education Curriculum

Summary

ID: 000000751

Status: Under Review

Last submitted: Oct 21 2019 11:09 AM (MDT)



Application Form

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Ian Williamson
Title	AVPAA
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Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	History and Political Science

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Inca Crespín
Email	imcrespin@nmhu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HIST
Number	1120
Title	Unites States History II
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	HIST
Number	1120
Name	United States History II

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes: 1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the United States from the reconstruction to the present. Bloom Taxonomy's Cognitive Process: REMEMBER AND UNDERSTAND 2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context. Bloom Taxonomy's Cognitive Process: ANALYZE, REMEMBER, EVALUATE, CREATE 3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events. Bloom Taxonomy's Cognitive Process: UNDERSTAND, EVALUATE, APPLY 4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance. Bloom Taxonomy's Cognitive Process: REMEMBER, UNDERSTAND, EVALUATE 5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience. Bloom Taxonomy's Cognitive Process: CREATE, APPLY 6. Students will APPLY historical knowledge and historical thinking "in order to infer what drives and motivates human behavior in both past and present." Bloom Taxonomy's Cognitive Process: APPLY, ANALYZE

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

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Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

The discipline of history is built upon evidence and then reasoning from evidence to form coherent, logical interpretations of what that evidence means. Throughout the semester, critical thinking skills will be taught and assessed in the following ways. Early in the semester, a general description of how historians go about their work with specific examples of historical reasoning will be described during each of the class lectures. Assignments will provide practice in the analysis/evaluation of primary source documents: students will answer questions (in written form) based on the readings; this will be followed by class discussions. At least one example of historical reasoning will be reexamined in Study Sessions before each exam. On each exam itself there will be questions that test the students' ability to reason historically.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

The discipline of History teaches students about the past with the goal of having the students connect the past with the present, including their present experience. These issues will be covered in the oh man he's just going to colors have to do it today I was just excited no manager and I can do I think I can do little I can do myself I just think a lot of my truck. I just put stuff number quite sure I got to go through and see what I need to take you know get allegiance help form I really like all of these cold Bluesville one Post tired take it the night before hundred to sleep did you put the kids hi Channel hard time going back following ways: in-class lectures, the professor routinely connects the past with the present with mention of examples of what is going on currently in the news and noting the similarities with what happenings in the past; as part of class lectures and class discussions the professor addresses the issue of historical anachronism and the problems that attend making ethical judgments about the past. Throughout the semester, class discussions and study sessions will encourage collaboration and teamwork, and participation in class activities will promote civic discourse, civic knowledge, and engagement.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

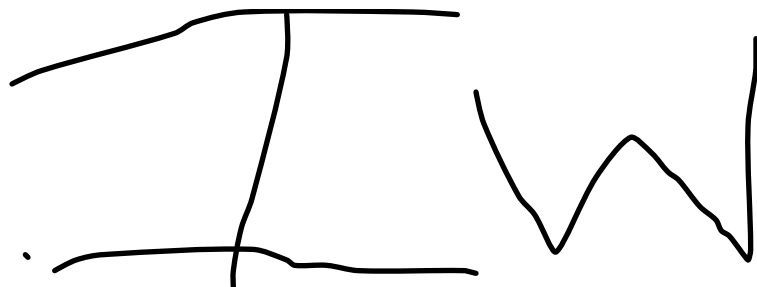
Information literacy is a basic skill for historians, and sound historical judgments depend crucially on the assiduous collection and painstaking evaluation of sources. In this course, students will learn about how historians go about their job; specifically, how they research, weigh evidence, and come to conclusions about the past. Class lectures will present a kind of case study of “doing history”: e.g., how a modern scholar would go about writing a biography of Lyndon Johnson and coming to a judgment about his accomplishments. In the class, students are given assignments in which they are presented with a set of documentary materials and are required to assess the materials on their own. Then, an in-class discussion session, whether that be in groups, with a debate moderated by the professor, or with the professor calling upon students and pushing the discussion forward. There will also be formal written assignments that cover similar ground. Students may be required to access the university’s learning management system—currently Brightspace—in order to access/complete assignments and other exercises, and access primary sources from the web, promoting the development of digital literacy.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, consisting of a stylized 'T' followed by a series of connected loops and a vertical line on the right side.

Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HIST 1120-Sample Assessment

Filename: HIST_1120-Sample_Assessment.pdf Size: 620.9 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000742

Monica Turner - Turnerm@clovis.edu

NM General Education Curriculum

Summary

ID: 000000742

Status: Under Review

Last submitted: Oct 20 2019 05:04 PM (MDT)



Application Form

Completed - Oct 20 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Monica Turner / Dana Albright
Title	Division Chair of Business Administration, Behavioral Science & Education / Faculty
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Submitting Institution

Name of HEI	Clovis Community College
Submitting Department	Business Administration, Behavioral Science & Education

Chief Academic Officer

Name	Dr. Robin Jones
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Registrar

Name	Kim Tate
Email	kim.tate@clovis.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

Institutional Course Information

Prefix	PSY
Number	106
Title	Human Growth and Development
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	PSYC
Number	2120
Name	Developmental Psychology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon completion of the course, students should be able to:

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psycho-social development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences.
6. Analyze historical and cultural factors that influence development across the lifespan.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

NA

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Communication will be assessed through the discussion component of the class. We explore application of the topics covered in class, how they apply to day to day lives and focus on opening lines of communication between with student and teacher as well as student to student. Effective communication will also be measured through the ability to communicate ideas effectively through a final paper, which will focus on applying a chosen topic in the class to a real world issue they or others may face. Success in this assignment and the discussions will be due in part to effective and clear communication and time will be given in those discussions to help build and facilitate lines of communication. Assessment in the discussion questions will be made using a standard grading system and will assess demonstration of a depth of consideration, comprehension of the readings and evidence of critical thinking.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Both the final assignment and discussions will revolve around critical thinking. The majority of chapters will have students approaching a number of open ended questions to aid in discussion. These questions will be less about who is right and wrong and more about students building coherent arguments, investigating the ideas covered in class and in the text, and demonstrating their knowledge of what they have learned. These critical thinking questions and tasks will be similar to the following example: "In developmental psychology there are two major discussions being had. The level of nature compared to nurture and the influence of childhood compared to adult experiences shaping us. I want you to think of a trait, attribute, quality, etc. and explain how it could be influenced by both genetic factors as well as environmental factors. The idea is to focus on differing explanations for the same concepts, I will discuss some of these in class." Additionally the final paper or presentation will have the students engage in a demonstration of their knowledge and ability to apply what they have learned to solve or understand some issue influencing themselves, their community, or society as a whole. Assessment will be measured as mentioned in the communication section.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Personal and Social Responsibility will be assessed on a few levels. First, modern psychological study focuses on group differences and applications for cross cultural study, we tend to cover as a part of course lecture how groups are alike and different and to help our students think about broader cultural contexts in relation to psychological science. Beyond this we will be utilizing the final paper and/or presentation for the class to help the students use their knowledge gained through communication and critical thinking to apply what they have learned to some real world issue in order to help them start thinking of psychological topics in the context of how they apply to their worlds and the people around them, especially how they can be used to aid in civic discourse in solving real world problems and working to help others at the local, national, and international level.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<http://www.clovis.edu/consumerinfo/assessment.aspx>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, reading "Alan K. Kendall". The signature is written in a cursive style with a large, looped "K" and "D".

Date

Oct 17 2019



Upload Assessment

Completed - Oct 20 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

PSYC 2120 Sample Discussion and Rubric

Filename: PSYC_2120_Sample_Discussion_and_Rubric.docx.pdf Size: 292.7 kB



Upload Rubric

Completed - Oct 20 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

PSYC 2120 3N0_Sena_FA 19

Filename: PSYC_2120_3N0_Sena_FA_19.pdf Size: 457.1 kB

Application: 0000000699

Summary

ID: 0000000699

Status: Under Review

Last submitted: Oct 21 2019 12:13 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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Deadline for Next Curriculum Committee Meeting

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
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Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Art

Chief Academic Officer

Name	Dr. Carol Parker
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Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ART
Number	295G
Title	Introduction to Art History I
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTH
Number	2110
Name	History of Art I

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

1. Identify major artworks from a variety of regions and time periods.
2. Investigate the methods of producing various works of art.
3. Articulate an understanding and appreciation for the political, social, spiritual, intellectual, and cultural contexts of art forms.
4. Comprehend and apply terms, methodologies and concepts common to studies of art history, developing a language to further understanding of art.
5. Compare works across a range of historical styles and periods.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This class concentrates on strategies for understanding and evaluating the visual arts from the Prehistoric to Gothic periods in Western Art. Period specific vocabulary (genre and medium awareness) is acquired to use along with a variety of strategies of interpretations including formal analysis and analysis of historical and cultural contexts (application and versatility; strategies for understanding and evaluating messages). Textbook readings, class lectures and discussions, low stakes in class writing and discussion assignments along with online group discussions (application and versatility) help reinforce student skills building. Weekly assignments, which vary from narrative writing to traditional quizzes, ask students to identify major works of art, critically evaluate works of art, apply the new vocabulary and employ a specified methodology (evaluation and production of arguments). The final capstone paper asks students to compare and contrast two works of art from different stylistic time periods and geographical locations through a visual analysis of each, then evaluate how each work of art uses culturally specific means to convey their messages (evaluation and production of arguments).

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in Art 295 will demonstrate critical thinking skills by analyzing the historical and social contexts of art and applying art-specific vocabulary correctly to discussions on works of art (evidence acquisition). Students are involved with problem setting when asked to choose art works for the comparison essay, follow up with directed research in the library (evidence gathering; evidence evaluation) to arrive at a conclusion -why was this comparison important and what was the thesis (reasoning/conclusion)? By asking themselves questions of the works of art chosen, students acquire and evaluate evidence to arrive at their thesis. Researching material in the library and constructing an annotated bibliography teaches students to evaluate resources, while in-class discussions on visually communicated meanings lead to students learning to differentiate valid from invalid arguments. Students must weigh the evidence they have collected to complete the assignment. Correctly identifying major works of art and listing them within their correct stylistic designations in quizzes and writing assignments represents further examples of evidence acquisition, evaluation and reasoning.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students use the framework of art specific vocabulary and methodology to critique specific cultural and historical contexts to evaluate cultural assumptions from one time period and subsequent impact on a different time period in terms of appearance, meaning and function (intercultural reasoning and intercultural competence). A comparison of the dilettante English archeologist Sir Arthur Evan's late 19th/early 20th century work on the island of Crete to that of the prehistoric ancient Aegean culture (2600-1200 BCE) he uncovered there is a great example. Students are asked to evaluate the ethics of Sir Arthur Evans' decisions and how he impacted contemporary understanding of the culture and the art works uncovered (ethical reasoning; civic knowledge and engagement - local and global). Several of the assignments ask students to evaluate contextual issues that cover a range of cultural concerns that are found in art works and to distinguish between their own cultural contexts from that of the artist/artists (intercultural reasoning and competency).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read "Carol Parker". The signature is fluid and cursive, with a large initial "C" and "P".

Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ART 295G Sample Assessment Revised

Filename: ART_295G_Sample_Assessment_Revised.pdf Size: 417.4 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000737

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000737

Status: Under Review

Last submitted: Oct 21 2019 10:59 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Colleen Lynch
Title	Associate Dean
Phone	505 428 1769
Email	colleen.lynch@sfcc.edu

Submitting Institution

Name of HEI	Santa Fe Community College
Submitting Department	English, Reading, and Speech

Chief Academic Officer

Name	Margaret Peters
Email	margaret.peters@sfcc.edu

Registrar

Name	Kathleen.Sena
Email	kathleen.sena@sfcc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	ENGL
Number	1210
Title	Technical Communication
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	1210
Name	Technical Communication

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Communications - Communication, Critical Thinking, Information & Digital Literacy

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define the purpose, audience and objective for a given technical document analyze the primary audience for that communication
2. Design/format the pages and visuals for a document prepare and present oral presentations and briefings
3. Correctly use the format for several technical documents, including procedures, proposals, and job application materials

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

4. Plan, research, draft, document, and edit one or more short technical/professional reports or proposals

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Genre and Medium Awareness, Application, and Versatility. Students write and present material in a range of forms and genres, including different types of correspondence, procedures, briefings, proposals, and job-application materials. They also read, listen to, watch, and analyze a range of communications—in print and in spoken and visual formats. Much focus is on analysis of purpose and the effectiveness of presenting information in different genres and using different media. For example, students have assignments in which they use document design and visuals to help convey their message clearly and effectively. They are also asked to analyze the effect on the message of using different design techniques, genre conventions, and media to convey it.

Strategies for Understanding and Evaluating Messages. In reading, writing, and discussion, students analyze audience, purpose, genre (form), tone, style, credibility, and context in reading, listening to, and evaluating messages. For example, students analyze print or online ads they find with a focus on determining the target audience through the images, language, associations, and other clues to be found in the ads.

Evaluation and Production of Arguments. Students read and assess the persuasiveness of sample proposals and job-application materials with the idea that—even if written fairly objectively—their purpose is to persuade. In their short recommendation report (or proposal) assignment most obviously, students carry out a practical argument in favor of a solution or an improvement, supported by evidence and logic. A few smaller assignments also ask students to evaluate persuasive documents and apply what they learn from that; for example, they read and evaluate some sample “bad news letters” before working to write their own with an overarching purpose of presenting the news clearly and accurately but in such a way that readers of the letter will not be alienated by the presentation.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting. Students write a short recommendation report or proposal around week 12 in which they propose or recommend a way to fix a problem or a new improved way of doing something in the workplace. To begin, they “set the problem”—analyze the effectiveness and safety of processes and equipment used in their work—in order to focus their research questions and determine ways to improve on or solve problems found in those processes or equipment. (Students who do not currently work have other options.)

Evidence Acquisition. Students gather information through primary and secondary research for many of their assignments, including the writing of procedures, correspondence, and job-application materials. Primary research mainly consists of observation and interviews in this course, although questionnaires also are used. Part of students’ process is figuring out which is the best type of research to do based on audience, purpose, and subject matter.

Evidence Evaluation. There are several graded short assignments and quizzes as well as small and whole-class discussions about how to determine the credibility and applicability of evidence gathered. Because much of the focus is on practical, workplace-oriented communication, we examine things like the explicit and potentially hidden goals of an article disseminating information about a product, for example, and also look at who owns various websites and trade journals in which data appear in order to rule out or acknowledge bias.

Reasoning/Conclusion. For their short report, students derive their recommendation/proposal through analysis of primary and secondary research. For the job-application portfolio (which includes a letter of application, a resume, and two-three of their earlier works from the class revised and presented as writing samples), students analyze the history, goals, branding, and anything else they can find about the prospective employer; assess the types of skills and knowledge that are needed for the job; and evaluate any other information they can discover about the job or the employer; and adjust their tone, organization, and content accordingly—using logic, evidence, and analysis of audience to create a persuasive job-application portfolio.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Authority and Value of Information.

See above, in critical thinking. Especially for their short reports, but also in writing letters, memos, emails, and other documents, students are asked to use research from authoritative, credible sources to help support what they have to say. They are encouraged, for example, to interview an expert in the field in the process of recommending a solution or upgrade at their workplace (e.g., if writing about an antiquated range in a kitchen they work in, they might interview a longtime chef who has real expertise in the same kind of restaurant kitchen the student is writing about). They are encouraged also to get more than their three required outside sources so that they have a way to compare sources and to some extent base their judgment of a work's value on that broader knowledge. They are also asked to find an authoritative secondary source using the library's databases in their search. Their research project topics vary widely, and so the sources they find (both secondary and primary) make for good material for a class discussion about weighing the value of different sources in different contexts.

Information Structures. This skill refers to the knowledge of how to use appropriate information formats, collections, systems, and applications. To ensure that students understand research methods and evaluation of sources, library and bibliography skills are integrated into the course so that students are able to undertake meaningful research.

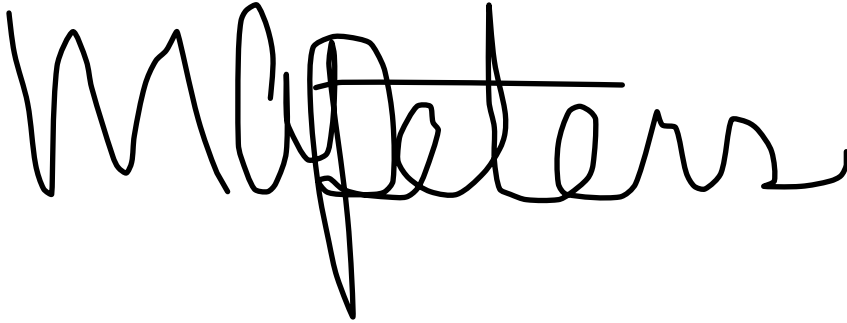
Research as Inquiry. This component skill is described as engaging in an iterative process of inquiry that defines a problem or question and uses research to generate a reasonable solution or answer. This is at the core of the short report assignment in which students are asked first to identify a problem to solve, opportunity to take up, or area to improve at their workplace and then to refine their focus through their research and analysis.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 16 2019



Upload Assessment

Completed - Oct 16 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 1210 assessment

Filename: ENGL_1210_assessment.pdf Size: 59.0 kB



Upload Rubric

Completed - Oct 16 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 1210 rubric

Filename: ENGL_1210_rubric.pdf Size: 43.8 kB

Application: 0000000692

Colleen Lynch - colleen.lynch@sfcc.edu

NM General Education Curriculum

Summary

ID: 0000000692

Status: Under Review

Last submitted: Oct 16 2019 09:33 PM (MDT)



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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students do throughout the course.

- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Colleen Lynch
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Phone	5054281769
Email	colleen.lynch@sfcc.edu

Submitting Institution

Name of HEI	SANTA FE COMMUNITY COLLEGE
Submitting Department	Science

Chief Academic Officer

Name	Margaret Peters
Email	margaret.peters@sfcc.edu

Registrar

Name	Kathleen Sena
Email	kathleen.sena@sfcc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	BIOL
Number	2210
Title	Human Anatomy and Physiology I
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	BIOL
Number	2210L
Title (if applicable)	Human Anatomy and Physiology Lab

New Mexico Common Course Information

Prefix	BIOL
Number	2210
Name	Human Anatomy and Physiology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Science - Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

BIOL 2210

1. Describe and apply anatomical terminology.
2. Describe multi cellular organization.
3. Distinguish and describe major tissue types.
4. Describe the structure and function of the integumentary system.
5. Describe the structure and function of the skeletal system.
6. Describe the structure and function of the muscular system.
7. Describe the structure and function of the nervous system.
8. Describe the structure and function of the special senses.
9. Define homeostasis and describe specific examples for the integumentary, skeletal, muscular, and nervous systems.

BIOL 2210L

1. Apply the scientific method correctly.
2. Collect, analyze, and interpret scientific data.
3. Use laboratory equipment, such as a microscope, correctly and safely.
4. Analyze the structure of cells, cell membranes, and cell organelles with respect to their respective physiological roles.
5. Identify the anatomical components of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
6. Describe the functional characteristics of human tissues, organs, and organ systems using prepared microscope slides, models, diagrams, illustrations, or cadaver specimens.
7. Analyze the physiological processes of the integumentary, skeletal, muscle, and nervous systems

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

During the last half of the semester students are organized into groups of three (teamwork). Each group is asked to recommend how the U.S. federal budget for fighting drug abuse should be allocated (problem setting). Students are asked to use the library and/or internet to access peer-reviewed information on the use of alcohol, cocaine, opiates and methamphetamine in the United States. Data on deaths per category of drug is also expected as well as data regarding the success in treating the addictions (evidence acquisition). Students are expected to use peer-reviewed sources of information and evaluate the validity of the data from each source (evidence evaluation). Based on the data obtained each group is expected to develop recommendations regarding how much money should be allocated to each drug treatment program (reasoning/conclusions). Each team is evaluated based on a written presentation as well as an oral presentation in front of the whole class.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses all of the components of quantitative reasoning.

Communication/ Representation of Quantitative information is taught and assessed during the review of the metric system – a topic that students entering the health professions must fully grasp. Students measure field diameters under the microscope using a metric ruler and then are expected to convert the measurements into centimeters, microns and nanometers. Using the ratio of the magnification of the lenses students calculate the field diameter at 400X and 1000X magnification having only measured the field diameter at 40X magnification (representation of quantitative information). In another exercise students are given a concentrated solution of a drug such as Botoxin and told to calculate the dilution factor in order for it to be used safely (apply appropriate quantitative models to the real world). An exercise specifically designed to develop skills in quantitative reasoning is attached. Students are asked to count blood cells in a normal blood smear and in smears from patients with sickle cell anemia and African sleeping sickness (data collection). Students are told to calculate the percentage of white blood cells and red blood cells for each smear and graphically present their data (representation of quantitative information). In theory there should be an increase in the percentage of white blood cells when a person is fighting a disease that is caused by a parasite such as African sleeping sickness. The change may be only slight, and therefore may not be observable in the data the students collect. Students are expected to comment on sample size, reliability of the data and compare their results with the literature (analysis of quantitative arguments). Students are asked to suggest ways to improve the quality of their data (application of quantitative models).

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

In the laboratory portion of the course students work in pairs or groups of three (collaborative skills and teamwork). Many of the lab exercises are experiential and are designed to prepare the students for the five laboratory exams. Many anatomical terms (e.g. muscle names, origins and insertions) need to be memorized. Students work together (“testing” one another) to learn the material. Teamwork will be assessed with a self-evaluation form along with direct observation of the pairs.

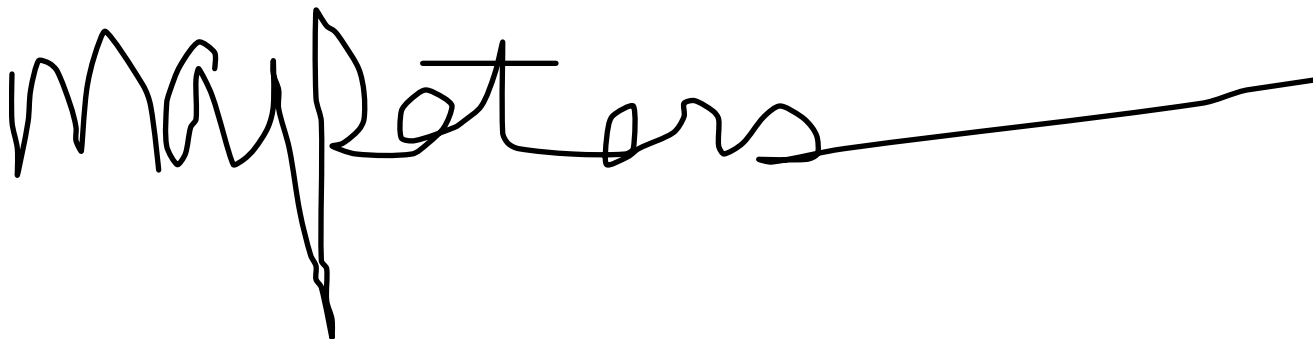
During the lecture course basic human physiology is taught. As each system (e.g. the nervous system) is explained diseases associated with the improper function of that system are discussed (civic discourse). The role of society in the huge increase in the cases of diabetes mellitus, asthma and other respiratory ailments is discussed. As a local concern the causes of the high rate of skin cancer in New Mexico are outlined. During lab sessions students are asked to suggest ways to improve the health of their community based on the information that has been introduced and discussed. Assessment of the health concerns is done via multiple choice exam questions.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.sfcc.edu/54536-2/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink that reads "May Peters". The signature is written in a cursive style with a long horizontal line extending to the right.

Date

Sep 27 2019



Upload Assessment

Completed - Sep 27 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

BIOL 2210 assignment

Filename: BIOL_2210_assignment.pdf Size: 66.9 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000716

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000716

Status: Under Review

Last submitted: Oct 21 2019 11:28 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HON
Number	210
Title	The Present in the Past
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

None

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Note: These are being submitted as common course SLOs for this new course once it is certified and approved.

1. Analyze and critically interpret primary sources and understand how others might interpret and use the same material in different ways;
2. Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
3. Understand how historical experiences and memories have shaped contemporary societies;
4. Identify and understand the degree to which history has been used and misused in the past;
5. Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.
6. Demonstrate improvement in their ability to read critically, think logically, and express themselves clearly in writing.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

The course will invite students to read history backwards – to begin with a current-day trend or problem, and search for it in the past (Problem Setting). We will seek multiple different case studies, drawing broadly from time and place. We will read various different kinds of evidence, from textbooks to treatises to primary-source reactions to specific historical circumstances, and evaluate that evidence critically based on historical context and standards of logical argumentation (Evidence Acquisition, Evaluation, Reasoning). Students will strengthen their capacity for critical reasoning. We will also interrogate our own intellectual method: what are the pitfalls of using the past as a mirror (Reasoning/Conclusion)? For example, the midterm exam is a five-page take-home essay that requires students to take a contemporary concept, such as the cult of celebrity, and examine how this was manifested in the past (Problem Setting). In order to complete this task, students will synthesize information from texts, lectures, film, historic newspaper and periodical publications, and other sources (Evidence Acquisition) to discuss how Lord Byron, PT Barnum, or Sarah Bernhardt were treated as the celebrities of their day (Reasoning/Conclusion). To successfully complete this assignment, students will need to critically examine historical documents through both a contemporary lens, and with an understanding of the subject in its' historical context, to identify parallels between historical case studies and contemporary society (Evaluation, Reasoning).

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Students in this course will assess different historical case studies and modes of development in global perspective, across centuries. They will develop the ability to understand and empathize with people from different places and times, and understand their political choices (Intercultural reasoning & competence). Students will also devote considerable class time to civil discussion, in which we will practice cordial disagreement with one another's ideas while maintaining the ability to appreciate one another as people (collaboration skills, teamwork, civic discourse, knowledge & engagement). The ability to foster spirited conversations, collaboration, and teamwork are enhanced because this is an Honors class, which ensures a small enrollment, a seminar-style format, and pedagogical reliance on discussion rather than lecture (collaboration, teamwork). As students are comparing historical cases with contemporary corollaries, such as the popular response to celebrity in the 19th, 20th, and 21st centuries, they are developing their ability to make informed comparisons and evaluations, without necessarily fomenting division and negative discourse (ethical reasoning).

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

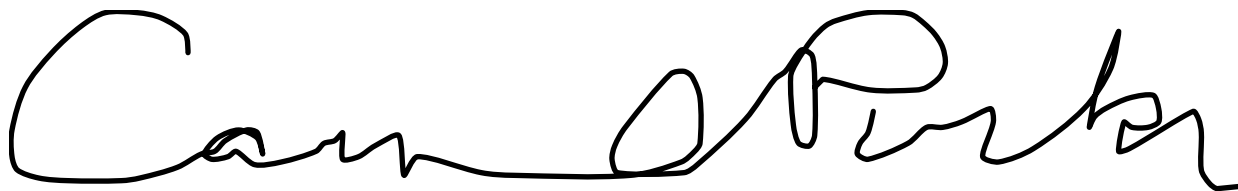
Students will read different historical sources for bias and content simultaneously: how do we learn from a biased source? Students will learn to examine how documents and sources reflect the time, place, and cultural context from when they were produced, and how what some argue is “bias” is simply a reflection of the historical period when the document was generated. Students will learn to read between the lines to infer what the source would rather not tell us (authority & value of information, research as inquiry)? We will analyze different authorial strategies in different sorts of texts, including visual images, including popular media from earlier eras (newspapers, advertisements, essays), as well as secondary sources that analyze these primary materials (authority and value of information, information structure). Students will then write analytical essays, in which they evaluate arguments (tacit or overt) within our sources and their circumstances of production, articulating how specific sources reflect the era when they were produced (digital literacy, research as inquiry) . Students will also develop digital literacy by working with Wordpress and other platforms to distribute information online (digital literacy, information structure).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read 'Cameron', written in a cursive style.

Date

Oct 8 2019

Upload Assessment



Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HON 210 Sample Assessment

Filename: HON_210_Sample_Assessment.pdf Size: 40.7 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000756

Tycie Jackson - tjackson@luna.edu

NM General Education Curriculum

Summary

ID: 0000000756

Status: Under Review

Last submitted: Oct 21 2019 02:02 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jason Killian
Title	Instructor
Phone	505-454-2551
Email	jkillian@luna.edu

Submitting Institution

Name of HEI	Luna Community College
Submitting Department	Humanities

Chief Academic Officer

Name	Dr. Kenneth Patterson
Email	kpatterson@luna.edu

Registrar

Name	Henrietta Romero
Email	hmaestas@luna.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	POLS
Number	1120
Title	American National Governement
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	N/A
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	1120
Name	American National Government

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the historical and political foundations of the government of the United States
2. Explain the precursors to, and the development and adoption of the United States Constitution
3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power
4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy
5. Explain the development and role of political parties and interest groups
6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation
7. Describe the role of demographics, public opinion and the media in American politics.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students will develop their communication skills through student discussion forums, essays and class presentations. These assignments are designed to develop emerging communication skills. One assignment has students identifying a political issue, such as the power of judges in the United States. Students will summarize the issue, evaluate each side's arguments for or against the issue, and decide which side they support based on their evaluation and summarization. Students are also required to participate in discussions posted on Blackboard, as well as in-class debates. These discussions and debates will follow the course syllabus that requires students to evaluate opinions and give their views on the selected topic. Other students and the instructor will also participate in these discussions thus engaging with one another which will allow the instructor the ability to formatively assess and give feedback to students. These exercises help students to develop oral communication skills and encourage students to examine the different strategies necessary to produce and evaluate an argument.

Students will also give a presentation on an area of the American Political system they feel is failing (voter turnout, gerrymandering, failure of elected representatives to act, etc). Students will evaluate outside research and use it to draw conclusions about the validity of the information and use this to develop their presentation. This allows students to begin developing and improving oral communication skills, as well as written skills as students utilize PowerPoint in their presentations. PowerPoint presentations will be graded using a rubric that engages students in peer analysis and peer feedback.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Critical thinking skills will be developed through the use of debates, presentations and discussion forums posted to Blackboard. Students will identify issues in the American political system, such as gerrymandering, through discussions with the instructor and other students on Blackboard. In these discussions, students will explore and identify issues with the topic at hand and begin developing ideas to address the issue. Debates will have students evaluating research on the topic provided and analyze the source for evidence. Using this evidence, students will construct an argument for or against the idea presented, such as; should judges have the power to address gerrymandering? Debates will require students to conduct outside research on a topic discussed in class. Students will present their arguments in class, using the evidence they have evaluated, and present it to the class in a clear, coherent, manner that states which side they support and why. This requires students to weigh evidence and relevance, present their stance in a clear, coherent manner, and anticipate counter-arguments and disagreements. Students will be evaluated using a 5 point rubric that measures their knowledge of the subject, their understanding, the mechanics, structure, and organization of their paper/presentation, and their ability to analyze, synthesize, and give feedback. (see attached assignment and rubric)

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

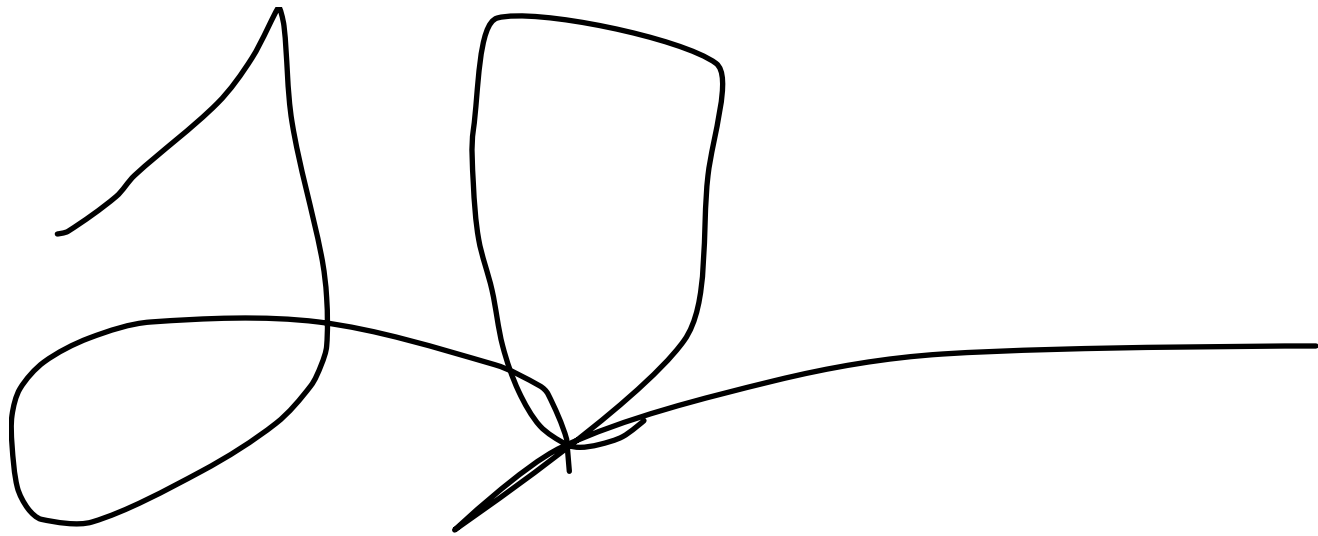
Personal and social responsibility skills will be developed through the use of discussion assignments and classroom debates. This skill is embedded within the curriculum taught. For example, when discussing the American Revolution, the concepts of social and personal responsibility are present within the discussion about separation from the British. Students will discuss this concept by examining the Constitution and discussing what role individuals such as Native Americans, slaves, and women had at the time and how this role has changed throughout history. When discussing policy and laws, such as the EPA, students will evaluate the laws passed, such as the Clean Waters Act, and compare it to today. The concept of culture, intercultural interaction and social responsibility is embedded within the text, as topics such as civil rights, political parties, interest groups, and ethics are part of the course content. Students will also develop personal and social responsibility through debates, where other students will either agree or disagree with their viewpoints. Students are taught to be considerate, respectful and acknowledge different views by collaboratively setting up norms that will govern the debate format. Students will be expected to participate, follow the norms outlined, and react in an appropriate manner even when views expressed are contrary to their own views.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

N/A

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 21 2019



Upload Assessment

Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

American National Gov

Filename: American_National_Gov._Assignment_Fall_19_1.pdf Size: 218.5 kB



Upload Rubric

Completed - Oct 21 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Rubric (POLS1120) (1)

Filename: Rubric_POLS1120_1.pdf Size: 223.5 kB

Application: 0000000540

Lori Franklin - lorig@nmc.edu
NM General Education Curriculum

Summary

ID: 0000000540

Status: Under Review

Last submitted: Oct 13 2019 11:42 AM (MDT)



Application Form

Completed - Oct 11 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Lori Franklin
Title	Chair, Language and Letters
Phone	505 747 2215
Email	lorig@nnmc.edu

Submitting Institution

Name of HEI	Northern New Mexico College
Submitting Department	Language and Letters

Chief Academic Officer

Name	Ivan Lopez
Email	provost@nnmc.edu

Registrar

Name	Janice Baca
Email	janice.baca@nnmc.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

(No response)

Institutional Course Information

Prefix	ENGL
Number	1410
Title	Introduction to Literature
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ENGL
Number	1410
Name	Introduction to Literature

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Identify, define, and understand basic literary conventions and themes in fiction, poetry and drama.
2. Write reasonable, well-supported analyses of literature that ethically integrate evidence from texts

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Problem Setting - Throughout the course, students study literary elements, such as point of view, plot, imagery, characterization, theme. To demonstrate their understanding of these concepts, students write literary analysis essays and engage in class discussion. In their essays, students are evaluated on their ability to create meaningful questions to guide their literary analysis and apply their knowledge of literary elements. For example, they may explore why an author chose to use first person narrative for a story and the impact of that choice.

Evidence Acquisition - Students need to find evidence from the literature to support the interpretation in their essays and class discussion. In the final research paper, they must also synthesize information and perspectives from reliable sources to develop and support their ideas.

Evidence Evaluation - In their essays, students must evaluate the most effective passages to quote and paraphrase to support their points. They need to be thoughtful in their choices and explain their reasoning within their literary analysis. When they are required to use secondary sources, they must evaluate the validity of those sources using techniques studied within the course.

Reasoning/Conclusion - As students develop their analysis, they must demonstrate the logic behind their reasoning. In other words, their thesis statements and main points must be carefully supported and the reasoning behind their interpretation must be thoughtfully explained.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Intercultural reasoning and intercultural competence - Students read and analyze literature from diverse cultural perspectives. In the final research essay, students are required to analyze the social and cultural environment of the setting of the play, *A Raisin in the Sun*, and analyze how this environment impacts the characters and relates to the conflict and themes within the play.

Collaboration skills, teamwork and value systems - Students work in small groups to provide peer review feedback and to develop analysis of poetry or short stories. They are evaluated on their ability to engage in civil discussions of the literature, articulate their ideas, listen respectfully to their classmates' interpretations, and create a cohesive response to the questions provided.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

*In this box, provide a narrative that explains how the proposed course addresses **3** of the components of digital literacy.*

Authority and Value of Information - In this course, students are required to conduct research to develop their literary analysis. In the final research assignment they are evaluated on their ability to use reliable sources in a fair and effective way to develop and support their ideas.

Digital Literacy - Students are required to use the Blackboard LMS to submit essays and engage in peer review of other students' work. They must use word processing to draft and revise their work after feedback from peers and instructor.

Information Structure - Throughout the course, students focus on paraphrasing and quoting from the literature in ethical and effective ways. They are required to use primary and secondary sources in their essays to develop and support their thesis statements. They are required to use correct MLA format for in-text citations and work cited entries.

Research as Inquiry - Students are engaged in analyzing the literature but also in the final essay, they are required to research historical context and literary criticism of a play. In this assignment, they engage in preliminary research, and then use that knowledge to formulate research questions which guide their research and help them to explore possible interpretations of the literature.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://nnmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/assessment-2/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 10 2019



Upload Assessment

Completed - Oct 11 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 1410 Final Research Essay

Filename: ENGL_1410_Final_Research_Essay.pdf Size: 261.9 kB



Upload Rubric

Completed - Oct 11 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

ENGL 1410 Final Essay Rubric

Filename: ENGL_1410_Final_Essay_Rubric.pdf Size: 186.1 kB

Application: 0000000719

David Smith - davsmith@nmsu.edu

Summary

ID: 0000000719

Status: Under Review

Last submitted: Oct 21 2019 11:26 AM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Honors College

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	HON
Number	241
Title	Celtic Literature
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	N/A
Number	N/A
Name	N/A

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Humanities - Information & Digital Literacy, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

None

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

These will be submitted as NMCNS SLOs for this unique course:

1. Students will enhance written communication through preparation of papers that synthesize primary and secondary source material.
2. Students will critically evaluate works of fiction to identify common themes, archetypes, and expressions of culturally-contextualized morals.
3. Students will improve oral communication and discussion skills as they collectively dissect course material and participate in class 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.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Students will develop understanding of the broad array of Celtic literature, and its impact on literary traditions worldwide (problem setting). They will explore how interactions across Europe shaped these literary traditions, and develop an appreciation for the universality of the themes, issues, and characters in the stories forged over hundreds of years of Celtic literature. They will read primary sources (some in translation) as well as scholarly analyses of these works, in order to appreciate the impact of these works of literature, as well understanding why these stories continue to resonate throughout centuries (evidence acquisition, evaluation, reasoning/conclusion). Each student will prepare four short papers that analyze the specific reading assignments in order to contribute to class discussion and to develop their ability to identify common themes and archetypes in Celtic literature (evidence evaluation, evidence acquisition), and to trace these themes through the ages. This foundation will support their research for their final term paper on a topic of their choice, which will also reinforce their written communication (reasoning/conclusion).

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

In examining works of Celtic literature we will discover how the moral dilemmas, archetypal characters, and definitions of good and evil have not varied substantially over hundreds of years of literary tradition, and in fact resonate with contemporary norms and values. We gain understanding of how these archetypal characters and their behaviors remain contemporary and reflect contemporary challenges – as human universals (intercultural reasoning & competence). Students will assess different historical case studies, and both classical and contemporary literature. They will develop the ability to understand and empathize with people from different places and times, and understand their moral choices (Intercultural reasoning & competence). For example, the fear of death and the unknown after death are themes in ancient Celtic literature as well as 20th century descendants of the tradition – namely the poetry of Dylan Thomas. Students will also devote considerable class time to civil discussion, in which we will practice cordial disagreement with one another’s ideas while maintaining the ability to appreciate one another as people. In order to ensure full participation in discussions, each student prepares multiple reader reaction papers in advance of class, so they are equipped to discuss the topic of the day because they have summarized the assignments and identified themes, traditions, and norms articulated in the assigned reading. As with all classes in the Honors College, the enrollments are limited and classes meet in a seminar room to foster discussion and debate, no one can remain invisible or silent in Honors classes. Class participation, which includes participation in discussion and debate is a required element as specified on the syllabus. (collaboration skills, teamwork, civic discourse, knowledge & engagement).

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses 3 of the components of digital literacy.

Students will read different historical and literary sources and examine how these works reflect the age in which they were produced, and yet also the ways in which they examine universal themes, such as the fear of death, the power structure, and the supernatural (authority & value of information, research as inquiry)? We will analyze different authorial strategies in different sorts of texts, including visual images. Students will prepare written analyses in their reaction papers, that will be used to bolster their oral presentations and discussion, based on their assigned readings and previous class discussions and lecture. This will provide the foundation for their independent research that will require them to examine the legitimacy of sources (authority & value, digital literacy) and to build cogent arguments in their written term paper. Students will use materials assigned for class, but also delve into other sources (print and electronic) and synthesize this information that will provide the foundation for their term papers (research as inquiry) . Students will write analytical essays, in which they evaluate arguments (tacit or overt) within assigned readings. In both the frequent reaction papers and the final term paper students will cite secondary sources appropriately in an accompanying Works Cited and prepare a visual aid such as a print handout, Powerpoint, Prezi, or webpage that shows attention to elements of design and effectively aids communication of the argument to the audience (digital literacy). Students will also develop digital literacy by working with Wordpress and other platforms to distribute information online (digital literacy, information structure).

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read "C. J. Purkin", written in a cursive style.

Date

Oct 8 2019



Upload Assessment

Completed - Oct 15 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

HON 241 Sample Assessment

Filename: HON_241_Sample_Assessment.pdf Size: 23.3 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000625

Eddy Lynton - lynton@nmml.edu
NM General Education Curriculum

Summary

ID: 0000000625

Status: Under Review

Last submitted: Sep 12 2019 07:38 AM (MDT)



Application Form

Completed - Sep 12 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

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2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Eddy Lynton
Title	Associate Professor and Chair, Criminal Justice/Security Studies
Phone	575-624-8167
Email	lynton@nmmi.edu

Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Criminal Justice and Security Studies

Chief Academic Officer

Name	Brigadier General Douglas Murray
Email	murray@nmmi.edu

Registrar

Name	Chris Wright
Email	wright@nmmi.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	CJUS
Number	1170
Title	Introduction to Criminal Justice
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	CJUS
Number	1110
Name	Introduction to Criminal Justice

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Describe the history, structure and function of the criminal justice system in the United States.
2. Discuss the role of law enforcement, court systems, corrections, and security in maintaining social order.
3. Identify and describe crime causation theories, various measures of crime and their reliability and victimization theories.
4. Relate fundamental principles, concepts and terminology used in criminal justice to current events.
5. Apply basic analytical and critical thinking skills in evaluating criminal justice issues, policies, trends and disparities.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This course is designed to provide students with an introduction to the criminal justice system including the historical and contemporary evolution into today's system. Course material includes readings which force questions and student discussion including debates about issues in the criminal justice system. For example, students engage in oral arguments on matters involving arrest, investigation, sentencing, and corrections of individuals. Through in-class discussions and positions on written assignments students utilize resources, case-studies, and research to explore, expand, and articulate critical issues facing the American Criminal Justice System. Completed, written assignments are shared in class and often form the basis for discussion affording the opportunity for students to learn from each other.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students participate in numerous activities designed to stimulate critical thinking including debates, mock trials, and case analysis. Examining an issue such as sentencing disparity, for example, allows for viewing the issue from various perspectives while debate and written assignment allows for critical analysis and continuous development of presenting material in logical, written form. Students entering the field of criminal justice must utilize critical thinking skills whether at the investigative, policy, and/or procedural level especially given the vital role that law enforcement plays in our society. The correlation between law and society is crucial in maintaining our society and becoming cognizant of the role of law enforcement informs students about their responsibilities to society. To encourage critical analysis, students are given challenges to their decisions so that they further develop understanding of concepts and begin to understand the ripple effects of action/inaction. Critical analysis of this nature further emphasizes the important roles that students entering this field have and stimulates critical thinking and accountability of action. Written material benefits from these discussions and reflect student's analysis. Written assignments are assessed for student reflection, learned concepts, application of said concepts, depth and breath of analysis, and connections with practical, real world examples or other evidence demonstrating mastery.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

This class helps students understand the complexities of the criminal justice system including its significance to society and helping them to develop informed knowledge about the criminal justice system through written, oral, and reading assignments. Students are able to convey in their own words their positions on important topics such as human trafficking, punishment, policing, and evolving laws. This exposure contributes to civil, civic discourse. Throughout the semester students are engaged with scholarly readings which they critique and discuss on these and many other topics including disparities in sentencing, gender, age, and socioeconomic status. Moreover, students are encouraged to consider these challenges within the realm of their prospective careers as ethical practitioners and are constantly reminded of the ripple effect inherent with their positions. Small group discussion evolves into larger classroom discussion.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

⋮

Date

Sep 10 2019



Upload Assessment

Completed - Sep 12 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

NMMI CJUS 1110 Sample Assignment 1

Filename: NMMI_CJUS_1110_Sample_Assignment_1.pdf Size: 255.0 kB



Upload Rubric

Completed - Sep 12 2019

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

NMMI CJUS 1110 Sample Rubric

Filename: NMMI_CJUS_1110_Sample_Rubric.pdf Size: 202.0 kB

Application: 0000000711

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000711

Status: Under Review

Last submitted: Oct 21 2019 12:19 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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7. Other: 3 Essential Skills chosen by the institution

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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Anthropology

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ANTH
Number	115
Title	Native Peoples of North America
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

No

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ANTH
Number	2140
Name	Indigenous Peoples of North America

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

1. Demonstrate familiarity with common elements pertaining to the languages and social organization of indigenous peoples in North America.
2. Recognize fundamental differences and similarities among traditional indigenous cultures.
3. Describe social relations of indigenous peoples in relationship to other ethnic groups.
4. Identify and analyze important ways that European societies and cultures and indigenous societies and cultures interacted from the time of Columbus to the present.
5. Evaluate the impacts of Euroamerican policies and programs on indigenous cultures.
6. Distinguish major social issues facing contemporary indigenous communities in North America.
7. Understand objectives and limitations of cross-cultural analysis in anthropology as they relate to the study of indigenous peoples in North America.
8. Demonstrate research and communication skills as they relate to the study of indigenous peoples in North America.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

ANTH 115 engages students in a variety of genres and media that include oral and written communication. In ANTH 115, students learn the important role that culture, history, and politics has played in shaping public experience and understanding of Native American culture. That is, students develop an awareness of how their previous understanding of Native American culture has been shaped by media and different genre (genre and medium awareness, application and versatility). Through lectures, films, class discussions, and assignments (see attached syllabus and sample assignment), students learn to reevaluate these messages and to evaluate the impacts of Euroamerican policies and program on indigenous cultures and their modern impact on major social issues today (Learning Objectives 5 and 6). As demonstrated in the sample assignment, students discuss the impacts of Euroamerican policies and programs on indigenous peoples. In this assignment, they are required to describe and explain the factors that hinder or support different aspects of the aboriginal culture (strategies for understanding and evaluating messages). In presenting their conclusions, they must support their rationale with documentation of specific factors that support their conclusions (evaluation and production of arguments). Finally, at each stage of their reading, students are asked to reflect on how they can communicate what they are learning. In the Learning Log (see attached syllabus), students are asked to reflect on how they can apply what they have learned and how they can teach someone else what they have learned. The objective is not only that they learn the content material, but that they demonstrate how they can share and communicate the knowledge they have acquired.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in ANTH 115 are required to engage in critical thinking throughout the semester. Examples are seen in the syllabus (see attached syllabus) and different student assignments. First, in ANTH 115, students learn about different indigenous cultures, including their traditions and adaptations, throughout different North American regions. Through these case studies (see attached syllabus), students develop an awareness of the cultural variation, different historical experiences, and different social issues that have faced different Native American groups (problem setting). In another student assignment, the student demonstrates critical thinking by analyzing cross-cultural situations of indigenous peoples, grounding comparative analysis in the case material (evidence acquisition and evidence evaluation). In this reflection essay, students are encouraged to reflect on their own thoughts, values, and assumptions, while grounding their reflections in the cultural evidence they have presented about the different groups (reasoning/conclusion). As well, for reflection assignments, the grading rubric (see attached sample assignment) includes an evaluation of student's critical thinking in the particular assignment. Not only for grading the assignment, these criteria also allow students to assess their own development and thoughtful reflections over different assignments over the course of the class.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

One of the main objectives of ANTH 115 is to teach students intercultural reasoning and intercultural competence, through examining the historical experiences and cultures of Native American peoples in North America. By unpacking the historical impact of Euroamerican policies on indigenous peoples, students reflect on earlier assumptions about Native American cultures, develop greater awareness of differences across cultural groups, and recognize the importance of contextualizing their understanding of Native American peoples within the context of colonialism and removal of Native American communities, among other policy factors (intercultural reasoning and intercultural competence). In written response statements to readings, students are encouraged to reflect and examine their own thoughts, beliefs, values, and attitudes about their understanding of the specific topic (intercultural reasoning and intercultural competence). By examining the historical experiences and persistence of Native American peoples across different regions of the United States, students acquire a deeper appreciation for how each culture adapted to its regional environment and adopted different strategies in order to maintain their indigenous culture in the modern world (see attached syllabus) (sustainability and the natural and human worlds). Through this process (in particular through class discussion and reflection), students develop greater recognition of cultural diversity and the human rights of different peoples to maintain their culture, traditional lifeways, and identity in a modern complex society (ethical reasoning). As demonstrated in the student assignment and class syllabus (see attached sample assignment and syllabus), students engage in reflection and discussion with other students in the class. Reflecting the cultural diversity that comprises New Mexico, the class is often comprised of students from different cultural backgrounds, including Native American, Latino, immigrant, Anglo, and international students, among others. In each class discussion, students are encouraged to read and respond to other student statements, but always with respect. Students are evaluated on how they ground their responses in the information presented. Here the objective is to foster civil exchange, respect differences, and reach understandings that are grounded in reflective communication (Civic discourse, civic knowledge and engagement- local and global). Finally, in cases where the class is offered on-line (see the attached syllabus), rules on netiquette (on-line etiquette) are clearly defined in order to foster discourse and exchange of ideas in a respectful manner.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ANTH 115 Sample Assignment

Filename: ANTH_115_Sample_Assignment.pdf Size: 77.3 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000753

Ian Williamson - iwilliamson@nmhu.edu

NM General Education Curriculum

Summary

ID: 000000753

Status: Under Review



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

Applications to add courses to the new General Education Curriculum must be received by **May 17, 2019** to be heard at the **June 13-14, 2019** NMCAC Meeting.

****Applications approved at the April meeting will be archived on May 17, 2019.****

Tips for Completing the General Education Course Application

- When pasting into the application from another document, paste your text without formatting.
- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Ian Williamson
Title	AVPAA
Phone	505-454-3342
Email	iwilliamson@nmhu.edu

Submitting Institution

Name of HEI	New Mexico Highlands University
Submitting Department	History and Political Science

Chief Academic Officer

Name	Roxanne Gonzales
Email	rmgonzales@nmhu.edu

Registrar

Name	Inca Crespín
Email	imcrespin@nmhu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	POLS
Number	151
Title	American National Government
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	151
Name	American National Government

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the historical and political foundations of the government of the United States; 2. Explain the precursors to, and the development and adoption of the United States Constitution; 3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power; 4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy; 5. Explain the development and role of political parties and interest groups; 6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and 7. Describe the role of demographics, public opinion and the media in American politics.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students will improve their listening and communication skills through developing, interpreting, and expressing ideas. In the courses, oral and written communication is encouraged throughout semester in the following ways. Oral Communication--students are required to take part in class discussion (points are awarded for active participation). In the class discussions, students are presented with discussion questions on content areas or current event issues, and students work individually, in partner or in group work to share their ideas about the topic area. Students are then asked to critically analyze and evaluate ideas and arguments and suggest plausible solutions to the current discussion topic (Critical Thinking for Political Science handout is provided to students. Student are highly encouraged (by allocating participation points) to take notes which students use to further their discussions or for study sessions for the midterm and final examination. Throughout the courses, students are encouraged to raise questions about the course material. Written Communication—students have writing assignments which the students are asked to explain their thoughts/ideas about a topic. The brief essay needs to reference one on-line newspaper article. The student has to explain how the article supports his or her points (See sample assignment and assessment)

In the classroom, both oral and written forms of communication are designed to have students demonstrate their knowledge and understanding of the content area, and applicability to governmental institutions, political processes and individual responsibility. Student build upon ideas, integrate multiple views and learn to support their ideas with evidence from legitimate academic sources. Students will be able to understand and discern facts from opinions to critically analyze political information.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students will hone their critical thinking skills and their ability to critically evaluate the American political environment and explain the development of constitutional democracy through writing assignments. Throughout the semester, students have five writing assignments which are short essays asking students to write two paragraphs explaining their thoughts about a particular topic in American National Government. In the short essay, students have to reference one on-line article from USA Today, The New York Times or The Washington Post to illustrate their ideas about the topic. The assignments permit students to gather, analyze, evaluate, and synthesize information relevant to political issues. The assignments assess the student's ability to convey his/her thoughts/ideas coherently, demonstrate some original thought, and use additional sources to support their ideas.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

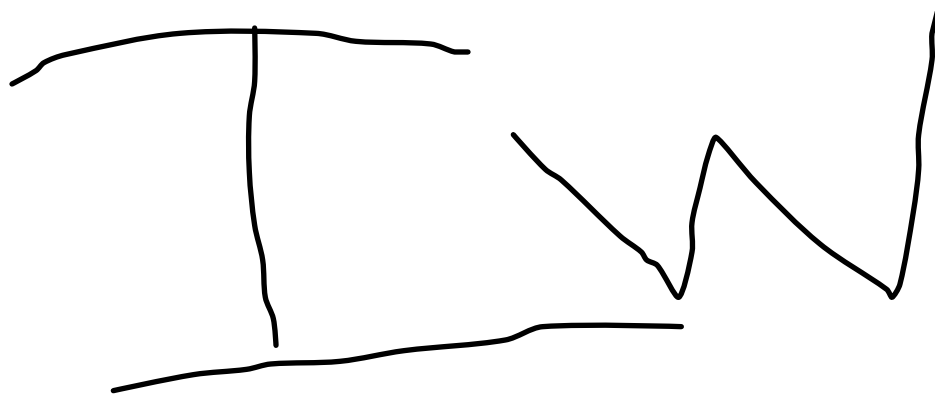
Social Responsibility--Students will gain and be able to demonstrate a basic knowledge of the American political system, the importance of civic and political participation, and social movements through civic engagement activities. Through a semester-long project, students gain a better understanding of community issues and resources, and develop a familiarity with local, state and federal governmental entities. First, students identifying issues/problems of concern for the local community; Second, students collaboratively identify group skills or experiences to help find a solution to the issues/problems; Third, students have to attend a local public policy-making meeting (city council, county board, tribal council, etc.), and report on the meeting activities in a one-to-two page memorandum (samples are provided to the student); and Fourth, students write a formal letter expressing their feeling and solution about the issue to a local, county, state or tribal public official or an editorial to their local or state newspaper. Students provide a draft of their letter, and their group members review, evaluate, and provide feedback to the student. Students develop a sense of social responsibility for the creation of a health community while maintaining tradition, i.e. culture, language. Also, students gain the skills necessary to understand and evaluate political choices and outcomes. Students demonstrate an understanding of different strategies for political participation and knowledge of rights and responsibilities of citizenship.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan


<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date


Oct 21 2019

 Upload Assessment
Completed - Oct 21 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

POLS 151-Sample Assessment

Filename: POLS_151-Sample_Assessment.pdf Size: 751.1 kB

 Upload Rubric
Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000679

Jared Farley - jaredaaronfarley@gmail.com
NM General Education Curriculum

Summary

ID: 0000000679

Status: Under Review

Last submitted: Oct 23 2019 02:10 PM (MDT)



Application Form

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6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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students do throughout the course.

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jared Farley
Title	Associate Professor of Political Science
Phone	5756248178
Email	farley@nmmi.edu

Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social & Behavioral Sciences

Chief Academic Officer

Name	BG Douglas Murray
Email	dmurray@nmmi.edu

Registrar

Name	MAJ Chris Wright
Email	wright@nmmi.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	POLS
Number	2120
Title	International Relations
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	2120
Name	International Relations

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the interrelationships between countries and people in the world,
2. Demonstrate an awareness of current events in the world.
3. Describe several theories of International Relations
4. Explain and identify theories of power and decision making among states in the world.
5. Describe and evaluate issues that relate to International Politics, and how individuals are affected by them.
6. Describe the role of Intergovernmental Organizations in International Politics.
7. Identify the role war plays in International Politics.
8. Explain how economics is intertwined with International Politics.
9. Demonstrate an understanding of role of international terrorism and its impacts on global diplomacy.
10. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, history, government, and social institutions.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

n/a

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students in POLS 2120 identify and communicate in various genres and mediums, including completing written assignments, participating in classroom discussions, conducting oral presentations, and engaging in online digital exercises that accompany the textbook. Students demonstrate strategies for understanding and evaluating messages by reading various course material, such as the textbook, articles, and videos, and identifying main points, arguments, and counterarguments. The material they are presented with requires them to understand and analyze connections and contradictions between various theories of international relations. Students evaluate arguments and evidence through presentations, classroom discussions, and written work.

I use a textbook that highlights contemporary debates in international relations. Included in each chapter are two or three opinion pieces from outside sources that are intended to help students differentiate between supported claims, unsupported claims, opinions, inferences, and other rhetorical strategies frequently employed by political actors. For example, the chapter on political violence contains pieces arguing for and against that chemical and biological weapons are the most serious threat to humanity outside of a nuclear holocaust. Each semester I split students into two groups and I make them give a presentation highlighting the arguments that their assigned author makes. The other group then presents the opposing viewpoint by the other author. I then show a short video on the topic and assign a small written assignment, asking students to research the controversy and argue which of the two original authors thesis is more defensible. Students are required to properly cite four outside authoritative sources in making their analysis and critiquing the claims made by the authors of the two articles. The formatting and citation method required for the essay is APA, and students are evaluated based upon their adherence to the APA format.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Throughout this course students develop the skills necessary to allow them to identify, evaluate, and develop well-founded conclusions about global politics. All of this is done through a mixture of lectures, readings, in-class assignments, and on-line exercises. Early in the semester, students are introduced to the major paradigms of international relations theories. They are taught through video presentations, lectures, and assigned readings what the assumptions each of these paradigms holds, the lens through which those who subscribe to these paradigms hold, and the problems, i.e., the blind-spots, of each of these perspectives.

The assessment provided with this application provides a good example of how critical thinking and all of its components are addressed in the course. After learning about the paradigms, students are provided three essays by three leading theorists from three out of the five different paradigms. They are to write a three page essay matching each of the authors with one of the paradigms and explaining why they arrived at those conclusions, specifically citing something the author said which makes them a proponent of a particular paradigm or clearly an opponent of others. Students are then asked to evaluate each of the three authors' conclusions, identifying strengths and weaknesses in their view of international relations (largely based upon the key assumptions and blind-spots identified in class).

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Throughout this course, students are reminded of the relationship between the individual, the state, the international system, and the larger human community. Through assigned readings, lectures, videos, projects, and classroom debates/discussions, students wrestle with questions of justice and personal and social responsibility. Students consider the importance of issues of human rights, world peace, environmentalism, poverty, and economic development. Their responsibilities to be informed and active citizens is heavily emphasized.

In one unit we study the psychology of decision making and how humans often employ methods in their decision making that provides psychological comfort but might produce disastrous results. We read about and discuss groupthink, bolstering, cognitive dissidence, and attribution theory, among others. Students then read a case study on the decisions made during the Cuban Missile Crisis. They are then assigned a short essays asking them to analyze the decisions that were made by both the Kennedy Administration and the Soviets. I especially like this essay because it presents the Soviet perspective and helps students understand that the Soviets were just as afraid of the situation getting out of control as the Americans were. At what points in the unfolding situation were the dangers of poor decisions most at risk and why? What did both sides do, or fail to do, to prevent those decisions from being made poorly? In other words, what strategies of good decision making did they employ? Finally, I ask students to imagine they were a political leader sometime in the future. What strategies would they employ to help them ensure that they and their staff would employ good decision making strategies to help ensure global goodwill and cooperation.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://nmimi.edu/assessment-plans/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Sep 2 2019



Upload Assessment

Completed - Sep 2 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Assessment for POLS 2120

Filename: Assessment_for_POLS_2120.pdf Size: 59.7 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 000000678

Jared Farley - jaredaaronfarley@gmail.com
NM General Education Curriculum

Summary

ID: 000000678

Status: Under Review

Last submitted: Oct 23 2019 02:10 PM (MDT)



Application Form

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- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Jared Farley
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Phone	(575) 624-8178
Email	farley@nmmi.edu

Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social & Behavioral Sciences

Chief Academic Officer

Name	BG Douglas Murray
Email	dmurray@nmmi.edu

Registrar

Name	MAJ Chris Wright
Email	wright@nmmi.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	POLS
Number	2110
Title	Comparative Politics
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	2110
Name	Comparative Politics

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes:

1. Compare different viewpoints on major political issues
2. Demonstrate critical thinking skills and abilities in regards to political problems, trends, and developments
3. Grasp the significance of government actions
4. Identify bias in news reporting
5. Demonstrate a better understanding of the world and show appreciation for the richness of political cultures in the world, and be able to apply political science theories and concepts to real world cases
6. Be able to communicate, written and orally, in an informed and effective way about the political world
7. Demonstrate knowledge and understanding of their own rights and obligations as citizens
8. Obtain an understanding of foundational aspects of both political theory and practice among countries throughout the world, which includes current political issues and their relevance to politics in general

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

N/A

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In this box, provide a narrative that explains how the proposed course addresses all of the components of communication.

Students in POLS 2110 identify and communicate in various genres and mediums, including completing written assignments, participating in classroom discussions, conducting oral presentations, and engaging in online digital exercises that accompany the textbook. Students demonstrate strategies for understanding and evaluating messages by reading various course material, such as the textbook, articles, and videos, and identifying main points, arguments, and counterarguments. The material they are presented with requires them to understand and analyze connections and contradictions in various political systems. Students evaluate arguments and evidence through presentations, classroom discussions, and written work.

One exercise will help you see how each of these communication skills are addressed. After learning about democratic theory and the various forms of democratic governments, students read a short essay which argues that the United States is no longer the leading model of a democracy in the world. There is also an accompanying online video the students watch, which makes many of the same arguments. Two groups of students are then formed. The first group gives an oral presentation as to why they believe the authors of the article are correct in their analysis and then second group presents, arguing the opposite. After these presentations, students are assigned to read two additional articles (one praising the American model and one critical of it) and are assigned to write their own essay evaluating the arguments presented in the two essays. They are required to properly cite four outside authoritative sources in making their analysis and critiquing the claims made by the authors of the two articles. The formatting and citation method required for the essay is APA, and students are evaluated based upon their adherence to the APA format.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Throughout this course students develop the skills necessary to allow them to identify, evaluate, and develop well-founded conclusions about various political systems, ideologies, and structures both within the United States and throughout the world. The first step in this development is to help students understand what the major problems or questions are that each country must decide in forming its political systems (who should rule? how? why? how should the economy and society be constructed? on what should the law be based? how can tyranny be prevented?, etc.). Students then learn about the various ways countries, both historically and today, have attempted to address these problems and issues, and the identifying characteristics of each of those approaches. Finally, students learn about the benefits and problems associated with each of these approaches, for no political system is perfect. All of this is done through a mixture of lectures, readings, in-class assignments, and on-line exercises. The assessment uploaded with this application provides a good example of an activity designed to address all of these components of critical thinking (see attached). After learning all about the various forms of political systems, ideologies, and structures throughout the world, students are required to research and compose a paper analyzing a country that is not included as one of the case study countries in their textbook. Students are allowed to choose their country, but their analysis is expected to be complete, and they are to determine which categorizations of political systems, governmental structures, and ideologies we've used throughout the term apply to their chosen country and WHY. Students are also required to explain why they think the country chose the political system and governmental structures it did. I'm making it sound so straight-forward here, but in reality it is quite difficult for students to successfully navigate, requiring them to critically think, identify issues, acquire and evaluate evidence, and make reasoned conclusions.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global*

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

Throughout this course, students are reminded of the relationship between the individual, the larger society, and their government. Through assigned readings, lectures, videos, projects, and classroom debates/discussions, students wrestle with questions of justice and personal and social responsibility. Students consider the importance of political participation, civil society, tolerance, sustainability, civil discourse, and social ethics. Their responsibilities to be informed and active citizens is heavily emphasized.

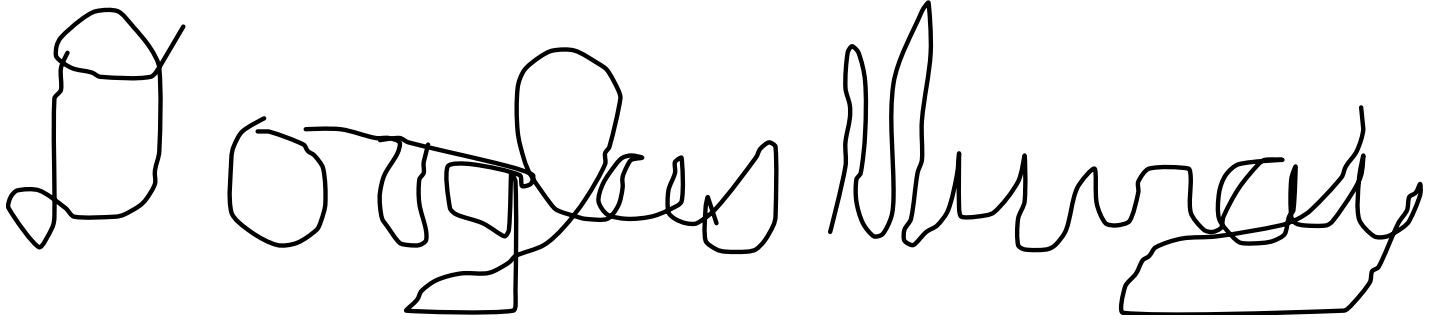
Students are introduced to the rise of Nazism when we read the case study concerning German Politics (there's always a section on each country's political history). By that point in the term students have also been introduced to some of the research regarding what causes democracies to collapse. I usually remind the class about some of the warning signs of democracy's demise and we discuss how, looking backward, we can see those warning signs evident in the death of Germany's Weimar Republic. I then ask them to write a two-page analysis explaining which of these warning signs exist or don't exist in the United States. They must support their conclusions with authoritative outside resources. They also must include a final paragraph asking them what they believe they can do to help democracy's continued existence in the United States or in their home country. (I allow foreign students from other democracies to substitute their country in for the U.S.)

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://nmmi.edu/assessment-plans/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Aug 31 2019



Upload Assessment

Completed - Aug 31 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

Assessment for POLS 2110

Filename: Assessment_for_POLS_2110.pdf Size: 69.9 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000369

Terry Waggoner - waggonert@nmmi.edu
NM General Education Curriculum

Summary

ID: 0000000369

Status: Under Review

Last submitted: Aug 21 2019 02:00 PM (MDT)

Application Form



Application Form

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

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****Applications approved at the April meeting will be archived on May 17, 2019.****

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- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Terry Waggoner
Title	Assoc Professor
Phone	5756248176
Email	waggonert@nmmi.edu

Submitting Institution

Name of HEI	New Mexico Military Institute
Submitting Department	Social Science

Chief Academic Officer

Name	Douglas Murray, Dean
Email	DMurray@nmmi.edu

Registrar

Name	Chris Wright
Email	wright@nmmi.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

No

Institutional Course Information

Prefix	PSYC
Number	1110
Title	Introduccion to Psychology
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	PSYC
Number	1110
Name	Introduction to Psychology

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Upon completion of the course students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

Upon completion of the course students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

Students will, through readings, classroom discussions, multimedia and written assignments, explore various theoretical and practical elements of the field of psychology. Specifically, students will complete written assignments addressing such things as personality type, memory and skills to enhance memory, group dynamics, the identification (using criteria listed in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition) and treatment of mental disorders, goal setting, ethical issues related to research, stress and positive as well as dysfunctional coping strategies, psychological testing, social psychology issues such as obedience, prejudice, and behavioral modification. Understanding of these elements will be assessed in short papers (utilizing APA format) and essay questions specifically targeting their ability to clearly articulate their position using empirical data and/or factual information as opposed to pseudoscientific or only opinion-based reasoning and positions. Students will be graded on their ability to view issues from multiple perspectives in psychology (such as psychodynamic, sociocultural, cognitive, biological) and understand and express main points to support their evaluations and arguments concerning these perspectives. A major focus is for students to demonstrate in discussions and writing that they understand not all opinions are created equal; that research-based opinions and opinions founded on sound reasoning is superior to opinions based on pure emotion, or seen through the lens of biases and assumptions, oversimplification, or lacking empirical evidence as a support.

One example is an assignment that requires them to gather and demonstrate an understanding of sleep deprivation, how sleep deprivation is seen as a health crisis in the US, research that has been conducted detailing the level of sleep deprivation in the US and the effects on productivity, health and safety. Then, they evaluate their sleep to determine if they are sleep deprived, and develop strategies to reduce the incidence of sleep deprivation in their own lives.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

In this box, provide a narrative that explains how the proposed course addresses all of the components of critical thinking.

Students will, through readings, classroom discussions, multimedia and written assignments, apply critical thinking guidelines in the study of various issues related to the field of psychology. The focus throughout the course is to develop a capacity to avoid emotion based reasoning, and to identify within their own thinking and conclusions (and the thinking and conclusions of others) areas where critical thinking has either been properly utilized or is absent. The identification of valid and reliable research resources is presented, and how to evaluate information for its accuracy and applicability is discussed and modeled throughout the course. Students are expected to apply critical thinking guidelines in all classroom interactions, as well as in all written assignments.

One example would be an assignment, for which I have uploaded the assessment, requires students to read an article related to an area of psychological importance, such as the impact of playing violent video games on the brain and behavior. Then, they must identify such areas as the context in which the article was written, the thesis, points of evidence the author uses to support the thesis, their evaluation of the thesis and appropriateness of the evidence used, the author's conclusions, and the student's conclusions and evaluation of the psychological significance of the article and the information contained therein. Avoiding plagiarism and proper citations (APA style) is stressed, and continues to be reinforced throughout the semester. Students hone their critical thinking skills by examining various experiments, issues and studies in psychology and model how critical thinking enhances how to identify, understand and evaluate how people think, feel and behave through the lens of current psychological knowledge.

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students will, throughout this course, be reminded of their responsibility as citizens of the world, to behave in a way that supports the dignity of all human beings. Additionally, the ethical considerations when conducting experiments with human and/or animal subjects is discussed, following the guidelines as delineated by the American Psychological Association. Students will, in discussions, papers and essay questions throughout the semester, apply ethical reasoning and demonstrate an awareness of their responsibility to uphold the ethical standards of conduct in everyday interaction as well as scientific research. Studies such as the Stanford Prison Study, the Milgram experiment and the “Little Albert” research are used as examples of research that violated current APA ethical standards.

Such concepts as intercultural interaction, diversity, equality, and the ability to view how individuals think, feel and behave through various lenses, such as gender, sexual orientation and culture, are explored, specifically as it relates to social psychological concepts and historical context related to the development of modern psychological thought. Studies such as the “Blue Eyes, Brown Eyes” experiment on prejudice is presented. For example, I have an exercise where students must consider the following questions: To what extent is prejudice a problem in your current environment? If you think it is a problem, what are some of the subtle—or even blatant—ways that prejudice is expressed? What are the most common form of prejudice in your social or work environment (e.g., racism, sexism, ageism, basic intolerance for different points of view, etc.)? If you feel you are living or working in an environment without blatant or subtle prejudice to what do you attribute this bias-free environment? Have you ever suddenly realized that you were acting or feeling prejudiced toward another person or group? Were you surprised to discover this about yourself?

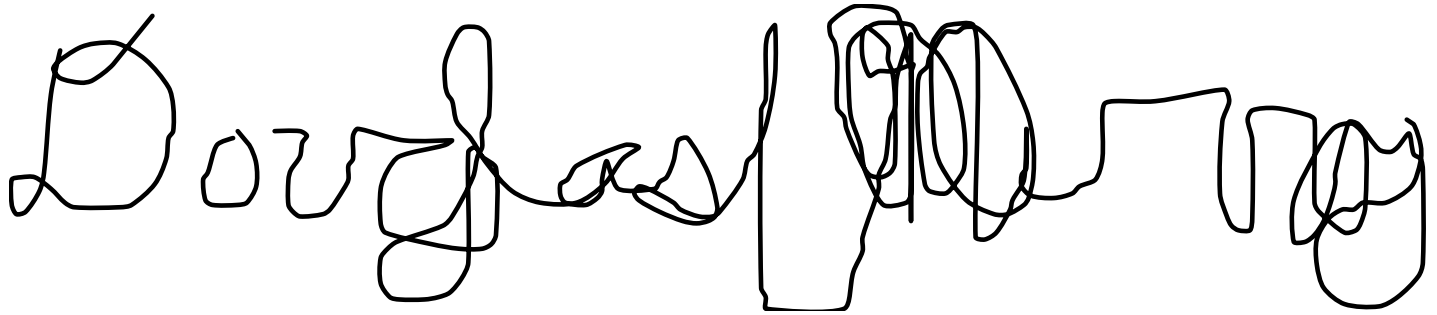
Then, I have them form some comments or opinions and share them with classmates, with the caveat that their interactions must follow the rules of civility and being respectful of one another at all times. Their understanding of stereotypes, prejudice, and ways to reduce prejudice are later tested.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://www.nmmi.edu/assessment-plans/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

May 10 2019



Upload Assessment

Completed - May 16 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

CA guidelines and grading rubric 2019

Filename: CA_guidelines_and_grading_rubric_2019.pdf Size: 304.5 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000698

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000698

Status: Under Review

Last submitted: Oct 21 2019 12:12 PM (MDT)

Application Form



Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

Essential Skills

The defining characteristic of the New Mexico General Education Curriculum Model is its focus on essential skills. Three essential skills are associated with each of six content areas:

1. Communications: Communication, Critical Thinking, Information & Digital Literacy
2. Mathematics: Communication, Critical Thinking, Quantitative Reasoning
3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
6. Creative and Fine Arts: Communication, Critical Thinking, Personal & Social Responsibility
7. Other: 3 Essential Skills chosen by the institution

Faculty teaching courses within any given content area must weave the three related essential skills throughout their course while also addressing content knowledge and skills.

Deadline for Next Curriculum Committee Meeting

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****Applications approved at the April meeting will be archived on May 17, 2019.****

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- In the narratives, avoid qualifiers (frequently, often, given the opportunity) when discussing what students do throughout the course.
- The assessment that is uploaded should be an example of what is discussed in the narrative.

- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Art

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	ART
Number	110G
Title	Visual Concepts
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	ARTS
Number	1145
Name	Visual Concepts

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Creative & Fine Arts - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

Upon completion of the course, the student will be able to:

1. Develop understanding of history, major styles and contemporary issues in art.
2. Introduce students to the language of visual perception and aesthetic evaluation.
3. Introduce students to the fundamental processes of visual perception and artistic expression.
4. Develop students' confidence in using various art materials for artistic expression.
5. Develop students' ability to verbalize ideas and processes in art making.
6. Develop student's ability to communicate through writing about art and art experiences.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

This class concentrates on strategies for understanding and evaluating the visual art of the modern world (genre and medium awareness) using a variety of strategies of interpretation including acquisition of the vocabulary of the elements and principles of design, written analysis of works of art and design projects that reflect the reading and written assignments (strategies for understanding and evaluating messages; application and versatility). This class is taught using the Team Based Learning Model - students complete assigned readings before class then are given a quiz on the readings before the instructor lectures or assigns projects related to that reading. Students work collaboratively in teams of 4-6 students to answer the questions based on these readings (evaluation and production of arguments). The students meet twice weekly with the instructor then attend a lab session with a graduate TA. These lab sessions include continued discussions on interpreting and evaluating works of art as well as the construction of design projects that explore ideas and processes in making art in order to communicate visual experiences to the viewer (strategies for understanding and evaluating messages). Student and instructor critiques then evaluate student product in terms of both the visual message and technical skills.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

Students in this class demonstrate critical thinking abilities by analyzing works of art both formally and contextually across historical, social and global contexts. The vocabulary of the visual elements and design principles is first explored through written analysis of works of art (evidence acquisition) then reinforced as students complete visual projects that incorporate that vocabulary. For example, students are asked to identify perspectives on visually representing war (problem setting) using Picasso's "Guernica" and Delacroix's "Liberty Leading the People" as a compare and contrast analysis based on context, symbolism, style and composition (evidence acquisition). One image presents a glorified battle scene, the other the horror of war (evidence evaluation; reasoning /conclusion). Students are then asked to construct a design project that includes symbolism, style and compositional devices that mirror one of these artists based on the data gathered in the written component(reasoning/conclusion).

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

In this box, provide a narrative that explains how the proposed course addresses 2 of the components of personal & social responsibility.

Students apply the acquired vocabulary of visual art to critique how specific historical and cultural contexts are reflected in works of art (intercultural reasoning and intercultural competence) and then apply these elements and principles to a thematic based design project that further explores the universal nature of themes common across cultures. Working in small groups of 4-6, students through the related discussions, evaluation of ideas and then construction of the projects develop collaboration skills, teamwork and value systems. Collaboration and team work skills are further enhanced as students participate in studio work and clean-up practices that include identifying, selecting, using and finally disposing of art making materials. The exploration of provocative themes in art such as the human body, war, or visual strategies for fighting against oppression leads to not only ethical reasoning but also civic knowledge and engagement at both the local and global level.

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).

A handwritten signature in black ink, appearing to read "Carol Parker". The signature is fluid and cursive, with a long horizontal stroke at the end.

Date

Oct 8 2019

Upload Assessment



Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

ART 110G Sample Assessment Revised

Filename: ART_110G_Sample_Assessment_Revised.pdf Size: 791.8 kB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

Application: 0000000704

David Smith - davsmith@nmsu.edu

NM General Education Curriculum

Summary

ID: 0000000704

Status: Under Review

Last submitted: Oct 21 2019 12:17 PM (MDT)



Application Form

Completed - Oct 21 2019

Application Form

The goal of the new models of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills. New Mexico's new General Education models must be adopted by all of New Mexico's public higher education institutions by **August 1, 2019**.

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3. Science: Critical Thinking, Personal & Social Responsibility, Quantitative Reasoning
4. Social & Behavioral Sciences: Communication, Critical Thinking, Personal & Social Responsibility
5. Humanities: Critical Thinking, Information & Digital Literacy, Personal & Social Responsibility
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- The assessment that is uploaded should be an example of what is discussed in the narrative.
- Narratives should describe what activities students **do** to develop the essential skills throughout the course.

Contact Information

Name	Dr. David Smith
Title	Director of Assessment
Phone	(575) 646-7621
Email	davsmith@nmsu.edu

Submitting Institution

Name of HEI	New Mexico State University
Submitting Department	Government

Chief Academic Officer

Name	Dr. Carol Parker
Email	provost@nmsu.edu

Registrar

Name	Dacia Sedillo
Email	dapachec@nmsu.edu

Is this application for your entire system (ENMU, NMSU, & UNM)?

Yes

Institutional Course Information

Prefix	GOVT
Number	160G
Title	International Political Issues
Number of credits	3

Was this course previously part of the New Mexico General Education curriculum?

Yes

Will this course only count toward General Education for the AAS degree (at your institution)?

No

Co-requisite Course

Prefix	(No response)
Number	(No response)
Title (if applicable)	(No response)

New Mexico Common Course Information

Prefix	POLS
Number	2120
Name	International Relations

A. Content Area and Essential Skills

To which area should this course be added?

Indicate "Other" if the course is not associated with one of the six NM General Education areas.

Social & Behavioral Sciences - Communication, Critical Thinking, Personal & Social Responsibility

B. Learning Outcomes

List all common course student learning outcomes for the course.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes

1. Explain the interrelationships between countries and people in the world,
2. Demonstrate an awareness of current events in the world.
3. Describe several theories of International Relations
4. Explain and identify theories of power and decision making among states in the world.
5. Describe and evaluate issues that relate to International Politics, and how individuals are affected by them.
6. Describe the role of Intergovernmental Organizations in International Politics.
7. Identify the role war plays in International Politics.
8. Explain how economics is intertwined with International Politics.
9. Demonstrate an understanding of role of international terrorism and its impacts on global diplomacy.
10. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, history, government, and social institutions.

Institution-specific Student Learning Outcomes

List all institution-specific Student Learning Outcomes that are common to all course sections offered at the institutions regardless of instructor.

None

C. Narrative

In the boxes provided, write a short (~300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Explain what students are going to do to develop the essential skills and how you will assess their learning. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

Be sure to address the component skills listed next to each essential skills. The number of component skills that must be addressed by your narrative is listed.

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of communication.*

1. Students will become aware of the historical evolution of key problems in current international politics by exploring a variety of scholarly texts, popular writings and other sources necessary for exercising critical citizenship across a wide range of topics
2. Students are expected to be active participants in class discussions, allowing them to share with their peers their own responses to assigned readings and assignments
3. Students develop a framework for analyzing contemporary international issues in their historical context, while debating diverse approaches and producing their own arguments through the writing of policy memoranda for public officials

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion.

*In this box, provide a narrative that explains how the proposed course addresses **all** of the components of critical thinking.*

1. Students are expected to understand the significance of major problems in international politics, for example: global climate change, nuclear weapons, and mass killing/genocide and ethnic cleansing
2. Students gather evidence from a combination of scholarly and popular writings and A/V sources and primary documents (that is, documents dating from the time period under study), both written and audio-visual as appropriate.
3. Students are expected to critically read texts from diverse perspectives on controversial and complex global issues. In doing so, they are expected to develop skills in understanding viewpoints that may vary widely from their own, which is a prerequisite of reasoned debate as well as negotiating and forging workable political solutions.
4. Students will be required to write briefs or memoranda addressed to public figures who are associated with the policy areas under discussion. Students are expected to provide a reasoned and empirically supported argument and conclusions regarding the best policy options available

Personal & Social Responsibility. Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement - local and global

*In this box, provide a narrative that explains how the proposed course addresses **2** of the components of personal & social responsibility.*

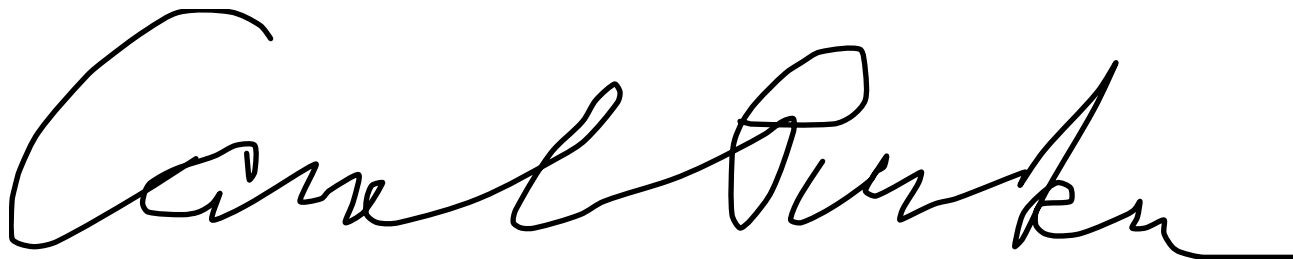
1. Students gain a broad foundation in how cultural diversity is expressed in international politics, highlighting the importance of diplomacy, cultural ties and exchanges for peaceful co-operation
2. Students gain in-depth knowledge on key international social and environmental issues, for example, the scope and impacts of climate change on communities and ecologies in different parts of the world
3. Students are expected to assess how different policies and actions on international issues have differential impacts on social groups, highlighting problems of discrimination, inequality and violence
4. Students gain knowledge of issues that are relevant to all members of society, for example, global climate change, helping them become more educated voices to address common problems and design ethical solutions locally and globally

D. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

<https://gened.nmsu.edu/assessment-and-recertification/>

This course has been reviewed by the institution's Chief Academic Officer and meets institutional standards for general education (signature of CAO below).



Date

Oct 8 2019



Upload Assessment

Completed - Oct 8 2019

The assessment should illustrate how at least one of the essential skills is assessed within the context of the course.

GOVT 160G Sample Assignment

Filename: GOVT_160G_Sample_Assignment.pdf Size: 1.6 MB



Upload Rubric

Incomplete

The optional rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

“TITLE” (that YOU create)

KEY QUOTE, p. _____

PSYCHOLOGICAL CONTEXT:

THESIS: The primary, controlling idea of the entire essay.

EVIDENCE:

- 1)
- 2)
- 3)

AUTHOR’S CONCLUSION:

THESIS ASSESSMENT: (NOT- “I think” it was a good article and everyone should read it) What was the purpose; how did he/she achieve it; how was evidence used; was it appropriate, inappropriate; assumptions author made about audience; keep focus on the subject being analyzed, not on “you”.

PSYCHOLOGICAL SIGNIFICANCE: the overall value of the article to the discipline of psychology; evaluate its worth, utility, validity.

REMEMBER: *The information should help me understand the nature of the work under analysis—the meaning of the work, your assessment of the work and valid justification for your assessment.*

**CRITICAL ANALYSIS
GRADING RUBRIC
2019**

Each critical analysis is worth 50 points. Areas graded and their assigned values are:

CONTENT (30 pts.)

- Does the title reflect the thesis assessment?
- Is the context of the article identified correctly?
- Is the author's thesis clearly & concisely captured?
- Is the author's evidence identified?
- Is the author's conclusion well stated?
- Is there an accurate assessment of the author's thesis?
- Is the significance clearly articulated?

30-27 YES	26-24 GENERALLY COMPLETE	23-20 SOME MAJOR DEFICIENCIES NOTED	19-15 PRIMARILY INACCURATE AND/OR INCOMPLETE	14-0 CONTENT REQUIREMENTS NOT PRESENT
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ORGANIZATION (5 pts.)

- Is the required format utilized?
- Are all portions of the analysis completely addressed?

5 YES	4-3 GENERALLY	2-1 INCOMPLETE	0 NOT USED
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LANGUAGE USE AND MECHANICS (15 pts.)

- Are standard English grammar rules (subject/verb agreement, etc.) followed?
- Is punctuation, capitalization, and spelling correct?
- Is the vocabulary used precise, accurate, and appropriate for college-level work?

15-12 YES	11-7 GENERALLY	0 ERRORS THROUGHOUT	TOTAL 50-45 A 44-40 B 39-35 C 34-30 D 29-0 F
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ENGL 1410 Introduction to Literature

Final Research Essay

Minimum 8 pages, double-spaced, MLA format

MLA in-text citations and Work Cited page

For the final essay, you will be researching the historical context for Lorraine Hansberry's play *A Raisin in the Sun*. Begin by researching details about Hansberry's life, the social/cultural context for the setting of the play, the use of realism as a literary form, and the reaction of literary critics and audiences of the time. Your paper will not cover all these topics, but the initial research will help you determine the direction you want to take for this project.

From the insight you gain from your initial research, develop a research question that will help you explore one aspect of how the historical context of the play can help us analyze, interpret, and understand the theme, the characters, or a conflict within the play. You will need to focus your research question on a specific aspect of this connection and will need to submit your question for approval. This question should guide your research and help to form your thesis statement. Your essay will be structured to develop and support the thesis statement. You will use text from the play and information from your secondary sources as evidence to support your analysis.

As you research, follow the guidelines discussed in class for evaluating sources. You are required to use sources from our library databases. In your paper, you will need to follow MLA format for in-text citations and work cited entries. As you use information from your sources, make sure you are paraphrasing acceptably and quoting accurately. You will need to provide context for the information you present and carefully connect the evidence to the points you are making.

Ima Cadet
LTC/Dr. Eddy Lynton
CJUS 1110: Introduction to Criminal Justice
Date: Today's Date

Critical Analysis

Select and respond in short answer essay to **two** (2) of the following **five** (5) questions. Remember to support your position using course and external articles. Be sure to include a work cited page (tag your evidence).

- 1) Elaborate the three views on defining crime. Discuss how and why some behaviors become illegal and are considered crimes while others remain noncriminal. Discuss which of the three views you find most compelling and explain why you find that particular view useful.
- 2) Summarize the relationship between mental illness and crime. Present an argument for and against the relationship. How do you feel the mentally ill should be treated in our society?
- 3) Explain violent crime using one of the theories elaborated in the text. Discuss why this theoretical explanation is the most useful for understanding violent crime. What are the limitations you find to a theory that you did not select.
- 4) Discuss the major problems of community policing strategies. Why might community policing be controversial and why do proponents of community policing claim it enhances community safety?
- 5) Compare and contrast problem-oriented policing and community policing giving three reasons for each argument.

Hypothesis Testing

Instructions: Read each problem carefully and identify the parameter or parameters the claim is about (μ , p ,) and write the claim as a mathematical statement. Then choose one of the problems and conduct a hypothesis test that addresses the claim. Use the critical value method, p-value method, and confidence interval method.

1. A fast food restaurant estimates that the mean sodium content in one of its breakfast sandwiches is no more than 920 milligrams. A random sample of 44 breakfast sandwiches has a mean sodium content of 925 with a standard deviation of 18 milligrams. At $\alpha = 0.10$, do you have enough evidence to reject the restaurant's claim?
2. A polling agency claims that over 40% of adults shop for a gift within a week of an event. In a random survey of 2730 people in the United States, 1130 said they shop for a gift within a week on an event. Test the agency's claim at the $\alpha = 0.10$ level. What can you conclude?
3. In a study of the effects of prenatal cocaine use on infants, the following sample data were obtained for weights at birth: $n = 190$, $\bar{x} = 2700$ g, $s = 645$ g (based on data from "Cognitive Outcomes of Preschool Children With Prenatal Cocaine Exposure" by Singer, et al, *Journal of the American Medical Association*, Vol. 291, No. 20). It is known that the mean weight for babies born to mothers who do not use cocaine is 3103g. Is there convincing evidence to conclude that birth weights are affected by cocaine use?
4. In 2013, 74 recent graduates of Farmington High School took the Accuplacer at San Juan College and 43 of those graduates placed into developmental math. For the same year, 74 recent graduates of Piedra Vista High School took the Accuplacer at San Juan College and 58 of those graduates placed into developmental math (*San Juan College Office of Institutional Research, July 2014*). At a level of significance of 0.05, test the claim that the proportion of graduates that placed into developmental math was higher for Piedra Vista High School graduates than for Farmington High School graduates.

5. Many studies have been conducted to test the effects of marijuana use on mental abilities. In one such study, groups of light and heavy users of marijuana in college were tested for memory recall, with the results given below (based on data from “The Residual Cognitive Effects of heavy marijuana Use in College Students” by Pope and Yurgelun-Todd, journal of the American Medical Association, Vol. 275, No. 7). Use a 0.01 significance level to test the claim that the population of heavy marijuana users has a lower mean than the light users.

Items sorted correctly by light marijuana users: $n = 64, \bar{x} = 53.3, s = 3.6$

Items sorted correctly by heavy marijuana users: $n = 65, \bar{x} = 51.3, s = 4.5$

6. The following table lists SAT scores before and after a sample of 10 students took a preparatory course:

Student	A	B	C	D	E	F	G	H	I	J
SAT score before course (x)	700	840	830	860	840	690	830	1180	930	1070
Sat score after course (y)	720	840	820	900	870	700	800	1200	950	1080

Is there sufficient evidence to conclude that the preparatory course is effective in raising test scores? Use a 0.05 significance level.

7. A study addressed the issue of whether pregnant women can correctly guess the sex of their baby. Among 104 recruited subjects, 55% correctly guessed the sex of the baby (based on data from “Are Women Carrying ‘Basketballs’ Really Having Boys? Testing Pregnancy Folklore,” by Perry, DiPietro, and Constigan, Birth, Vol. 26, No.3). Use these sample data to test the claim that the success rate of such guesses is no different from

the 50% success rate expected with random chance guesses. Use a 0.05 significance level.

8. A Pew Research Center poll asked randomly selected subjects if they agreed with the statement that “It is morally wrong for married people to have an affair.” Among the 386 women surveyed, 347 agreed with the statement. Among the 359 men surveyed, 305 agreed with the statement. Use a 0.05 significance level to test the claim that the percentage of women who agree is different from the percentage of men who agree. Does there appear to be a difference in the way women and men feel about this issue?

Term Paper Assignment

A **Term Paper** is required, due at the end of week 15. The Paper will cover one aspect of one religion or other concept discussed in class. A **3-page outline or draft** is due at **Midterm**. This outline must include a one sentence thesis statement and a bibliography. The term paper must be 5 to 7 pages, not counting cover page or bibliography, double spaced, Times New Roman, 12pt font size. The textbook should be utilized as a source, as well as two or more outside sources. The sources must be reliable sources, as discussed in class, and must properly cited in MLA, APA, or Chicago style.

Timeline for term paper

Weeks 1-2: Look over key terms for each chapter in syllabus. Begin to consider possible issues to research.

Week 3: Database/sources Workshop

Weeks 4-7: Review Sources Workshop, begin research for term paper.

Week 8: **Term Paper Outline and Bibliography due.**

Weeks 9-12: Student/Instructor conferences on term paper

Weeks 13 -14 Finishing touches on paper.

Week 15 **Term Paper Due**

TERMPAPER RUBRIC

	10	8-9	6-7	4-5	Below 4
Thesis	Thesis is clearly stated, makes a clear easily understandable point, and relates to an issue in World Religions	Thesis is clearly understandable, but may either be slightly long, short, or over-use technical language.	Thesis phrasing too simple, lacks complexity; or not clearly worded.	Thesis lacks a clear objective and/or does not “fit” content of essay; or is not related to covered topics.	Thesis not evident
Supporting Research (x2 Weight)	Research is through, unbiased, authoritative, related to thesis, both sides are researched.	Research is less complete but still substantial and relevant	Research is adequate; Relevance to thesis is clear. Opposing opinions are researched but less so	Insufficient research; Relevance is not always made.	Research is irrelevant, missing, or relies on unsubstantiated assertions and opinions
Focus & Content (x2 Weight)	Sharp, clear focus; Balanced, substantial, specific, and/or illustrative content; Effective interaction with sources; Both sides are well represented, thesis is clearly defended.	Clear focus; specific, illustrative, and balanced content, good interaction with sources. Thesis is clearly defended	Adequate but unbalanced content; more analysis needed. Thesis is defended.	Essay contains too much research information without analysis or commentary, opposing side is only cursorily reviewed.	Absence of focus and relevant content; content is not related to thesis
Organization (x2 Weight)	Great Organization; strong topic sentences, clear transitions.	Logical and appropriate organization; clear topic sentences and transitions.	Organization attempted, but contains unclear or inappropriate topic sentences or missing transitions	Inconsistent organization, lacks consistent transitions and regularly employs unclear topic sentences.	Absence of planned organization
Style	Writer’s voice is strong; precision in tone, sentence structure. Excellent word choice	Precision and variety in sentence structure and word choice. Good word choice.	Limited, mostly correct, sentence structure variety and word choice. May overuse or underuse technical language.	Several awkward and/or unclear sentences; problems with word choice. Slang or substandard English is employed once or twice	No control over sentence structure and word choice, slang and substandard English is regularly employed.
Mechanics & Usage	Free of mechanical and usage errors	Few mechanical and usage errors	Some mechanical and usage errors. These distracts reader but not significantly.	Mechanical and usage errors interfere with writer’s purpose, distract reader.	Mechanical and usage errors significantly interfere with the writer’s purpose, and overshadow paper’s purpose

In-Text Citations and Bibliography	All sources are accurately documented in the proper format, bibliography is complete and correctly formatted.	One or two improper citations, but all sources are credited; Bibliography complete but with one or two errors in formatting	Three or more errors in citations and bibliography. All sources are still credited.	Format is not followed
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Assessment for POLS 2110 New Mexico Military Institute

Background: In the first weeks of this course, before we read any of the country case studies in the assigned textbook, we explore about 14 various ways one can categorize a country and its political, governmental, & economic systems. These classifications include the geographic distribution of authority (unitary, federal, confederate); the relationship between the executive power and the legislative power (presidential, semi-presidential, parliamentary); the type of interest group system (pluralistic, neo-corporatist, state corporatism); type of economic system (capitalism, welfarism, statism, or socialism); and categories for actually classifying the political system more generally (democracies, authoritarian states, theocracies, military states, ect.). We then proceed to read 12 country case studies, which utilize these various categorization systems and each one explains why each country ended up with that system (what issues or events lead to its use).

Please note that this assignment requires students to delineate which issues or problems their country was attempting to address in making these decisions about their political, governmental, and social systems. It also requires them to identify relevant information to correctly classify their countries, and to develop well-reasoned evaluation of that information, especially regarding the Freedom House criteria.

Description: Students are required to select one country in the world what was not one of the 12 covered in the case studies we read. They are to compose a paper analyzing their chosen country's political system and governmental structures utilizing the classifying systems we detailed at the start of the semester and the case studies they read also utilized. Students are required not simply to identify which type of political system and governmental structure their country exhibits, but they also must explain how they arrived at that conclusion and draw a conclusion as to why their country ended up with that type of system or government (what problem was the country trying to prevent or what issue was the country responding toward?).

Instructions: Please compose an analytical paper examining the political, social, and economic systems and governmental structures of the country upon which you choose to conduct your analysis. Obviously, the classifications and terminology I expect you to utilize should correspond to the classifications and terms we've covered during the term and the authors of your case studies used. The papers with the highest grades will be the most comprehensive in their analysis, explaining each of the classifications we've detailed during the term, including an explanation as to WHY you've reached that conclusion. I'd also like for you to explain what issue, or potential issues, your country was considering in making their decisions to employ when making these decisions.

Each classification you get correct will be worth 2 points. A proper explanation as to why you arrived at that conclusion will be worth up to another 6 points. A proper explanation as to why

your country choose this system, as opposed to all the others, will be worth up to another 2 points.

Grading Rubric:

	Missing or incorrect (0 points)	Correct (2 points)	Explanation for why you arrived at your conclusion (between 0-6 pts.)	Explanation for what issue, or potential issues, you think lead your country into choosing that system (between 0-2 pts.)
Who governs? (democratic, non-democratic)				
Constitutional system (yes/no; written/unwritten)				
Regime system (republic, constitutional monarchy, non-democracy, theocracy)				
Executive system (fused or dual executives)				
Relationship between executive and legislative powers (presidential, semi-presidential, or parliamentary)				
Legislative system (unicameral, bicameral, tricameral)				
Party system (one party, dominate party, two-party, two-party plus, multi-party system)				
Geographic distribution				

of governing authority (unitary, federal, confederate)				
Welfare system (liberal, Christian democratic, social democratic)				
Interest group system (pluralist, elitist, neo-corporatist, state corporatist)				
Economic system (capitalist, welfare state, statism, socialism)				
Freedom House 1: Free, fair, regular elections				
Freedom House 2: Near universal suffrage				
Freedom House 3: Protections of basic civil liberties				

**Assessment for POLS 2120
New Mexico Military Institute**

Description: After learning all about the major paradigms of international relations, students are provided three essays. The specific essays change from semester to semester, but each essay will clearly come from one of the five major IR paradigms we've covered in the readings and in class. Usually we've also watched a video detailing the various perspectives in international relations as well. Students are then required to write a three page essay matching each of the authors with one of the paradigms and explaining why they arrived at those conclusions, specifically citing something the author said in their essay which makes them a proponent of a particular paradigm or clearly an opponent of the competing paradigms. Students are then asked to evaluate each of the three authors' conclusions, identifying strengths and weaknesses in their view of international relations (largely based upon the key assumptions and blind-spots identified in class).

Please note that this exercise requires students to delineate which paradigm the author's perspective is based upon (and which paradigms it is not associated with), identify the relevant information to properly classify the author's perspective, and develop well-reasoned evaluations of each authors' perspective, including their strengths, assumptions, and weaknesses.

Instructions: Please compose the best essay possible identifying which of the paradigms we've covered in class is most associated with each of the authors of these essays. You must specifically connect each author with a theoretical perspective, and directly cite what parts of their essay led you to that conclusion. Higher marks will be given to those students who not only provide evidence to support the paradigm they selected for each author, but who also provide evidence to suggest each author is not associated with rival paradigms. Finally, please analyze each author's perspective and include at least one paragraph identifying their perspectives' strengths, assumptions, and weaknesses.

Students will be evaluated according to the following criteria: Properly identifying the correct paradigm for each author (12 points for each author); Identifying appropriate evidence to support the conclusion made for each author (0-10 points for each author); Properly identifying the strengths, assumptions, and weaknesses of each authors' theoretical perspective (0-10 points for each author).

Grading rubric

Element	Points possible
Correct paradigm?	12 points (all or nothing)
Evidence for paradigm (both for and against)?	0-10 points, depending upon the quality and quantity of evidence provided

Identifying strengths, assumptions, and weaknesses	0-10 points, depending upon the quality and quantity of the argument
Professional style, grammar, spelling, punctuation, APA style	While no points are provided for these things, I may subtract points for errors.

Name: _____

GEOL 1110 Laboratory 8: Chokecherry Canyon

Today you will have the opportunity to examine and interpret some sedimentary rocks and unconsolidated sediments “in the field” – where geologists like to work (and play!). Break up into groups and examine the rocks and sediments. Think about the questions below and answer them to the best of your ability. When you are done we will all gather together to present what you’ve observed.

The sandstones that make the steep wall are from the early Paleocene (about 66 million years ago) Ojo Alamo Sandstone. Geologists have made a few different interpretations about this unit...let’s see what you come up with! After you have completed the lab, we will gather for a discussion where we will evaluate your conclusions.

Initial Observations:

1. What are some of the distinguishing features of the rock? What are your initial observations?
2. Colors: Are they uniform or do they vary? What are some common colors?
3. Are the rocks clastic, chemical, or biochemical? Why?
4. What particle sizes do you see here (list all)?
5. What is the sorting of the sediments? Rounding of the sediments?
6. Name the rock types present. (Be as specific as possible!)

7. What sedimentary structures are present? (Such as thin lamination, cross bedding, etc.)

8. Any fossils present? (Fossils are evidence of ancient life.)

Interpretation:

9. What causes the colors you see in the rock?

10. Consider the grain size, texture (e.g. sorting, rounding), sedimentary structures, etc.
Would the energy of the depositional environment be high or low? Why?

11. Would the depositional environment be marine, transitional, or continental? What's your evidence?

12. Based on all the information you gathered, what was the likely depositional environment, and why?

Other Observations:

13. Describe other features in the area of geologic interest. Include information on weathering and erosion, transportation and deposition of sediments, composition of gravel, etc.

Reflection:

14. What were the roadblocks to developing your interpretation? How could you have been more prepared to complete this lab?

15. How did you move through the roadblocks?

16. Did your interpretations about the environment surprise you in any way? Did it match with what you thought you would find?

17. Do you have any other observations about the experience you would like to share?

(Taken from the course syllabus):

Your term paper will enable you to bring together the skills and knowledge you have been working on during the semester in a thoughtful research paper. The term paper is the capstone assignment for the course, and **MUST** be turned in. Regardless of your course grade, if you do not turn in the term paper you cannot earn higher than a “D” for your final grade. This is the single most important assignment this semester, so get to work on it early and make sure this is your best work.

Requirements: The term paper should be 4-5 pages long and follow all of the instructions given in your course syllabus for this assignment as well as for writing and research. The term paper must use at least 3 sources of the required type and quality (see below) and use proper in-text citations and a bibliography (this should be part of the paper and not a separate file). The term paper will be graded on a 100 point scale using the ES rubric. Your final thesis statement should be included in the introduction of your term paper (the first paragraph), but also repeated on a separate line at the top of your paper (below your name and above the introduction). Turn in your paper through Canvas as an upload of a word processor file (DO NOT turn in as an email attachment). **Associated CLO:** 1-6. **Late penalties:** Any paper turned in after the due date will have a late penalty of -10 points. **Deadline:** No paper will be accepted after the final deadline for all course work given in the syllabus.

Cheating: The term paper must be your own work. You may receive help from the tutoring center and proof-reading or similar forms of assistance. However the paper must be researched and written by you. Note that either intentional or unintentional plagiarizing (using someone else’s work as if it was your own) is cheating. If you use any idea or fact not common knowledge and do not cite, then it is plagiarism—see the Course Guides for more information. Cheating and plagiarism will result in either a paper grade or course grade of a zero, depending upon the severity. Penalties for cheating/plagiarism are found in the syllabus.

Detailed requirements:

Topic & Approach: You should first decide on a topic and a basic approach for your paper. For your topic start by choosing one aspect—the literature, philosophy, art, architecture, or music of one civilization or culture that we have examined this semester. In some cases you could also study their science or politics. For your approach you should decide whether to write a paper that focuses on a single civilization or culture, or one that takes a comparative approach by examining the same aspect in more than one civilization/culture in the same or different chronological eras. When you research and write your paper you should avoid generalizing too much, and you must include 1-3 specific examples that you choose carefully and discuss completely. Your paper should include multiple, diverse perspectives, and should demonstrate an awareness and understanding of the larger context—either global, or historical (or both).

Thesis Statement: Once you have decided upon a topic and approach you need to draft a thesis statement. The thesis statement is one sentence that will describe your main idea and the general position you are going to take on it. In order to write a strong and coherent paper you must be able to describe what you are doing in your paper in a single brief and clear statement. The thesis statement therefore may be the most important step in writing a good paper. However most good thesis statements evolve gradually, as you research your paper, changing as your research changes your understanding of your topic evolves. So it is important to get something down on paper to guide your research, but don’t worry if it isn’t perfect, because it very well might change as your paper develops. You are required to submit a preliminary thesis statement as a graded short assignment, and you are also required to include your final thesis statement in the introduction of your term paper.

The thesis statement is a road map to writing your paper. The thesis statement is one sentence that describes your main idea and the general position you are going to take on that main idea.

Writing: Your writing should meet the minimum writing requirements (as described in the rubric). See the syllabus and the course guide on writing (Important Course Materials) for a refresher on what makes a good research paper. All term papers should be written in proper essay form, with an introduction, body,

and conclusion. The rubric for the term paper describes the specific elements that will determine your grade, and this should be used as a guide to what you need to include. Any good term paper should include substantial analysis, and also incorporate different points of view and diverse thinking.

Sources: The paper must have at least three sources. The course textbook (as a secondary source) is required. You must also use at least one primary source, and at least one source must be taken from the SFCC library. You can combine these requirements in different ways—for example, you could use a primary source that you found in the SFCC library collection of eBooks, which would meet two requirements (it is a primary source and a source from the library). You can also use any primary source that is included with your textbook, counting that source separately from the textbook as a primary source. You should avoid sources that are not reliable (which means avoiding most internet sources, especially those found on most commercial websites). You can look for more information on using internet sources in the syllabus section on research and the course guide on research (in the Important Course Materials module). The rubric includes information on both research and citing that research. These are requirements—if you don't use the required number and quality of sources, your grade will be reduced.

Citations: You must cite all sources of information (anything that is not common knowledge), paraphrasing, and direct quotes. Cite thoroughly in your paper—when in doubt, CITE! You should use either the 17th edition Chicago style, or the 8th edition MLA (Modern Language Association). You must use one or the other—do not mix styles in the paper. See below for useful links to each of these styles. You must provide citations in your text, and a bibliography/works cited at the end of the paper (not necessary if you've already provided all bibliographic information in Chicago style foot/endnotes). The rubric includes information on both research and citing that research. This is a requirement—if you don't make a good effort to cite and don't include all of your sources, your grade will be reduced.

Help: Refer to the rubric to help guide you. It tells you exactly what should be in your paper and how your paper grade will be determined. Study the syllabus, specifically the term paper assignment, the rules for writing, and the section on research. Consult the course guides (Important Course Materials module) for additional information on writing and researching papers. The course guides also include links to additional help. The SFCC Librarians can help you with your research, and the tutoring center provides excellent guidance to help you improve your writing skills.

Remember that opinions within the context of this class are never blind—to be taken seriously, you have to take yourself seriously, by taking care to form your opinions out of truth, logic, and analysis.

伟老师
中文011
名字_____

问好 wèn hǎo: greetings

问好 wèn hǎo Greetings: Oral Presentation

On the day of your presentation please fill out the checklist below and **turn this sheet in to the instructor**. Do not fill out the presentation rubric, but do look over the grading criteria.

_____ You are ready to present in Chinese

_____ You have rehearsed your presentation several times and are ready to present without reading verbatim from slides or notes

Instructions 说明 shuōmíng:

For this presentation you should greet one another, ask each other's first and last names, ask each other's nationalities, and ask each other's professions. 5 bonus points if you film your presentation and show send the video to a family member!

Rubric

	Exceeds Expectations (5)	Meets Expectations (4)	Needs Improvement (3)
流畅 Fluency	Student speaks without hesitation	Student speaks with some hesitation	Student speaks with much hesitation
语法 Grammar	Speech shows no influence from English	Speech shows some influence from English, but does not impede comprehension	Speech shows influence from English, and does impede comprehension
发音 Pronunciation	Pronunciation shows nearly no influence from English	Pronunciation shows some English influence, but does not impede comprehension	Pronunciation shows English influence, and interferes with comprehension

Problems: There are exercises for certain chapters, all of which are located in the tool titled Assignments. You will see that these exercises are referred to Aplia Exercises. When clicking on any of these assignments you will be taken to a new window, and you will also see references to Cengage and MindTap. Aplia and MindTap are terms used by Cengage, the publisher of our textbook. For our purposes, they all refer to problems assigned for various chapters. These exercises will be automatically graded, and you will be allowed multiple attempts to complete them. The average of your attempts will determine your points. The first two exercises are for practice, and will not count toward your points. They are intended to acquaint you with Aplia, and to give you practice with graphs and the math you will encounter in the class. These will remain open throughout the semester.

Aplia Homework: Introduction to Macroeconomics



< Back to Assignment

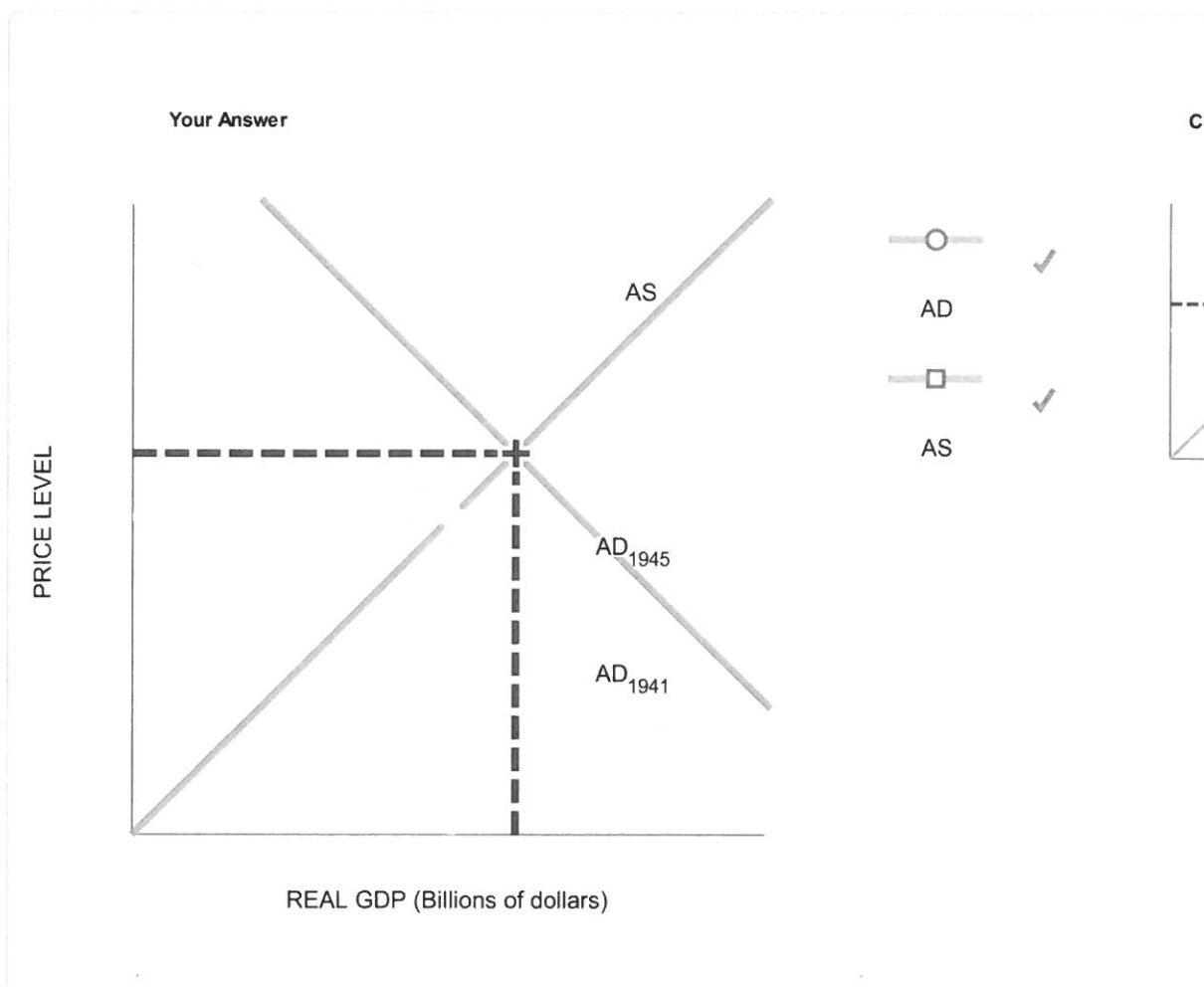
Attempts: 0 0.5 1 Average: 0.5 / 1

5. Using the AD-AS model to understand U.S. economic history

During World War II, the U.S. government spent billions of dollars on aircrafts, ships, and munitions employment and output. It also sparked much higher prices for all kinds of goods.

The following graph shows the aggregate demand (AD) and aggregate supply (AS) curves for the U

Shift one of the curves on the following graph to illustrate the effect of increased U.S. government s



9. Tax principles

Excessive alcohol consumption can lead to liver failure as well as deterioration of other organs. Suppose the government has opened several public clinics dedicated to helping alcoholics reduce their alcohol consumption. Now the government is trying to decide how to fund these clinics.

One suggestion is to raise the funds for the public clinics with a liquor tax. This tax follows:

- The benefits-received principle
- Neither the ability-to-pay nor the benefits-received principle
- The ability-to-pay principle

Points:

1 / 1

Since the public clinics treat alcohol-related diseases, alcoholics will receive more benefits from these government clinics than will non-alcoholics. Therefore, funding these clinics from revenues collected through a liquor tax follows the benefits-received tax principle. That is, those who benefit most from the government-funded clinics pay the taxes necessary to fund them. Since alcoholics are not necessarily people with higher income and wealth, this tax does not follow the ability-to-pay principle, which states that those with a greater ability to pay should pay more of a tax than those with less ability.

This is a graded discussion:

Disc. #1: Covering LOAP Chapters 1-3

Discussion Questions.

Given all the potential problems, why is collective action still worth pursuing? How do collective action problems inform the U.S. Constitution and American federalism as defined by the U.S. Constitution (and by various interpretations)? Moreover, how do the U.S. Constitution and American federalism encourage collective action? In other words, do the U.S. Constitution and American federalism make collective action worth pursuing?

Guidelines.

Class participation is an important expectation of this course. Students are expected to offer substantial comments, questions, and replies to the discussion question that has been posed for each module as well as to classmate postings. Students are expected to actively participate in ALL discussion boards throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

Evaluation. Postings will be evaluated on the quality and the degree that the postings promote discussion with classmates (and textual materials). Students will also be evaluated on the frequency in which they post. Those who simply post once per week will be given a "0" on frequency. **All postings, with the exception of those postings that pose questions, will be required to cite and integrate either the textbook (*Logic of American Politics*) or relevant (scholarly) articles taken from the library's databases. We will be (essentially) using this rubric throughout the semester. The only thing that will change are the point distribution.**

Posting Requirements. The following requirements **must be** met in order to receive a passing grade on your discussion postings:

Your **initial** posting must be at least 300 words in length.

Initial postings must cite the textbook at least twice and an outside (scholarly) article at least once. Scholarly articles must come from the library's databases.

Response postings must be a minimum of 75 and 150 words in length. Those postings that go over are welcome.

Response postings, unless they are questions, **must cite** the textbook and/or an outside article at least once.

All response posting cannot be questions. You **must** interact with your peers by offering substantial responses, rebuttals, etc.

10/17/2019 Topic: Disc. #1: Covering LOAP Chapters 1-3

https://cloviscc.instructure.com/courses/1449039/discussion_topics/5404105/2/4

If asked a question, you are expected to try and respond to this question, using clear logic and you are expected to back up your statements with textual evidence.

Posting Format. Your initial posting should take the form of an argumentative text. In other words, you will need to present a clear, concise thesis statement that answers the questions at the top of this assignment prompt. Moreover, you will need to provide supporting lines of argument (i.e., what we call

assertions or topic sentences) that develop your thesis statement, and you will also need to back up these lines of argument with textual evidence gathered from your textbook and from articles found in the library's databases. **Subsequent** postings should be in the form of questions, substantial comments and replies, using the textbook and/or articles from the library databases to help support what you are saying or asking.

Integration of Research (i.e., Textbook & Databases). All sources, including the textbook, must be cited according to APA-style formatting concerns. That means you must cite your textbook (and all

research materials used) using in-text citations. You **do not** need to cite your textbook (and research materials) using Reference-list citations.

Critical Discussions. Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how

you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. In other words, critiquing an article means **analyzing the good and/or bad aspects** of the article and **justifying** your analysis. *Do not just tell me what the textbook or article states...assume we already know this.*

Sample Citations (APA): Use the following examples when citing paraphrases, summaries, or direct quotations. Please remember to utilize APA format for all citations. If you need any help with APA

intext citations, please consult [this handout on APA in-text citations](#) (<-- click here). **Please note:** You do not have to include a References page with discussion postings.

Sample APA Citations for *The Logic of American Politics*:

Kernell, Jacobson, Kousser, and Vavreck (2019) ... (p. 20).

Kernell, Jacobson, Kousser, and Vavreck (2019) ... (pp. 21-22).

(Kernell, Jacobson, Kousser, and Vavreck, 2019, p. 20).

***... is where you insert your content.**

Paraphrase (in APA):**

Milgram (1974) claimed that people's willingness to obey authority figures cannot be explained by psychological factors alone. In an earlier era, people may have had the ability to invest in social situations to a greater extent. However, as society has become increasingly structured by a division of labor, people have become more alienated from situations over which they do not have control (p.737).

10/17/2019 Topic: Disc. #1: Covering LOAP Chapters 1-3

https://cloviscc.instructure.com/courses/1449039/discussion_topics/5404105 3/4

Milgram (1974, p. 737) claimed that people's willingness to obey authority figures cannot be explained by psychological factors alone. In an earlier era, people may have had the ability to invest in social situations to a greater extent. However, as society has become increasingly structured by a division of labor, people have become more alienated from situations over which they do not have control.

Milgram (1974) claimed that people's willingness to obey authority figures cannot be explained by psychological factors alone. In an earlier era, people may have had the ability to invest in social situations to a greater extent. However, as society has become increasingly structured by a division of labor, people have become more alienated from situations over which they do not have control.

****Page numbers are not required for APA-style paraphrases, but they are encouraged.**

Summary (in APA):

Milgram (1974) reported that ordinarily compassionate people will be cruel to each other if they are commanded to be by an authority figure. In his experiment, a group of participants were asked to administer electric shocks to people who made errors on a simple test. In spite of signs that those receiving shock were experiencing great physical pain, 25 of 40 subjects continued to administer electric shocks. These results held up for each group of people tested, no matter the demographic. The transcripts of conversations from the experiment reveal that although many of the participants felt increasingly uncomfortable, they continued to obey the experimenter, often showing great deference for the experimenter. Milgram suggested that when people feel responsible for carrying out the wishes of an authority figure, they do not feel responsible for the

actual actions they are performing. He concluded that the increasing division of labor in society encourages people to focus on a small task and eschew responsibility for anything they do not directly control.

Direct Quotation [Under 39 Words] (in APA):

Obesity was once considered in a very different light. As Yanovski and Yanovski (2002) have explained in their research, obesity was widely thought of as “either a moral failing or evidence of underlying psychopathology” (p. 592).

Direct Quotations [Over 39 Words] (in APA):

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

	Outstanding	Good	Average	Limited	Flawed
Demonstrates Careful Reading & Inquiry into Subject	Discussion post: <ul style="list-style-type: none"> Shows serious contemplation of readings (and research) Shows original thought that goes far beyond the obvious 	Discussion post: <ul style="list-style-type: none"> Indicates reading and research were completed Addresses some of the prompt’s implications 	Discussion post: <ul style="list-style-type: none"> Relies primarily on plot summary Indicates some reading and research were completed. Addresses few of the prompt’s implications 	Discussion post: <ul style="list-style-type: none"> Suggests reading assignment scanned but not read carefully. Also, indicates little or no research was completed for this assignment. 	Discussion post: <ul style="list-style-type: none"> Gives little indication that the reading assignment was completed Post is not relevant to the questions posed in the current discussion.
Responsibly Cited; Offers Examples	The textual evidence (i.e., from textbook and research) used: <ul style="list-style-type: none"> supports writer’s point (“proves” it) are original (unexpected evidence choices and/or uses evidence from multiple places of the text) properly integrated and cited (not just dropped in) 	The textual evidence (i.e., from textbook and research) used: <ul style="list-style-type: none"> supports writer’s point (“proves” it) is somewhat predictable is not well integrated and/or cited 	The textual evidence (i.e., from textbook and research) used: <ul style="list-style-type: none"> there are too few examples; relies mostly on generalizations some evidence does not effectively support writer’s point evidence is poorly integrated and/or cited 	The textual evidence (i.e., from textbook and research) used: <ul style="list-style-type: none"> poor summary and/ or paraphrase dominates quotes used are not integrated quotes do not make sense as support quoted material is out of context 	No evidence is used; textual evidence (even paraphrased or summarized evidence) is flimsy at best
Quality of Prose	Post is: <ul style="list-style-type: none"> Clear & articulate Has correct 	<ul style="list-style-type: none"> Contains minor errors that don’t cloud meaning 	<ul style="list-style-type: none"> Contains several proofing errors that cloud meaning. 	<ul style="list-style-type: none"> Post is sloppy, uses text messaging shortcuts; 	<ul style="list-style-type: none"> Contains multiple mechanical errors

	grammar, punctuation, usage, etc.			hard for readers to follow • Fails to use capital letters or punctuation	• Diction is Informal and/or inappropriate
Engagement with Others	<ul style="list-style-type: none"> • Shows concerted and honest effort to engage with others • Responds to ideas in a way that advances discussion beyond the obvious • Interacts easily & accurately with other posts in the thread 	<ul style="list-style-type: none"> • Shows attention to other posts in the thread • Incorporates and acknowledges ideas of others in attempt to advance the discussion (perhaps in predictable ways) 	<ul style="list-style-type: none"> • Offers little interaction with other posts in the thread • Mostly summarizes what others have said without adding to discussion 	<ul style="list-style-type: none"> • Does not acknowledge other posts • Misrepresents content of other posts 	<ul style="list-style-type: none"> • Ignores other posts in thread • Does not engage with others
Frequency	Participates 4-5 times throughout the week.	Participates 3-4 times but postings not distributed throughout week.	Participates 2-3 times on the same day.	Participates 1-2 times on the same day.	Doesn't participate.

<https://cloviscc>.

Counting of Blood Cells – September, 2019

Objective: The purpose of this experiment is to determine whether you can detect a change in the percentage of leucocytes (white blood cells) compared to erythrocytes (red blood cells) when examining blood smears of humans with no apparent disease compared to the blood smears of patients with sickle cell anemia and African sleeping sickness. Sickle cell anemia is a genetically inherited (autosomal recessive) blood disorder that is more common in African Americans. African sleeping sickness is a disease caused by a Protozoan parasite called Trypanosoma. [Check your A & P textbook (chapter 17) to see which type of leucocyte might increase in number when a person is infected with a parasite].

Methods:

- 1)** Before you start the arduous task of counting cells spend some time looking at the three slides you will be counting. (One slide at your bench at a time please!!). Use 400X magnification. You should be able to distinguish between normal and sickled erythrocytes, and be able to identify several types of leucocytes. Use the posters provided in the laboratory and/or the pictures in your lab manual (see page p.366) or textbook (p. 653) to help you identify the cell types.
- 2)** Work in pairs. You will be counting cells from three different blood smears – a smear from a normal person, one from a patient with sickle cell anemia and one from a patient infected with Trypanosoma. It does not matter which smear you count first. Use a total magnification of 400X. For each slide have one student count while the other records. Count **three** fields of view for each slide. Compile the three counts for each slide. Try to identify and record the different types of leucocytes as you count. Add up the total number of leucocytes. Calculate the percentage of blood cells that are leucocytes and erythrocytes for each of the three slides. Represent these percentages graphically – histograms may be best.
- 3)** For the slide with a blood smear of a patient with sickle cell anemia record the number of normal erythrocytes cells versus sickled cells as you are doing your count.
- 4)** Were you able to note any differences between the results from the three slides? Do you think there are some statistically significant differences? How might you determine this? Do you think you counted enough cells in order to have reliable results? How would you make the results more significant?
- 5)** Suggest ways you might improve this experiment.
- 6)** Two weeks from now each of you should submit a lab report presenting your data and answering the issues introduced in item 4) and 5).

Assignment for POLS 2160 State & Local Government

Description: While covering the chapter on state legislatures, the class is assigned to read two articles about an actual proposal in California in 2006 to create a citizens assembly that would study the state's legislative dysfunction for a year and then offer up proposed remedies for California voters to vote up or down via ballot propositions at the next state-wide election. One article argues for the creation of these citizen assemblies, while the other article argues against the idea. Each article includes both arguments and evidence to support either position. Students are then given two writing assignments, one an individual assignment and the other a group project. The individual assignment is to analyze the arguments of each of the articles and formulate a rationale as to, if you were a member of the California state legislature, would you support the creation of the citizen assemblies? Why or why not? Students must include 4 authoritative outside resources to bolster their analysis and properly cite these resources using APA guidelines.

Once that assignment is completed, students are then broken up into two or three groups (depending upon the size of the class). Each group is to assume the creation of these citizen assemblies have occurred, and each group is given a list of 3 (different) reforms that the assemblies have endorsed. Each group is to pretend that they are a public watchdog group who is working on a non-partisan report concerning these proposed reforms for their members. Their report is to list an explanation as to why the reform was thought necessary by the citizens assembly, what issue(s) it is intended to address, and what potential problems might emerge from enactment of the proposal. Finally, the group should issue a conclusion as to if the membership of their watchdog group should support each of the proposals. Why, or why not? To do this, students must delineate the question at hand, identify the relevant information from the scenario, and develop a conclusion based upon their evaluation.

Please note that this assignment requires students to delineate potential problems described in the scenario, identify and gather pertinent information from the scenario, evaluate that information based upon what they've previously learned from the assigned reading and classroom discussions, and then develop a well-reasoned conclusion based upon an analysis of that information and what they've learned from both our discussions, the assigned reading, and some outside sources.

Instructions for Individual Assignment: Please pretend you are a member of the California State Assembly (their lower chamber), representing a swing district and you are a vulnerable incumbent. The proposal for creation of the citizens assembly has been brought before you for a vote. (Remember, this is the citizens assembly that was discussed in the two articles you should have read.) Please compose an analysis explaining to your constituents why you do, or do not, support the creation of this citizens assembly. You may use the information from the two articles I gave you, but you must also supplement that with four authoritative outside resources of your own and use APA to properly cite them in your analysis. Your entire analysis should conform to

APA guidelines. This assignment is worth 50 points: 30 pts. for your content and analysis and 20 pts. for adherence to APA style and citation guidelines.

Instructions for Group Assignment: Please pretend that you and your fellow group members work for a non-partisan public watchdog group in California. Your members would like to know if what your organization thinks about the three proposals which have emerged from the first citizens assembly. Please compose a report to your members that addresses why the citizens group thought this reform was necessary, what issue(s) is this reform intended to fix, and what potential problems might arise from the enactment of each of these proposals. Finally, the group should issue a conclusion about where the watchdog group stands on each of the reforms and how the group believes their membership should vote on the upcoming propositions. Your report should conform to APA style and citation guidelines. This assignment is worth 50 points, 30 points for the analytical content of the group report and 20 points for adherence to APA style and citation guidelines.

Rubric for individual assignment:

	Missing or Failing (0 pts.)	Unsatisfactory (1-60% of points)	Passing (61-85% of points)	Exemplary (86%-100% of points)
Content (0-30 pts.)	Student didn't submit assignment or didn't draw ANY rational conclusions based on the situation. (0 pts.)	Student tries to draw rational conclusions, but doesn't fully make the rational connections between what they've learned & the proposal. (1-18 pts.)	Student does a good job of drawing defensible conclusions, but there are missing elements or their rationale is not fully developed. (19-25 pts.)	Student does a perfect or nearly perfect job of drawing a rational and defensible conclusion. They identify the relevant information from the articles and outside sources and apply what they've learned perfectly or nearly perfectly. (26-30 pts.)
Writing style (0-20 points)	Submission is not submitted, not typed, or not	There are major problems with the student's	Student does a good job meeting the	Student does a perfect or nearly perfect job of

	based upon APA standards at all. (0 pts.)	formatting and writing style. Attempts to meet APA standards, but fails. (1-12 pts.)	requirements of APA style, but there are still a few problems. (13-17 pts.)	meeting the requirements of APA style. If there are a few problems, they are minor. (18-20 pts.)
Outside sources (additional)	The use and citation is just a basic requirement for this assignment. However, if you don't cite authoritative sources, I will deduct 5 points from whatever your grade ends up being for each of the outside sources that is not used and cited.			

Rubric for group assignment:

	Missing or Failing (0 pts.)	Unsatisfactory (1-60% of points)	Passing (61-85% of points)	Exemplary (86%-100% of points)
Content (0-30 pts.)	Group didn't submit assignment or didn't draw or support ANY rational conclusions based on the situation. Any analysis is utterly lacking of rational basis. (0	Group tries to draw rational conclusions and make mature analysis, but doesn't fully make the rational connections between what they've learned & their	Group does a good job of drawing defensible conclusions, but there are missing elements or their rationale is not fully developed (19-25 pts.)	Group does a perfect or nearly perfect job of drawing rational and defensible conclusions and analysis. They identify the relevant information from the situation and apply what

	pts.)	suggestions and analysis. (1-18 pts.)		they've learned perfectly or nearly perfectly. (26-30 pts.)
Writing style (0-20 points)	Submission is not submitted, not typed, or not based upon APA standards at all. (0 pts.)	There are major problems with the group's formatting and writing style. Attempts to meet APA standards, but fails. (1-12 pts.)	Group does a good job meeting the requirements of APA style, but there are still a few problems. (13-17 pts.)	Group does a perfect or nearly perfect job of meeting the requirements of APA style. If there are a few problems, they are minor. (18-20 pts.)

**ARTS 1250L Design II / Santa Fe Community College School of Art, Design and media Arts
For Your Eyes Only. Part I**

Students will have two class sessions to build the sculpture.

Objective: Formal Communication in Three- Dimensional Design.

The goal of this project will be to build a small (not tiny) sculpture using wood, metal, plastic...or other media of your choice, as your *primary medium*. A fellow student in the class will try to visualize what you have made (it will be hidden inside a brown paper bag) by asking *formal* questions and receiving *formal* answers.

This sculpture will take about five to six hours to build. Please bring the completed (ready to display) sculpture to class in a closed brown grocery bag. The *subject matter* is up to you. Your work can be *formal* or it can be *subjective* in nature. Do not show this work to any of your classmates. You will show it to the faculty but you will only describe the work to one of your classmates. Your classmate will ask questions about the piece that are listed below, as well as and up to three additional questions.

I recommend making drawings or *maquettes* before starting your sculpture. Consider the *seven principles of design*. I recommend working from the *conceptual idea* that you last left off with, if that is interesting to you.

Please do not use "origami", unless it is original and represents the stated amount of time (5-6 hours) required.

Materials: to be determined by each student.

Surface / Color: Painted or similar (not raw), complimentary to your sculpture.

To turn in:

- One completed sculpture in a brown paper bag For Your Eyes Only (Remember do not show it to anyone). Be creative!

Grading criteria:

- Class participation
- Accuracy to your idea
- Craftsmanship
- Creative design
- The project turned in on time

For Your Eyes Only / Questions and Answers

Some basic suggestions....

When describing your sculpture please do not ask; Is it a car? Say it has four cylindrical parts (instead of saying, it has four wheels.) Although you could say that it has a body.

Do not say it is a table. You might say it has four legs or it has four wood appendages. You could say that they are about 30 inches long.

Describe the parts. Describe the whole. For example, the body is *geometric* or the appendages are *organic*.

If the question feels too revealing, the faculty will help referee the questions. Describe your piece using *formal* terms (just the facts.) For example, a question might be: How many parts is your sculpture made of? An answer might be "Four" or it might be: "More that I can count...."

The Questions:

Describe using *formal* terms. Just the facts.

How many parts is your sculpture made of? _____

What are the materials? _____

How many parts are made out of material one? Material two?...._____

What color or colors? _____ How Tall? _____

How Wide? _____ How Deep? _____

Does it have texture? _____

Does it make noise? _____

Is it Symmetrical or Asymmetrical? _____

Is it repetitious? _____

Is it serial? _____

Does it move? _____

Does it have cuts? Screws? Nails? Glue? Welds? _____

Additional Question #1: _____

Additional Question #2: _____

Additional Question #3: _____

Part Two: *I Thought You Said*

Due date: 1 or 2 class days to build the sculpture

Objective: Formal communication in three- dimensional design.

Now that you have questioned your partner about the sculpture that they made, it is your turn to build the sculpture that they described in formal terms.

You might need to substitute materials. You might want to improve upon the design, connections, and proportions. You might need to learn or fake a technique that they described.

Bring this sculpture to class in a brown paper bag.

You should spend around five to six hours building this sculpture. If you do not know a technique or the technique that your partner used, quickly come up with a way to do it. Any way!

To turn in:

- One completed *I Thought You Said* sculpture in a brown paper bag.
- The answers that your partner gave to the *For Your Eyes Only* questions.
- Your *For Your Eyes Only* sculpture
 - Written summary of what you experienced with formal communication (please turn this in the following week. Typed, no more than one page, no less than one paragraph.

Grading criteria:

- Class participation
- Critique participation
- Accuracy to your idea
- Craftsmanship
- Creative design
- Summary: What have you learned about effective formal communication in three-dimensional design?
- The project and summary turned in on time

The critique will start with one person describing the answers that they were given for the For Your Eyes Only questions. They will then talk about how the answers guided them and then show their "*I thought You Said*" sculpture. Their partner will then show their original "*For Your Eyes Only*" sculpture. Formal comparisons, as well as formal communication, will then be discussed.

DACC – NMSU ART 101G online

Art History Writing Assignment (15 points)

Compare and contrast two artworks or architectural structures made by artists/architects from different cultures or historical periods. Describe each artwork or building using the *Formal* method (how it looks; materials, composition, and style), and also using the *Contextual/Expressive* method (what it means; historical, social, personal, and political). Then compare the similarities and differences, noting how stylistic, cultural, social, and expressive considerations influence the look and meaning of the artwork/architecture.

Examples of artwork or architecture for comparison.

1. *The Two Fridas*, 1939, Frida Kahlo, page 427
The Arnofini Wedding, 1434, Jan van Eyck, page 289
2. *King Menkaura (Mycerinus) and Queen Khamerernebtj*, 2490 BCE., page 252
Terra Cotta Warriors, 210 BCE., Qin Dynasty, page 313
3. *Public Services Building*, 1980-82, Portland Oregon, page 463
Pantheon, 118-125 CE., Roman Empire, page 262

The basic writing guidelines are: 1" margins on all sides and double spaced text with 12 point Times New Roman font. Provide citations for any references you use and include a listing of your resources in a bibliography.

Select from these subjects in the Artforms 11th edition textbook:

Chapter 14

Architecture

Chapters 15-17

Paleolithic and Neolithic art

Egyptian art and architecture

Greek art and architecture

Roman art and architecture

Byzantine art and architecture

Romanesque and Gothic art and architecture

Renaissance art and architecture

Baroque art and/or architecture

Chapter 18

Art of India, China, and Japan

Chapter 19

Islamic art and architecture

Chapter 20

Africa, Oceania, and the Americas

Chapter 21

Neoclassicism

Romanticism

Photography
Realism
Impressionism
Post-Impressionism

Chapter 22

Fauvism and Expressionism
Cubism

Chapter 23

Dada
Surrealism
International style architecture
Political expressions
Latin-American Modernists
African-American Modernists

Chapter 24

Abstract Expressionism
Pop Art
Minimal art
Conceptual art
Site-specific works and earth works
Installations and environments
Feminism
Performance art

Chapter 25

Post-Modern Architecture
Public Art
Issue-oriented art
Street art

Researching a subject

Review the different art periods from the chapters in the *Artforms*, 11th edition textbook to select artworks/architecture that interest you. Read passages in the chapter(s) that relates to your chosen subjects and supplement with research using the internet and library resources. You will also be creating a PowerPoint presentation about the same subject as your paper, so collect quality digital images as you find them.

How to write the paper

Introduce the two artworks/architecture in the first paragraph and provide details regarding the title, date, artist/architect, and culture/historical context. Then describe each artwork/architecture using the *Formal* and *Expressive/Contextual* methods. Finally, compare and contrast the artworks/architecture and draw conclusions about how they reflect cultural customs and the personal expression of the artist/architect. Use your own words when possible and give references when you quote or paraphrase another author – this is good writing practice to avoid plagiarism.

Some questions to consider for your artwork(s) comparison

What are the *Formal* qualities of the artwork (material, composition, style)?

How are the beliefs of the culture or society reflected in the art/architecture?

How are the artist's/architect's ideas or personality expressed?

How does the art/architecture relate to science, philosophy, or cultural concerns?

How does the art/architecture influence contemporary thinking?

Does the art/architecture represent religious or spiritual themes?

Are there political themes represented in the art/architecture?

Does the artwork/architecture prompt you to ask questions or change your viewpoint? How?

Assessment Rubric for Art Research
Paper ART 101G

Component Thinking	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Student demonstrates awareness of the impact that medium, genre and style have on the message of the chosen art works				
Student is able to apply various strategies to evaluate the messages of the chosen art works, locating appropriate supportive documentation for the arguments				
Student is able to evaluate the authority of sources, distinguish between supported and unsupported claims and integrate these into their own claims using appropriate citation				
Critical Thinking				
Problem setting: Student is able to state how stylistic and social/cultural context influence the look and meaning of the chosen art works				
Evidence Acquisition: Student is able to identify and gather appropriate research to address the question.				
Evidence Evaluation: Student is able to evaluate the research for probable meaning of the chosen art works for the audience within the social/cultural context in which it was produced				
Student is able to produce a well-reasoned, informed conclusion/evaluation				
Personal and Social Responsibility				
Response shows intercultural reasoning and intercultural competence in its evaluation of the meaning and message of the chosen art works				
Response demonstrates civic knowledge and ability to evaluate the chosen art works from alternate points of view, through comparison/contrast with another art work				

ART 101 NMSU, MAIN CAMPUS

WRITTEN ASSIGNMENTS (2 @ 40 points) = 80 points

DESIGN PROJECTS (4 @ 15 points) = 60 points

LAB ACTIVITIES (15 @ 5 points) = 75 points (coordinated by GAs in conjunction with lecture content)

WEEKLY WRITTEN RESPONSES (12 @ 5 points) = 60 points (brief 6-8 sentence responses to the weekly lectures)

DESIGN PROJECT 1: Elements and Principles

Choose at least 2 elements of art to use in your design on the provided paper or on paper of equal or larger size. What principle(s) are these elements helping to achieve? Think about your medium of choice. If you are using wet media: sumi ink, water color you will need a heavier paper. If all you have to use is bond paper (copy paper) think about a felt tip pen, ball point pen, graphite pencil, or colored pencil. You may want to make a collage instead, or work in three dimensions.

Keep your design neat and clean.

On the text submission on Canvas, write a paragraph about how you created the design, what elements and principles you used and how you used them.

DESIGN PROJECT 2: Modernism meets Postmodernism

Your second design project will be an Appropriation or "In the Style of" an one of the 10 works of art provided. Start by examining the artist's style, or the style of a particular piece that you wish to use as a jumping off point. You will emulate the style of the artist by exploring similar compositional elements, techniques and themes.

You may use any medium of your choice, but your work should be no smaller than 5" x 7". Your design will be evaluated on your attention to detail and effort.

DESIGN PROJECT 3: Ways and Means

The idea behind Design Project 3 is to create a cohesive, **conceptual** work or works of art.

To help give you inspiration for the project, please reference the lectures from Section 3: Ways and Means (check the Course Timeline for details-- but essentially everything after Postmodernism, so Performance Art, Photography, Video Art, Street Art, Installation Art,

Landscape/Land Art). Look at the ways in which artists make work, what ideas they are exploring, and how the mediums used relate to the ideas.

- You will need to submit a minimum of 200 word written component that clearly outlines your interests and ideas behind the work.

- You can make

1. a series of photographs (minimum of 12 photos) exploring a single idea, style, or creating a narrative

OR 2. A video piece (minimum of 1 minute), OR 3. A performance piece (that is documented by photo/video)

OR 4. An installation piece that you document with photos/video

DESIGN PROJECT 4: Themes in Contemporary Art

Final: Self Portrait Assignment Guidelines

It is helpful to print out these directions to guide you to completion of work.

It helps to look at art for inspiration. If you are inspired by an artist give them credit in the artist statement: final part II.

Part I

Subject matter: self

Main Idea or concept: how you present yourself, see yourself, characters/roles that you play, who you would like to be, the ideas you would like to embody, etc.

Context: you/ where you come from, the time you live in, what you watch, read, listen to, religion, politics, economic class, or ethnicity. Use these things to define the context.

Draw, collage, paint, photograph, sculpt, perform, installation, video a visual image or object that reveals something about you.

Take notes on associations you make during the process. Take a picture of the work (you will attach this image to the final project. You will use these notes to write an artist statement after the portrait is completed.




Self Portrait Design Rubric

The viewer learns something about you. This comes through your concept and could reveal things like a concern for the environment, your politics, your identity, your humor, your preoccupations, your obsessions, your dreams, nightmares, or hopes. Sometimes concealment

can say as much about you as revelation does. Symbols, iconography, and text can also be used to tell the viewer what you want them to know. --- **5 points.**

Effort: As trained artists we can tell how much effort/thought/consideration is put into the work. --- **5 points**

Use of elements and principles. Elements and principles can inform the viewer. For example scale can reveal a matter of significance or intimacy. Pattern or repetition can reveal obsession, compulsion, or preoccupation. Balance and symmetry might be discerned as quite confidence or spirituality. --- **5 points.**

Paper Rubric			  
You've already rated students with this rubric. Any major changes could affect their assessment results.			
Criteria	Ratings		Pts
Technical <i>Spelling, grammar and organization and meeting requirements (page length and appropriate recourses.)</i>	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Research and effort <i>Demonstrates adequate research into chosen work.</i>	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Content <i>Accurate and relevant information. Addresses the questions in the guidelines.</i>	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
			Total Points: 25.0

WRITTEN ASSIGNMENT 1: Elements and Principles

Your first written assignment will be a visual analysis based upon your observations and interests in either

A) One specific work of art or B) one specific artist, and no more than 3 works of art by the same artist.

This written assignment is based upon what we've learned so far with [Section 1: Elements and Principles](#).(click to review the Elements and Principles) 

Refer to the lectures if you need help finding artists or movements to research. A few things to think about when writing:

How are the Elements and Principles being utilized in the work(s)?

How do the elements *create* the principles, specifically?

How do the established principles affect the viewer's interaction with the piece?

How do the visual elements/principles set a mood or tone for the work?

How do they interact with the conceptual aspect of the work?

SPECIFICATIONS FOR ASSIGNMENT:

- Cover page with your name, lab and title of paper
- 2-3 pages of text, typed - double spaced.
- 12 pt, Times New Roman
- Saved and uploaded as PDF
- ALL ILLUSTRATIONS AND CITATIONS WILL BE INCLUDED ON A SEPARATE PAGE AT THE END OF YOUR DOCUMENT AND ARE NOT INCLUDED IN THE 2-3 PAGES OF TEXT.

Include:

- Reference to a specific work of art (at least one)
- Illustrations (at least one)
- Bibliography (You must use reputable internet sources - do NOT use Textbook or Wikipedia. This is an exercise in research, so go to the library or log into [JSTOR](#) (Links to an external site.)Links to an external site. with your NMSU id. Books and electronic journals are good. This is an exercise in research.)
- Citations - You need to acknowledge all sources of information - footnotes, appendix at back of paper or in text citing is OK. NO citations will translate into NO points for this paper. Failure to acknowledge sources is academic fraud and cheating! Reference <http://lib.nmsu.edu/plagiarism> (Links to an external site.)Links to an external site.

WRITTEN ASSIGNMENT 4: Themes in Contemporary Art

Your fourth written assignment will be based upon your observations and interests in **Section 4: Themes in Contemporary Art**.

For this written assignment you will choose 3 (no more or less than) pieces of art that fit into one of the themes we have explored. Start by describing the works - how do the technical and material choices affect the way the work can be interpreted? How does each artist explore the theme? How do the works function individually and in comparison to one another? Are the works successful?

SPECIFICATIONS FOR ASSIGNMENT:

- Cover page with your name, lab and title of paper
- 2-3 pages of text, typed - double spaced.
- 12 pt, Times New Roman
- Saved and uploaded as PDF
- ALL ILLUSTRATIONS AND CITATIONS WILL BE INCLUDED ON A SEPARATE PAGE AT THE END OF YOUR DOCUMENT AND ARE NOT INCLUDED IN THE 2-3 PAGES OF TEXT.

Include:

- Reference to a specific work of art (at least one)
- Illustrations (at least one)
- Bibliography (You are allowed to use **reputable** internet sources - do NOT use Textbook or Wiki. This is an exercise in research, so go to the library or log into JSTOR (Links to an external site.)Links to an external site. with your NMSU id. **Books and electronic journals** are good. This is an exercise in research.
- Citations - You need to acknowledge all sources of information - footnotes, appendix at back of paper or in text citing is OK. No citations will translate into no points for this paper. Failure to acknowledge sources is academic fraud and cheating! Reference <http://lib.nmsu.edu/plagiarism> (Links to an external site.)Links to an external site.

Preface to A Team Activity for Art 110

The following questions are given to each team to answer in class. Collaboration and effective use of time is absolutely necessary. There are a total of six teams.

This activity engages **Critical Thinking** through the analysis of the visual art forms and the application of information from chapters in the textbook that focus on power and glorification as seen visually in different forms of government, figureheads, war images and methods, reasons for and devices used in propaganda in art.

The students are given images to look at in a power point and are also free to use their textbooks in answering these questions. They are also presented images that are not included in the text that will require further investigation of how they can successfully answer the questions based on their understanding of the information and the visual differences or similarities.

Problem Setting: Can identify the image through the medium, style and subject.
Student can identify the appropriate definition and is able to apply it to in proper context.

Evidence Acquisition: Student is able to articulate a thoughtful and cohesive conclusion based on what they have studied about power in portraits and apply it to a contemporary image they haven't seen before.

Evidence Evaluation: Questions 1 and 4 ask the student to look at the symbols and composition to make informed conclusions.

Reasoning: Student has to be able to draw upon their understanding of the vocabulary in order to answer the question successfully.

Emerging	Developing	Proficient
Q1 0/6	Q1 5/6	Q1 1/6
Q2 1/6	Q2 2/6	Q2 3/6
Q3 2/6	Q3 0/6	Q3 4/6
Q4 0/6	Q4 3/6	Q4 3/6
Q5 0/6	Q5 5/6	Q5 1/6
Q6 1	Q6 3/6	Q6 2/6

Assessment Rubric for Art Research
 Essay Art 110G

Component Thinking	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
<p>Communication</p>				
<p>Student can identify the medium, visual elements and design principles and be able to create an effective argument for content based on observations.</p>				
<p>Student is able to apply different strategies to discuss the similarities and differences in artworks based on the same theme but from different cultures.</p>				
<p>Students are able to evaluate the differences between scholarly sources and popular or unqualified sources for their research and cite their sources using Chicago style.</p>				
<p>Critical Thinking</p>				
<p>The student has a clear understanding of the question or statement and is able to initiate and extrapolate their research to address the answers.</p>				
<p>Student can take their observations of the composition, genre, and historical and cultural timeframe of the artwork as evidence for evaluating the artwork.</p>				
<p>From observing and researching, the student is able to reason verbally or in writing, their evidence, evaluations and conclusions.</p>				
<p>Personal and Social Responsibility</p>				
<p>Responses demonstrate student's understanding of the cultural differences within a theme and its impact on style and points of view within art.</p>				
<p>Sustainability and the natural and human worlds: Student responses show their reflection to issues related to geography, forms of government, and belief systems around the major themes in art.</p>				
<p>Student demonstrate effective team work skills in communication and collaboration towards execution of their quizzes and team activities.</p>				

3. STRATEGIES FOR VISUALLY FIGHTING AGAINST OPPRESSION

- **Narrative – based on events, social or historical for example**
- **Humor**
- **Illustration (i.e. caricatures, political cartoons)**
- **Shock**
- **Beauty**
- **Parody - mimicry**
- **Satire – mockery without mimicry and maybe a bit more subtle**
- **Appropriation – borrowing images from the mass media that are recognizable among the general population.**
- **Metaphor**
- **Status Quo**

For each of the following images, apply which strategies are being used by the artist to visually communicate the idea behind the image. Explain briefly, how they work within the context of the image.

a. 10.13 *The Passion of Sacco and Vanzetti*

b. 10.15 *MetroMobiltan*

c. 10.16 *The State Hospital*

d. 10.24 *The Scene of the Crime (Whose Crime?)*

e. 10.33 *Shibboleth*

ART 295G Compare/Contrast Assignment

Fall 2018

Compare and Contrast the style seen on the Palette of Narmer with ONE other work of art that we have studied from chapters 2 (Ancient Near East), 4 (Ancient Aegean), 5 (Ancient Greece) or 6 (Ancient Rome). How have the artists used style to communicate the messages of these two works of art? How does this compare to the style choices and message of the other work of art?

- Your essay must be 500-1000 words long (i.e 2-3 pages), and must include fully-captioned images of the art works you mention in your argument.
- the images should be labelled as "figure 1," "figure 2," etc. according to the order in which you refer to them in your paper. Please place your images at the very beginning or at the very end of the paper.
 - Example: the first time you mentioned *The Palette of Narmer*, the sentence might reading something like this: The Egyptian artwork known as the *Palette of Narmer* (Figure 1) dates to the Predynastic period (ca. 3000-2920 BCE)." Then, the caption you place beneath the image should say: "Figure 1. *Palette of Narmer*. c. 3000 BCE, low relief carving on slate. Predynastic/Old Kingdom, Egypt"
- Information or ideas from other sources, including your textbook, must be CITED.
 - Use the Chicago Manual of Style (Notes and Bibliography) using either footnotes or in-text, parenthetical citations.
- Make sure to thoroughly edit for spelling, grammar, punctuation, syntax and organization/flow.
- You must include an introduction that contains your thesis (your main argument) as well as a conclusion that restates and summarizes your main points.
- For a reminder as to what constitutes STYLE, review the introduction of your textbook. Remember, subject matter (iconography) is not style, so if you want to discuss the iconography, you need to link it to your discussion of style.

OBJECTIVE: The purpose of this essay is to have you think how style and message can be linked in a work of art, and to learn how to interpret style as a form of communication that can be unique to a particular time and place, and not see it as simply being an aesthetic choice. This corresponds to Course Learning Objective 2.

RESEARCH PAPER

Professor Julie Fitzsimmons

ART 296 RESEARCH PAPER

You are to choose two works of art – two paintings, two sculptural works or two examples of architecture – each from different centuries that we have covered in this course (that is 13th -21st centuries). One is to be an early (date wise) example while the other is to be a modern or contemporary example. The two works of art MUST come from different cultures. You may start with examples from your textbook but your final selection of art works must be from sources other than your textbook. This will involve library research to build your resources for this paper.

After you have selected your comparative set, research in an art encyclopedia, biographical dictionary or journal article (use at least two sources), and in books (at least three, excluding your textbook) for references to the artists, the art works and the values of the particular time and place in which the works were created. REMEMBER TO WRITE NOTATIONS FOR THESE REFERENCES. You will be using the Chicago Manual of Style. You may use resources available on the internet but be selective in your choice of sites. Use the NMSU Library Electronic Resources- as shown to you during the Library session. Refer to your handout for these sources such as JSTOR.

You are to write a comparative analysis of these two works. Refer to Barnett Chapter 12 on writing this compare and contrast analysis. Your paper should demonstrate that you understand the difference between description and formal analysis (again refer to Barnett) and that you have considered the works in their broader historical context. Your paper should be 5-7 pages long, typed double spaced using 12 pt font.

Introduction: Give a clear introductory paragraph that states what you are doing, how you are going to organize your paper and why this comparison is important. That is – the thesis – the goals and objective of the paper. Your earlier paper proposal and feedback would have helped you formulate your ideas.

Your paper should include:

1. Complete identification of the selected works
2. Short biography of any artists involved and their importance in the art world at the time
3. Describe each work
4. Explore these works further through a compare and contrast (how are they similar and how are they different) – how do the stylistic features work to create a particular visual and expressive effect?
5. Explain how each represents the nature or values of each time and place – that is, their broader historical context.
6. Finally – which example do you think is the most successful in reflecting it's time period and explain your choice.

Other Paper Requirements:

- Attach images of your art work. (Make sure you direct reader to any visuals in text).
- Bibliography or Work Cited (No to textbook, Wiki or Google. Yes to Electronic Journals). You must have at least three sources. You may use internet to find your images.
- Make sure your writing is clear, concise and correct.
- Remember to cite all sources of information
- Chicago Manual Style

 Publish

 **Edit**



This is a graded discussion: 15 points possible

due Sep 22

Activity 3 Discussion - Hidden Symbolism Triptych of the Annunciation

You are directed to go to the NMSU Library site - find JSTOR and type in a search for "The Iconography of the Merode Altarpiece" by Margaret J Freeman. When you get to the article listings there are several you can choose from that deal with symbolism and the altarpiece. You are to choose one, download and print.

Read the article, then fully identify (cite) the article and rate it in terms of reliability and academic correctness. You are then to post a discussion on the role of disguised symbolism, as you understand it, in this altarpiece. Your initial post should be minimum 500 words (that is, 2-3 well constructed paragraphs).

You are then to respond to two of your classmates. You must post your discussion first before you see classmates' posts.

Your responses should be at least one complete paragraph or 150 words, that add to the discussion - not merely repeat what was stated.

Search entries or author

Unread



✓ **Subscribe**

← **Reply**

Art 296 Art and Censorship – Final Assignment

In class we looked at the Photographic work of Robert Mapplethorpe. His posthumous retrospective exhibition garnered much national and international attention because of the curator's decision to include Portfolio X in the show. As we saw, this case went to the courts of the land and involved the First Amendment, artistic freedom and the definition of art, as well as exploring/exposing the sensibilities and mores of different communities.

You are to create a 550-700 words position paper on the role of censorship in the world of art to be submitted on line by May 7 11.55pm. Your submission must also include images of the art works cited in your argument.

Some issues to consider:

Is there a role? In what, if any, circumstances?

Does Group A have the right to tell Group B what they can see, read, watch? If so, under what circumstances?

In the U.S.A., what is the role of the First Amendment in relationship to censorship?

Your position as stated should be demonstrated by specific examples and artworks.

Again - **Please back up your stance with specific examples and works of art.**

Remember there is no right or wrong if you justify your statements with well-argued points. Proof read your writing before submitting. Have you clearly articulated your thoughts? Is your opinion clearly stated and supported? Be thoughtful and I look forward to reading your insights.

Sample Assessment American Literature I, ENGL 2610

Objectives and Outcomes: Learners will apply effective analytical and interpretive strategies to American literature using academic conventions of citation and style.

In “Economy,” from *Walden*, Henry David Thoreau argues that we should adopt a simpler life and pursue transcendent values rather than material gain and luxury. This line of thought has been pursued most recently (and perhaps profitably) by a new American movement, Minimalism. Directly inspired by Henry David Thoreau, the Minimalists, such as Joshua Becker and Joshua Milburn, have written books, delivered podcasts, and recorded Youtube videos and Ted Talks about simplifying one’s life. In this paper, I would like you to compare and contrast Thoreau’s arguments about simplification in “Economy” with the ideas of the Minimalists. Do you see the two bodies of thought as similar or different? In what ways are they similar or different? This paper must have three quotes from Thoreau; quotes from at least three minimalist videos, writings, or podcasts (two of these sources must be electronic); and quotes from three scholarly sources from peer-reviewed journals. Your scholarly sources must take positions contrary to your own. You must respond to these counter-arguments and explain why they do not nullify your own argument.

Specifications of Paper:

Papers will be 1500 words in length.

Papers must use MLA Style In-text citations and Works Cited List

Quotations must be relevant, representative, and contextual.

Quotations must be fully explained, analyzed, and linked to arguments.

Paper Structure:

Roadmap Paragraph:

Thesis and Because Statement

Supporting Argument One (similarity or difference)

Supporting Argument Two (similarity or difference)

Supporting Argument Three (similarity or difference)

Body Paragraphs:

Argument:

Quotation from Thoreau

Analysis, explanation, and linkage of quote

Quotation from Minimalist

Analysis, explanation, and linkage of quote

Comparison of Quotes

Anticipation of Counter Argument (must be from one of your scholarly sources)

Response to Counter Argument (must be from one of your scholarly sources)

Conclusion and Transition

Final Paragraph:

Restatement of Main Point

Restatement of Supporting Points

Discussion of Wider Stakes of Your Argument: The So What Question.

For example, if you find that the two movements are indeed similar, what does this similarity say about the qualities of both movements or about American culture or about the downfalls of consumption? What wider conclusions can you draw?

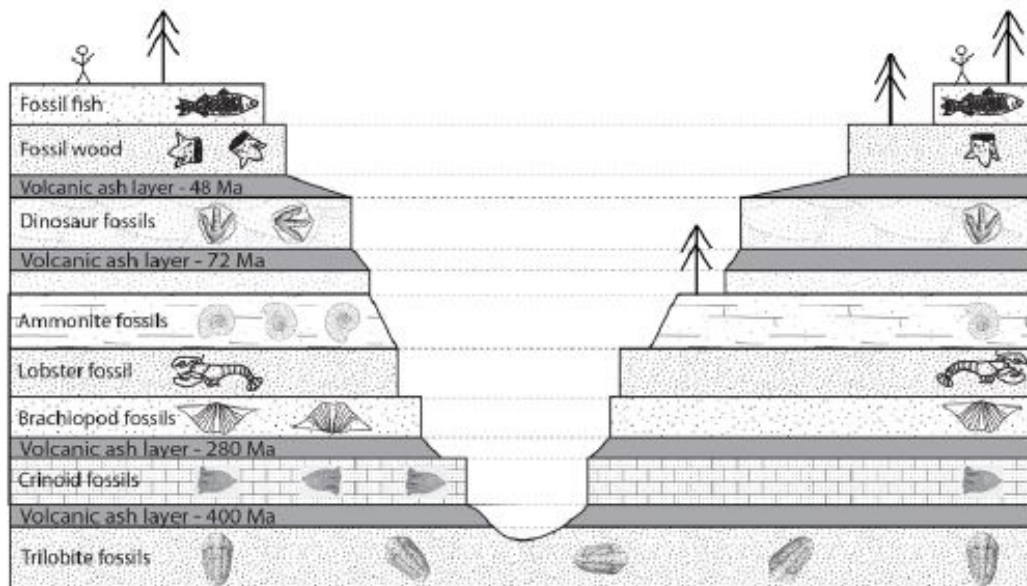
SAMPLE ASSIGNMENT: GEOLOGIC TIME

Using basic geologic and geochronologic principles to determine the age of rocks, minerals, and fossils and to interpret the complex geologic history of a region requires strong critical thinking skills. The HON 219G lab uses exercises in deciphering geologic history to challenge students to develop these skills. Below are the two exercises mentioned in the Critical Thinking section of the Certification Form; they are excerpts from the entire lab exercise. In these exercises, students are given a problem and challenged to identify the important information in the diagrams. They then must apply that information to answer the questions.

NAME: _____

5. The cross-section below shows a series horizontal sedimentary and volcanic rocks. The volcanic ash layers have been dated, and the ages are given in millions of years (Ma). The sedimentary rocks contain fossils. Using the information in the cross-section, determine the possible age (or age range) of each fossil. For example, crinoids could be found in rocks from the past ~450 Ma. But, because the unit containing crinoids in the picture below is located between two dated ash layers, we know that this unit is between 400 and 280 million years old (as filled out for you below). Use the Principle of Superposition to help you figure this out.

Sample	Possible age range
(a) Crinoid	_____ 400-280 Ma _____
(b) Brachiopod	_____
(c) Dinosaur	_____
(d) Ammonite	_____
(e) Wood	_____
(f) Trilobite	_____



NAME: _____

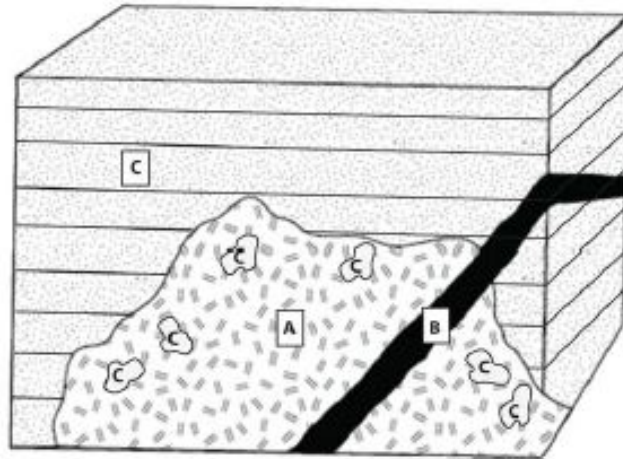
ASSIGNMENT, PART ONE: STRATIGRAPHIC PRINCIPLES

1. a) Using the block diagram below and your knowledge of geologic principles and relative age dating, list the three units (A, B, C) in order from oldest (*Time 1*) to youngest (*Time 3*) below.

Time (1) _____

Time (2) _____

Time (3) _____



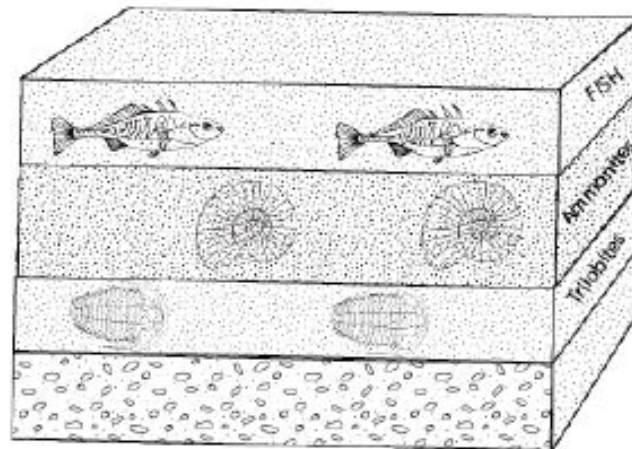
- b) Which two stratigraphic principles did you use above?

2. a) Using the sequence of fossils below and your knowledge of the geologic principles determine the relative ages of the fossils from oldest (*Time 1*) to youngest (*Time 3*) below.

Time (1) _____

Time (2) _____

Time (3) _____



- b) Which stratigraphic principle did you use (excluding faunal succession)?

GEOL 111, Introduction to Geology
Grading Rubric, Geologic Time Lab

Essential skills	Unsatisfactory (1 pt)	Fair (2 pts)	Good/Acceptable (3 pts)	Excellent (4 pts)
<p><u>Critical Thinking</u></p> <ol style="list-style-type: none"> 1. The age sequence in each question is correctly identified. 2. The correct relative age dating principles were used. 3. Correct age range of fossils is identified and accurately plotted. 4. Correct radioactive isotope pairs were identified. 				
<p><u>Personal and Social Responsibility</u></p> <ol style="list-style-type: none"> 5. Active participation in group discussion. 6. Ability to provide accurate information for group discussion. 				
<p><u>Quantitative Reasoning</u></p> <ol style="list-style-type: none"> 7. Isotope atomic numbers are correctly used to determine correct isotope mass. 8. Correct half-lives are used to calculate ages of samples. 9. Process of solution is clearly shown. 10. Correct units are shown. 				
Total Points				

GOVT 150 G: Team Project on Caucuses and Primaries

For your powerpoint presentation, provide the following information:

1. Identify the states assigned to your team.
2. Indicate how both the Democratic Party and the Republican Party selects nominees for president—Caucus or Primary? What type of primary – closed, semi-closed, or open.
3. Indicate if the results of the Caucus and Primary are binding or if they are recommendations or straw polls.
4. Note the 2020 dates of each party's Caucus or Primary and explain why they chose that date.
5. Analyze whether you would make recommendations to how the parties operate their primaries or caucuses.

Provide a hard copy of the powerpoint presentation and a list of all references to the professor.

Every student should participate in the presentation

There are 6 teams. Teams 1-3 will present on the 12th and Teams 4-6 will present on the 17th.

Team One:

New York – Rio Tafoya
Pennsylvania – Madison Lujan y Davis
Alaska – Santiago Flores
Georgia – Darnica Holt
Michigan – Ashly Mercado

Team Two:

Colorado – George Mendoza
Texas – Emily Rivera-Ruiz
Oregon – Jamie Roman
Kentucky – Jasmine Recinos
New Jersey – Whitney Chacon

Team Three:

Washington – Adrew Pick-Roth
New Mexico – Laura Galvan
Wyoming – Fabian Martinez
Mississippi – Hailee Alexander

Team Four:

California – Alex Pryor
Arizona – Troy Lundien
Tennessee – Emmett Freeman
Illinois – Thomas O'Connor

Team Five:

Florida - Edwin Vargas
Alabama – Laura Varela
Washington, DC – Carlos Herrera
North Carolina – Rey Aguirre

Team Six:

Iowa – Katy Viarreal
South Carolina – Desiree Manzanares
New Hampshire
Virginia – Izzy Nash

Government 150G Second Presentation

Political Parties

Prepare a Powerpoint presentation for oral presentation to the class. Provide a list of all references used.

1. State when the party was established. If it no longer exists, provide the date in which it ended.
2. Provide the major party platform positions currently. If the party no longer exists, provide the major party platform positions while it was in existence.
3. Provide some information on the major demographics of the party supporters (examples included: region of the country; race or ethnicity; income; interest groups or Political Action Committees; age; professions, etc.)
4. Select a presidential campaign and discuss the party's nominee and major platform during the campaign. What were the strengths and weaknesses of the candidate and/or platform?
5. Explain why you believe the party has stayed viable or collapsed.

Nine Teams:

Team One: Federalist – Fabian Martinez

Team Two: Democrat – Republican – Carlos Herrera, Izzy Nash,

Team Three: Democratic – Edwin Vargas, Laura Galvan, Emmett Freeman

Team Four: Republican –

Team Five: Socialist – Darnicia Holt

Team Six: Populist – Jamie Roman,

Team Seven: Progressive –

Team Eight: Libertarian – Troy Lundien,

Team Nine: Green – Desiree Manzanares, Jamie

GOVT 150G Political Party Teams

Team One: Democratic

Antonio Tenorio
Angel Camacho

Team Two: Republican

Jared Rochon
Ever Vidana
Lauren Stone

Team Three: Federalist

Kyler Edwards
Damaris Saenz

Team Four: Democrat-Republican

Alexis Armendariz
Lauren Blumears

Team Five: Populist

Gillian Hood
Juan Herrera

Team Six: Know Nothing

Noah Ward
Eileen Morales
Javier Gutierrez

Team Seven: Progressive

Cody Cloud
Octavio Lopez

Team Eight: Libertarian

Samantha Egan
Julio Lopez

Team Nine: Socialist

Justin Dolan Flores
Daniel Salinas

Team Ten: Green

Jamie Lee Justice

Virginia Gabriella Gonzales

Abraham Doncaster

Brandon Trevizo

Team Eleven: Reform

Tucson Sanders

Marcos Lares

Government 150

Presentation 3: Expansion of Suffrage

Type a 2-3 page paper that explains how and why suffrage was expanded for one of the following groups that you were assigned to research:

Non-propertied Males
African-American Males
Women
18-year olds

Keep in mind that in most of these examples, both state governments and the national government are involved and their actions need to be addressed.

Explain how and when the efforts to expand suffrage began and how long it took to achieve the expansion. Address whether there were any implementation problems with the enforcement of laws that extended the franchise.

Although this is not an extensive research paper, you should make sure to proofread for spelling and grammatical errors and redundancy.

Some key points to also consider in writing your short paper are:

- Who were the leaders—persons, groups, political parties who advocated for the expansion? What tactics did they use?
- Who resisted it? Why?
- How was it achieved (e.g., change in state law, constitution, both) If the constitution was changed, identify the amendment and the date it was ratified.
- Were there states that were the leaders in this change?

GOVT 150G

Controversial Presidential Elections: Due November 19th and November 21st.

<u>Election and Presentation Date</u>	<u>Names</u>
1800	Santiago Flores Andrew Pick-Roth Edwin Vargas
1876	Desiree Manzanares Laura Galvan Fabian Martinez
1912	Jamie Roman Hailee Alexander Laura Varela
1960	Jasmine Recinos Emmett Freeman Izzy Nash
1968	Alex Pryor Rio Tafoya Thomas O'Connor
1992	Rey Aguirre Whitney Chacon Madison Lujan y Davis
2000	Katy Viarreal Emily Rivera-Ruiz Darnicia Holt
2016	George Mendoza Troy Lundien Carlos Herrera Ashley Mercado

GOVT 150

Reports and Presentations on Constitutional Changes Related to Elections

Type the reports. Indicate the constitutional amendment you have been assigned to research. Explain what it means.

Guidelines:

- When was this amendment ratified?
- Does it modify the original section of the constitution? If so, which section?
- Why was the rationale for this amendment of the constitution?
- Indicate who the supporters and opponents were of the amendment and explain their positions.
- How has this changed our government?

Jill Hood & Kyler Edwards:

[Article XII] (Amendment 12 - Election of President) ratified 1804

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;—The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.¹⁴ —

The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible

to that of Vice-President of the United States.

Noah Ward, Julia Lopez, & Octavio Lopez:

Article XV (Amendment 15 - Rights of Citizens to Vote) ratified 1870

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

The Congress shall have power to enforce this article by appropriate legislation.

ratified #15

Antonio Tenorio & Cody Cloud

[Article XVII] (Amendment 17 - Popular Election of Senators) ratified 1913

1: The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

2: When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct. affects 4

3: This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Damaris Saenz, Alexis Armendariz, & Brandon Trevizo:

Article [XIX] (Amendment 19 - Women's Suffrage Rights) ratified 1920

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. affects 15

Congress shall have power to enforce this article by appropriate legislation. ratified #19

Abraham Dancaster & Lauren Blumears:

Article [XX] (Amendment 20 - Terms of President, Vice President, Members of Congress: Presidential Vacancy) passed 1933

1: The terms of the President and Vice President shall end at noon on the 20th day

of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

- 2: The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.
- 3: If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified. *affects 9 affects 14*
- 4: The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them. *affects 9*
- 5: Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.
- 6: This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission. *ratified #20*

Samantha Egan & Jared Rochon :

Amendment XXII (Amendment 22 - Presidential Tenure) ratified 1947

1: No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

2: This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission to the states by the Congress. *ratified #22*

Javier Gutierrez, Angel Camacho, & Daniel Salinas:

Amendment XXIII (Amendment 23 - Presidential Electors for the District of Columbia) ratified 1960

1: The District constituting the seat of government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a state, but in no event more than the least populous state; they shall be in addition to those appointed by the states, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a state; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

2: The Congress shall have power to enforce this article by appropriate legislation. *ratified #23*

Eileen Morales & Jamie Lee Justice:

Amendment XXIV (Amendment 24 - Abolition of the Poll Tax Qualification in Federal Elections) ratified 1964

1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll tax or other tax.

2. The Congress shall have power to enforce this article by appropriate legislation. *ratified #24*

Gabriella Gonzales, Ever Vidana, & Justin Dolan-Flores:

Amendment XXVI (Amendment 26 - Reduction of Voting Age Qualification) ratified 1971

- 1: The right of citizens of the United States, who are 18 years of age or older, to vote, shall not be denied or abridged by the United States or any state on account of age. *affects 15*

- 2: The Congress shall have the power to enforce this article by appropriate legislation. *ratified #26*

Announcement Details

2019 Spring - GOVT-160G-M01-INTRNTL PLTCL ISSUES

You are the senior behind-the-scenes researcher for a prominent boss of your choosing. He or she could be a key US local, state or federal government official (e.g. your Congressional representative or one of your Senators, a possible 2020 presidential candidate, a governor, the mayor of Los Angeles, etc.), an international figure (e.g. the President of Mexico, the Secretary General of the UN), or a private-sector thought leader (e.g. a key journalist, Bill Gates, etc.).

Your boss comes to you and says he/she has just come back from the latest yearly World Economic Forum meeting at Davos, Switzerland. (<https://www.weforum.org/agenda/2019/01/the-environment-was-high-on-the-agenda-in-davos-but-what-actually-happened/>) He/she had a conversation with a fossil-fuel energy corporation CEO who claimed 1) the idea that catastrophic climate changes are on the way is more the result of cultural neuroses over time than of incontrovertible science; 2) that scientists are speaking with too great a sense of certainty, whether out of that cultural neurosis or for the sake of advancing their own careers; 3) that even if there are environmental changes, they are likely to be for the better, or at the very least a mixed blessing with more beneficiaries than victims; and 4) if environmental activists were really serious about combatting greenhouse gases as the key to arresting rising temperatures, they would be promoting nuclear power generation as a key part of the clean energy mix and not be offering a document like the "Green New Deal", which is a progressive social-economic policy wish list rather than a focused emissions reduction program.

As your boss is both very curious about the validity of these assertions and about to give a public presentation on the issue, he/she needs you to provide a solid, non-partisan, historically grounded and thematically rich briefing that allows them to draw their own conclusions about where they should come down on the issue. Your briefing, in essay form, should run about 750-800 words (around 3 to 3.5 pages). It should have a proper title and be well organized. You should employ at least six thoughtfully chosen, discrete sources as documentation (you may utilize more if you deem it appropriate), and utilize formal footnotes using the Turabian/Chicago Manual of Style note format (your boss, who does not want be parroting poor data, wants to be aware of the source material). For note format guidelines, see .

Fortunately, you have a promising if ill-paid research assistant named Rosendorf (the poor sod!) who has done the grunt work of pulling together materials and organizing themes, which will make your organizational and analytical job relatively easy. You don't have to go beyond assigned readings on the syllabus and added materials on the 160G CANVAS site. Indeed, you may not use any outside materials in the preparation of your briefing. You are on deadline and have to work with what you have, which, because your grunt research assistant is very good, is plenty for your professional purposes.

This coming week in class we will discuss the briefings in progress. The briefing memo will be due as a Word document submitted via Canvas (with "Govt 160: 1st Memo" in the subject line) by 8PM on Friday, 3/1.

Critical Thinking Exercise and Communications

Real GDP versus Nominal GDP

An economy has been experiencing the circumstances shown in the table below over the past five years. Public officials have indicated that they are confident they are doing a good job regarding the economy since nominal GDP has been growing during these five years.

<i>Year</i>	<i>Total Output (Final product quantity)</i>	<i>Cost of Basket in 000's (Price at which output is valued)</i>
2010 (base Year)	40,000	10
2011	40,000	12
2012	50,000	12
2013	70,000	12
2014	60,000	16
2015	60,000	17

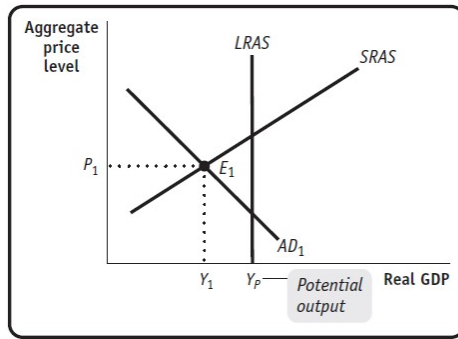
Instructions.

Given the scenario above, answer the questions listed on the next page. Provide your answers in a report that should not exceed two pages in length. *Please write legibly!*

Critical Thinking Questions.

1. Define Nominal GDP and Real GDP.
2. Identify the possible problem with the statement that the public officials have made.
3. Demonstrate that you have a deeper understanding of Nominal GDP and Real GDP by calculating Nominal and Real GDP given the data in the table above. Show your calculations.
4. List the differences in the *values* of Nominal GDP and Real GDP for this economy between 2010 and 2015. Also indicate the year in which Real GDP was highest.
5. Based on your answer in question No. 4, assess whether the region is improving and state why or why not.
6. Can the region be said to be improving solely by looking at GDP performance? Discuss any relevant elements of the broader well-being the region may or may not be enjoying.
7. Re-examine the statement of the public officials given your response for questions 1 through 6 and provide a concluding comment on the state of this economy.

Personal and Social Responsibility on Fiscal Policy



The figure above shows the current macroeconomic situation for the country of Britannia. You have been hired as an economic consultant by the country to help the economy move to potential output.

1. What kind of problem is Britannia's economy facing? Give one possible reason why this problem may exist.
2. Which type of fiscal policy would you recommend for this country to move it to potential output? Name the policy and list examples of the policy tools.
3. Illustrate the macroeconomic situation of Britannia after a successful implementation of the fiscal policy you've recommended.
4. What are the effects on the macroeconomy of this policy on GDP and the aggregate price level? Comment on these effects.

Communications Assignment

Listen to “The Health of Nations” Freakonomics Radio Podcast at the following address

<https://www.youtube.com/watch?v=V-J4lIGFoao> . Write a ½ to 1 double spaced reaction paper answering the following questions:

- Based on what you have read and listened to, is the *Human Development Index* is a good measurement of human welfare/quality of life? Support your answer by properly citing concepts from textbook or from the podcast.

Sample Assessment American Literature II, ENGL 2620

Objectives and Outcomes: Learners will recognize the traditions of American Literature and their connections to issues of culture, race and gender.

Is there still an American Dream?

In *Song of Myself*, Walt Whitman writes of an America that seems to afford endless personal opportunity and economic expansion. However, less than a century later, in *The Death of a Salesman*, Arthur Miller creates a fictional world in which middle class aspirations are dashed against the rocks of a new kind of an economy, one based on sales and marketing. In this paper, I would like you to compare and contrast Whitman's America with Miller's. What are the three or four major differences between these two radically contrasting views of economic opportunity in the United States? Finally, which of these texts do you think presents a compelling picture of the realities of the middle class in the twenty-first century? Your paper must have three quotes from Whitman, three from Miller, and three from scholarly sources. Your scholarly sources must take positions contrary to your own. You must respond to these counter-arguments and explain why they do not nullify your own argument.

Specifications of Paper:

Papers will be 1500 words in length.

Papers must use MLA Style In-text citations and Works Cited List

Quotations must be relevant, representative, and contextual.

Quotations must be fully explained, analyzed, and linked to arguments.

Paper Structure:

Roadmap Paragraph:

- Thesis and Because Statement
- Supporting Argument One (difference)
- Supporting Argument Two (difference)
- Supporting Argument Three (difference)

Body Paragraphs:

Argument:

Quotation from Whitman

Analysis, explanation, and linkage of quote

Quotation from Miller

Analysis, explanation, and linkage of quote

Comparison of Quotes

Anticipation of Counter Argument (must be from one of your scholarly sources)

Response to Counter Argument (must be from one of your scholarly sources)

Conclusion and Transition

Final Paragraph:

Restatement of Main Point

Restatement of Supporting Points

Discussion of Wider Stakes of Your Argument: The So What Question.

Sample Assessment: Creative Writing 1320

Objectives and Outcomes: Identify useful strategies for writing and revising.

Responding to Peer Reviews Exercise

Often after receiving peer- and instructor reviews on a piece of writing, students will ask themselves: how do I go about responding to and incorporating feedback? Do I have to incorporate all the feedback? What do I do with feedback that I don't agree with?

These are all good questions. When you're first learning to respond to feedback from other writers, you can often succumb to one of two temptations. First, you can say that the other writers just don't understand your work, and you throw the reviews out and don't incorporate feedback from any of your reviewers. Second, you can panic and think: "My work is terrible."

Neither of these responses is very helpful. I'm going to show you a healthy and constructive way to respond to peer-review feedback and incorporate it into your revision.

For this assignment, get all of your reviews for your first story together. In this assignment, which should be typed and in twelve-point type, you should answer the following questions/perform the following tasks:

1. How many reviews do you have? (In general, this exercise works best with ten or more reviews.)
2. Of the reviews, how many are generally favorable, and how many are generally unfavorable? Just write down the number.
3. Turn to the unfavorable reviews first. In these unfavorable reviews, what trends do you notice? A trend occurs when three or more reviews say basically the same thing. In general, when I write, I ignore any single review that wants me to take action on a particular issue. I ignore these reviews because individual reviewers have their own intellectual or aesthetic agendas. These agendas, while quite normal and even healthy, can sometimes reflect only your reviewer's bias, not something inherently wrong with your story. Write out all the trends you see emerge from your negative reviews. Remember, a trend consists of three reviews that mention the same issue. Simply write a list of trends. Each trend can be written in a single sentence. For example, you could write, "Reviewers think protagonist is too aggressive."
4. Once you have your list of trends, identify those pieces of feedback that you think, if implemented, would not make your story better because they violate the intent of your story. For each non-helpful review trend, briefly explain (in no more than a paragraph) why you don't think implementing this feedback would be useful to your revision.
5. Identify those trends that you think, if implemented, would make your revision better. Take three of these reviewer trends and briefly (in no more than a paragraph) discuss how you will implement the change suggested by the trend.
6. Turn to the positive reviews. In these favorable reviews, what trends do you notice? Write out all the trends you see emerge from the positive feedback. Just create a list similar to the one you created for the negative trends.
7. For each of three positive trends, write a paragraph in which you reflect upon what you should keep doing in your creative writing. Often we do something in our writing that is very strong, but we stop taking that particular action because we don't recognize it as a strength.

Communication Assignment

Writing Assignments

There are *two writing assignments*.

These assignments are short written essays to be completed at home and submitted during class. The purpose is to help you apply and recognize the principles learned in class to situations that surround us every day. One knows they understand a concept when they begin to see it everywhere.

- You are to choose a newspaper article from **2018** and write an essay of approximately 500 words explaining how you think the article illustrates one of the following principles of microeconomics:

Assignment 1 Topics:

- Opportunity Cost
- Comparative Advantage
- Supply or Demand Shifts
- Changes in equilibrium prices due to supply or demand shifts
- Elasticity

Assignment 2 Topics:

- Price ceiling or floor and their impact on resource allocation
- Externalities and their impact on resource allocation
- Competition and the invisible hand in action
- Monopoly and its impact on economic efficiency

News outlets like CNN.com, YahooNewst, etc, are not newspapers, nor are blogs, trade industry publications, etc. Examples of acceptable types of newspapers: Wall Street Journal, The Economist, local newspapers, Financial Times, International Business Times, The Economic Times, BBC, etc. Your article does not have to come from this list. It is a guide to the types of articles that are acceptable.

Assignment Requirements:

- Your essay must be typed, double-spaced, with the following information contained in the heading:
 - *Your name and student ID*
 - *The title of your chosen article.*
 - *The article's identifying source information in detail (publication name, date, page number, author name, URL if appropriate, etc)*
 - *The principle(s) that you see is illustrated in the article.*
- You may not use an assignment from another class.
- You must submit your assignment via the drop box provided on Canvas.
- Don't worry about finding an article that matches exactly the principle chosen. Instead, your task is to find one you think provides an appropriate example of some real-life situation that illustrates the principle(s) you have chosen.
- Your essay will be graded based upon how well you summarize in a clear and distinctive narrative how the principle is illustrated with the article chosen. The scoring rubric is given below.

Grading Rubric

The essay clearly identifies one or more of the listed principles	3 points
The essay clearly identifies and summarizes interesting and relevant facts from the article	4 points
The essay shows a good understanding of the chosen principle(s) and related theory	5 points
The essay provides a clear, interesting, and accurate explanation of how the chosen example illustrates the principle(s)	5 points
Composition is substantially correct. Presentation format is appropriate	3 points

Composition refers to standards of written English.

- Each student is expected to adhere to NMSU's Academic Misconduct policy with respect to this assignment, particularly, plagiarism and copying of another's work. **Any violations will result in an F for the course grade and possible further actions as allowed by policy.**

Critical Thinking Exercise

Read the following statement and then complete the questions.

During a crisis such as Hurricane Sandy, governments often make it illegal to raise the price of emergency items like flashlights and bottled water.

1. What is the implied underlying issue or problem the government is trying to address?
2. Using a basic supply and demand diagram, analyze the potential impact of this price cap on the allocation of emergency items. In your answer, be sure to analyze what would occur if the market was left to adjust to the disaster on its own and what happens to this adjustment if the above policy is enacted.
3. In light of your analyses in question 2, do you think the policy of capping prices solves the stated problem facing the government and or individuals in need of emergency items?
4. After emergency situations like Hurricane Sandy, individuals have been charged with taking an unfair advantage of people and charged with crimes. Using your previous analysis, provide an economic justification of the individuals who have been charged with a crime.

Your work will be graded on the understating of supply and demand and its application to the described issue. In addition, it will be graded based upon your use of standard written English.

ANTH 115 Native Peoples of North America – Sample assessment for General Education

Discussions

In on-line discussions, the students deliberate the impacts of Euromerican policies and programs on indigenous people. The students describe and explain factors that hinder or support aspects of the aboriginal culture and social/cultural change regarding effects of colonization or removal/aftermath on Native American communities.

The discussion utilizes the following prototype:

1. I introduce a statement about the discussion topic or subject matter (sometimes I previously assign the student to find information).
2. The student responds to the question or topic information in a succinct but adequate way as provided by the instructor.
3. The student responds to one or more times to one or more student(s) as assigned.
4. The instructor may or may not also participate with the students in the discussion or may provide information to help guide the discussion.

Rubric

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exceptional 4 points	No Response
Topic or subject (first posting)	Description and explanation is limited	Fair description & explanation	Sufficient or good description & explanation	Effective description & explanation	
Reinforces, clarifies, or disagrees with another student's posting (second post)	Demonstrates a limited relationship of information to another's posting	Nearly provides an association of information	The information sufficiently demonstrates an associative response	The information clearly and effectively demonstrates an associative response	
Line of Reasoning and reflects text information	Demonstrates limited reasoning and plausibility; limited reflection of text information	Fair rationale and credibility; fair reflection of text information	Rationale and plausibility is at an acceptable level of believability; reflects text information	Rationale and credibility is clearly communicated and clearly reflects text information	
Demonstrates Critical Thinking	Analysis is somewhat simplistic and generalized	Analysis demonstrates some reflection and judgment	Analysis demonstrates thoughtful breadth and depth	Demonstrates careful and deep reflection	
Succinct & adequate responses	Limited adequacy and either wordy or not to the point	Nearly adequate subject matter and fairly succinct	Sufficient brevity and satisfactory description & explanation	Concisely and efficiently covers the subject matter	

BIOL 154 Sample Assignment

Assignments - The Nervous System

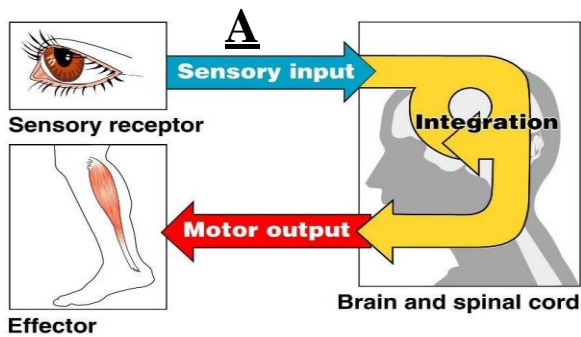
Requirements:

- Read the supporting information below for each assignment to understand sensory receptors, somatic sensory system, and somatic motor system.
- Work in team to set up the experiments.
- Independently complete the critical thinking questions. However, you may discuss with your teammates for the predictions, hypothesis, independent & dependent variables.
- Work in team to get results - experimental data.
- Calculate class averages according to the data and make conclusion.

Assignment 1 – Somatic Sensory System

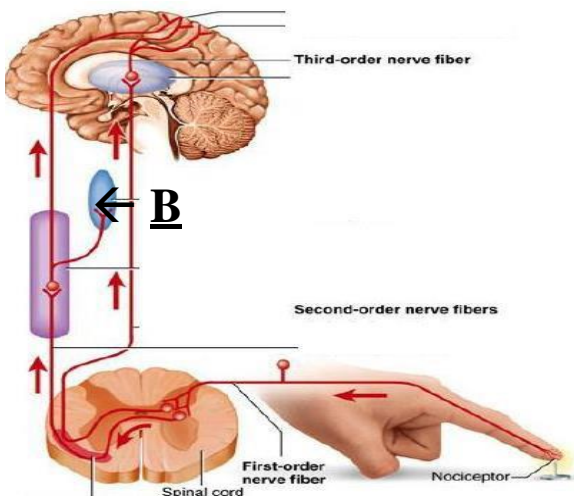
I. Reading Material

Sensory receptors (A), when stimulated, carry electrical signals via the axons of sensory neurons (B) into the Central Nervous System, where perception, processing and storage of memories occurs. Today we will study light touch receptors in the skin (C), called Meissner's corpuscles. In order for me to perceive the stimulus, the sensory receptors, nerves, spinal cord and appropriate brain areas (including the thalamus (below right) must all be competent. Sensory nerves enter the dorsal roots of the spinal cord (D). However, the second-order neuron, which is stimulated by the first-order neuron, crosses to the opposite side of the spinal cord before traveling toward the brain. In the thalamus, the second-order neuron stimulates the third-order neuron, which carries the message to the post-central gyrus of the cerebrum. In particular, we will be studying the ability of distinguish two stimuli as two (E).

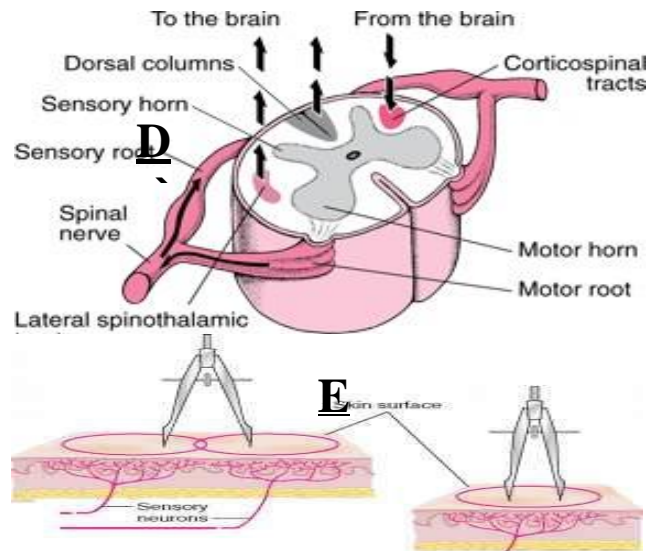
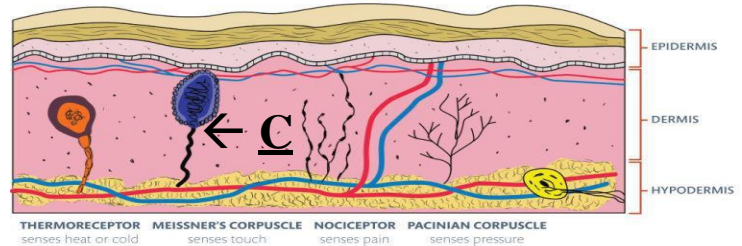


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Post-central



SENSORY RECEPTORS IN SKIN



II. Activity: *Determining the Two-Point Threshold* (p. 58). We will test: Ventral forearm, Palm of hand, Face (below the Zygomatic bone) and Back of Neck. Fill in the table for each student (p. 58). Before you start, predict which of the four areas will be the *most* sensitive to light touch (shortest distance) and which area will be the *least* sensitive area (greatest distance). When you have collected your data put it on the board.

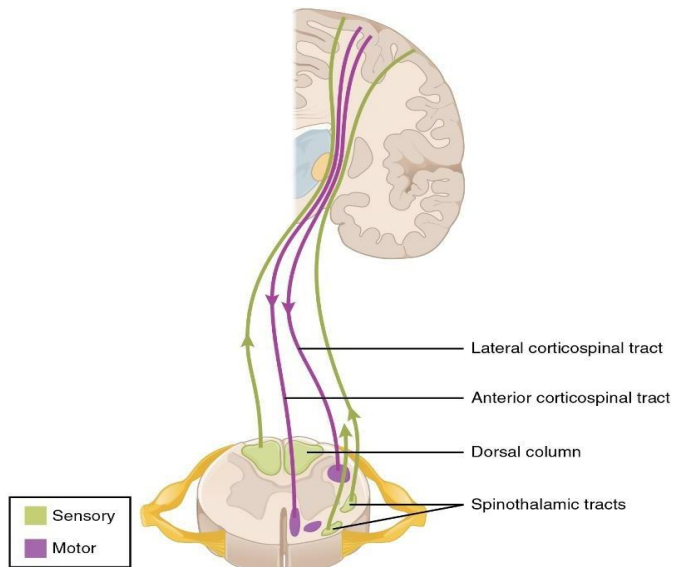
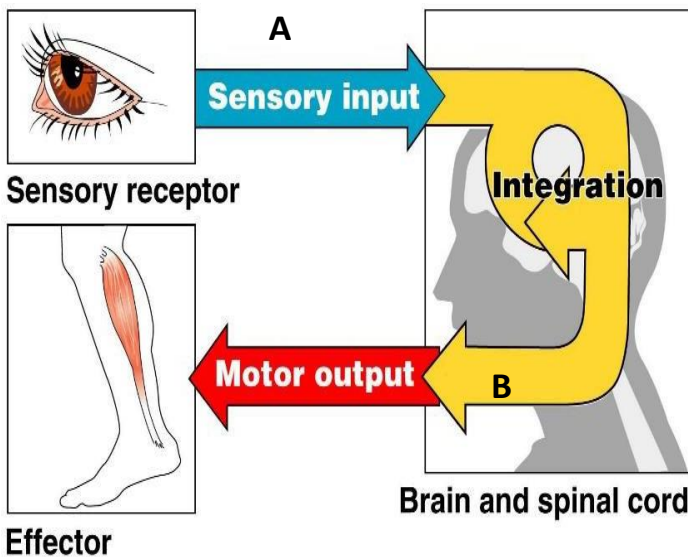
III. Critical Thinking Questions:

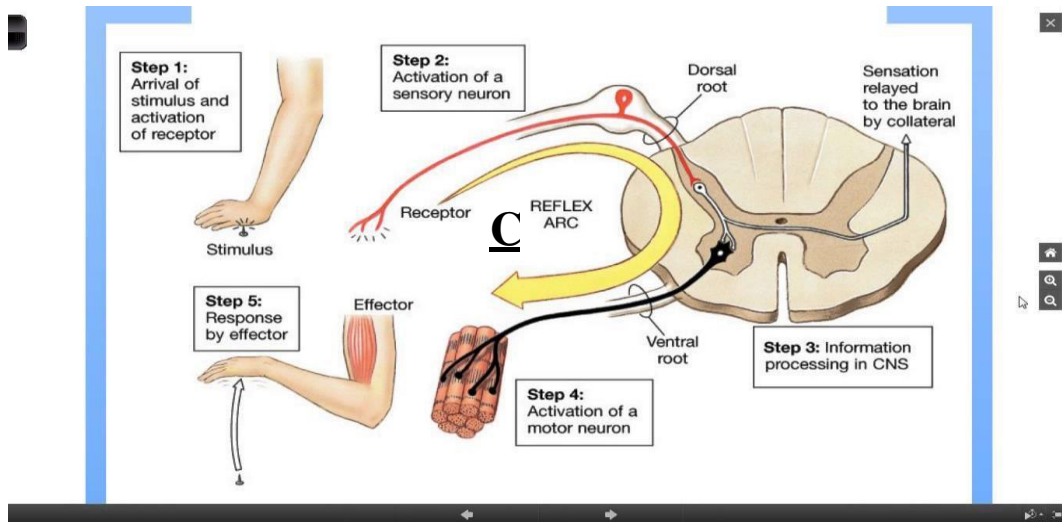
- (1) In the Two-Point Threshold test, what were your two predictions (most and least sensitive). Based on the two predictions, what is your one hypothesis (proposed explanation behind your predictions)? I.e., why did you predict one area would be most sensitive and another area would be least sensitive?
- (2) In a scientific study or experiment, there is, at least, one INDEPENDENT variable and one DEPENDENT VARIABLE. For the Two-Point Discrimination test, what are the independent and dependent variables? The second dependent variable is believed to depend upon the first one.
- (3) In order to do research involving human subjects, the persons being asked to participate must give their "Informed consent?" What do you think this phrase means?
- (4) In any investigation, some people should NOT be used as subjects. Why not? Give an example of a type of person you believe should NOT participate in the Two-Point Threshold test.
- (5) Our results and conclusions today are preliminary, even if our hypothesis is supported by the data we collected. We cannot draw any firm conclusions from the results of today's activity yet. Why not?
- (6) How could we make this experiment better so the results are more believable?

Assignment 2 – Somatic Motor System

I. Reading Material

The pre-central gyrus of the cerebrum may voluntarily initiate motor output in response to sensory input (A). A motor pathway (B) travel from the pre-central gyrus, through the cerebellum, and out of the spinal cord through the ventral roots toward a skeletal muscle. The somatic motor nervous can also act involuntarily in many instances (C). In a reflex, the stimulated sensory receptor is directly connected to a motor neuron. In the example shown below, the response to the stimulus is always the same; the spinal cord cannot modify the output. Notice that the sensory input is sent to the cerebrum. Why? Why do we have reflexes? Why do physicians test out reflexes?





- II. Activity: We will test the ability of each student to catch a falling meter stick. The unit of measurement will be centimeters (cm). We will note each test subject's age, sex, caffeine usage and athletic ability. And we will use all data from the class to draw conclusions. We will test four hypotheses:
- H1: A person's sex influences her/his ability to catch the stick quickly because the nervous systems of men and women are different.
 - H2: A person's age influences her/his ability to catch the stick quickly because aging affects the nervous system.
 - H3: A drug like caffeine can change how our nervous system works.
 - H4: Athletic condition can change how our nervous system works.
 - We will randomly assign you a student number without exposure of your name.

III. Critical Thinking Questions:

- (1) What is/are the INDEPENDENT VARIABLE(S)?
- (2) What is/are the DEPENDENT VARIABLE(S)?
- (3) Why is having one tester for everyone better than having multiple testers?
- (4) Why might a machine be better than a human at administering this test?
- (5) Why are the data from the second test possibly more reliable than the data from the first test?
- (6) What is the main problem with the meter stick drop test? How could we make the experiment better?
- (7) Is the Meter Stick Drop an example of a reflex? Explain.



IV. Quantitative Measure:

Student #	cm	M or F	Year	Caffeine 0, 1 or 2	Athletic 0, 1 or 2
#1					
#2					
#3					
#4					
#5					
#6					
#7					
#8					
#9					
#10					
#11					
#12					
#14					
#15					
#16					
#17					
#18					
#19					
#20					
#21					
#22					
#23					
#24					

You need to calculate the averages for:

Males _____ vs. Females _____

Caffeine 0 _____ 1 _____ 2 _____

Athletic 0 _____ 1 _____ 2 _____

and note if older people tend to be higher or lower than younger people.



BIOL 154 Sample Assessment

BIOL 154, Introductory Anatomy and Physiology
(A Rubric for Assessment of the Essential Skill)

Category	Excellent 1.5 pt	Good/Acceptable 1 pt	Fair 0.5 pt	Unsatisfactory 0
1. Clearly classify a nervous case into particular branch of nervous system.	Able to demonstrate an understanding of concepts to different braches of nervous system	Able to make broad distinctions between braches of nervous system	Able to identify models of nervous system with reference to textbook or instructor's power point instruction	Inability to articulate distinctions in nervous system and without any reading of textbook
2. Reading article and lab information and correctly analyze and determine dependent and independent variables in the scientific study.	Has a clear command of reading process & critical thinking to determine lab data to make correct conclusion.	Can identify areas of concept example and make conclusion with reference to the reading of article.	Can work backwards by describing the instructor's lecturing, but cannot clearly reference these to the reading of article.	Little understanding of article and unable to conceptualize to conceptualize inquiry.
3. Correctly answer >80% of the critical thinking questions. Ability to quantitatively measure and test the subjects of age, sex, caffeine usage, athletic ability to draw conclusion.	Demonstrate how to analyze and practices of inquiry & synthesize issue, questions and sequences in conclusion of assignment. Able to answer questions and test the subjects.	Show understanding of the practices that are related to models of nervous system by interpreting assignment.	Display a basic knowledge of analytic ability but unclear to draw conclusion.	Unable to discuss, analyze, and express how the conclusion can be made.
4. Attend & participate in team activities. Ability to provide accurate information for group discussion according to the given format	Contribution to group discussion significantly with a demonstrable integration of the assignment.	Consistent preparation of discussion questions from article and course materials.	Sporadic reading. Inability to link article and concepts in class with discussion.	Consistent lack of preparedness and didn't participate in class discussion.
5. Ethical reasoning and professional behavior	Strong ability to integrates ethical questions into the intellectual work required in the course and always show a professional skills in team-work activities	Always show good professional ethics and behavior.	Display a basic fair behavior but slowly to develop personal and social responsibility	Consistent lack of personal & social responsibility.
Total Points				

Benefits of Physical Activity Presentation: Exercise is Medicine

For State Use

For this group assignment you will be assigned to a group of 4 or 5 students. These assignments are determined by the instructor so that you can learn to work with individuals with various backgrounds and personalities (Communication). This will help you collaborate with different students and work on teamwork. You will be assigned a specific area to focus your presentation on. You will then begin to look for current research on how physical activity can be used as medicine and improve health. Make sure to pay special attention to how ethnicity and socioeconomic status plays a role in maintaining a physically active life (Personal and Social Responsibilities). You should ensure that the research articles that are chosen to build your presentation come from reliable journals and have been through the peer-review process (Critical Thinking). Once you fully understand the scientific findings, you and your group will develop an 8-10 minute oral presentation to be delivered to the class (Communication). Your presentation should critically evaluate not only the benefits of physical activity to the general population but what special benefits of exercise apply to the assigned content area (Critical Thinking). For example, if you were given the assignment of Parkinson's disease, your presentation should explain what Parkinson's is and how it negatively affects the day to day life of the individual. You should then present research on how physical activity has been found to benefit individuals with the diseases or other abnormalities. You must be specific in your presentation. You must evaluate and synthesize the current literature to discuss how much exercise is needed to see health improvements (Critical Thinking and Personal and Social Responsibility).

Areas that may be assigned (this list is not comprehensive) are the benefits of physical activity on:

- Fall risk prevention
- Parkinson's disease
- Depression
- Cardiovascular diseases
- Autism spectrum disorder
- Children health and development
- Sleep
- Anxiety
- Cancer
- Blood pressure and cholesterol
- Pregnancy

All group members should present and research equally. Please come see the professor if you have any questions.

The rubric used for grading your paper will be as follows.

Oral Presentation Skills	2	4	6	8	10
	Presentation greatly lacked clarity, work distribution was unequal, and large errors were present.	Presentation greatly lacked clarity, work distribution was unequal, and/or large errors were present.	Presentation lacked some clarity, work distribution, or minor errors were present.	Presentation may have lacked some clarity, work distribution, or minor errors were present.	Clear and Concise presentation with little to no errors. All members contributed equally.
Scientific Content and Resources	2	4	6	8	10
	Use of research was absent.	Research article were rarely used and not cited or cited improperly.	Research article were used and were cited throughout.	Good use of research article that were properly cited throughout.	Exceptional use of research articles that were properly cited throughout.
Description of Assigned Area	0	0	1	2	3
		No explanation of the content area.	Major errors in the explanation of the content area.	Minor errors in the explanation of the content area.	Correct explanation of the content area.
Description of ACSM guidelines on Exercise	0	0	1	2	3
		No explanation of the guidelines.	Major errors in the explanation of the guidelines.	Minor errors in the explanation of the guidelines.	Correct explanation of the guidelines.
Explanation of Physical Activity on Assigned Area	5	10	14	17	20
	Significantly lacked knowledge on the effects of physical activity. Information failed to help class understanding.	Lacked knowledge on the effects of physical activity. Information helped in class understanding but missed many key points.	Demonstrates some knowledge on the effects of physical activity. Information helped in class understanding but missed many key points.	Demonstrates some knowledge on the effects of physical activity. Information helped in class understanding but missed some key points.	Clearly states current knowledge on the effect of physical activity. Information was informative and thought provoking.
Explanation of What is not Known and/or Researched	0	1	2	3	4
	No mentions of future directions or current limitations.	Mentions some limitations but no information about future directions.	Acknowledged our knowledge base is still limited.	Attempt at describing work needed.	Clear description of work needed to be done.

The "Aliens" assignment is a timed group assignment that I usually give to the students early in the semester. Not only is it a great "ice-breaker," it is an unusual and fun way for the students to learn to communicate.

- As a timed group assignment, students must quickly identify and development their own communication skills within a larger group. They must decide where they belong within the group and then develop a strategy to make their opinion heard and to help the group move ahead in order to complete the assignment.

- Students are asked to develop an entirely new form of communication and to then to evaluate the messages they think are important to send and to receive in that new language.

- In the fine arts rubric the students must be creative as a group and quickly develop a song and dance number they can all learn and present.

- Students must learn to improvise as a group as they work through an "interpreter" in the question and answer session.

- * The assignment gives the student a chance to perform early in the acting class in a low stress group environment.

ALIENS!

YOU have been chosen as goodwill mabassadors from an alien planet to present an informative performance to a visiting politician from the planet Earth. Here is the information that must be included in your performace:

- (1) Name of your planet.
- (2) Name of your aliens.
- (3) Your own unique way of communicating (does not have to be through language!)
- (4) An opening address to welcome your visitor.
- (5) 2-3 pieces of information (lessons, facts) that will educate your visitor.
- (6) A musical number that will entertain your visitor.
- (7) The presentation of a gift for your visitor.
- (8) An English interpreter for a brief Q & A session with your visitor.

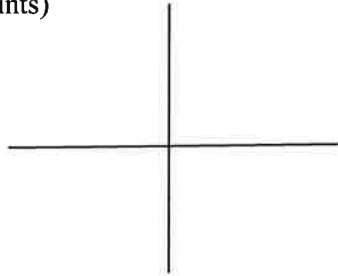
Be creative, have fun! Don't get stuck in talking about or arguing with; get busy DOING. Think outside the box and work as a team to acomplish all of the above tasks. You will have approximately 30 minutes to plan, create, rehearse, edit, and finalize your presentation. Your time begins NOW.



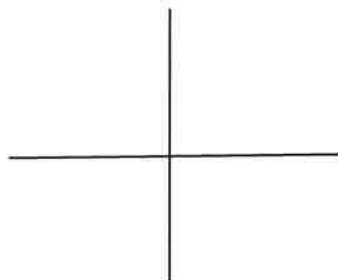
ENGR100	FA 19
A9 Addition of Vectors	Assigned: 10/7/19 or 10/8/19
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Be able to draw a Vector given the description. 2. Use Vector components to solve for the force resultants magnitude and direction 3. Use law of sines and cosines to solve for the force resultants magnitude and direction 4. Write a MATLAB script to compute the addition of vectors <p>Evaluation – Completed problems listed below</p> <p>Evaluation of Assessment – Points - Grade x/35</p>	<p>Due 10/14 or 10/15/19 Submit through Canvas by 11:59</p> <p>Submit <u>ONE</u> pdf file online for problems 1-4</p> <p>Problem 5 complete and submit the .m file</p>

Use Engineering Format for problems 1-4

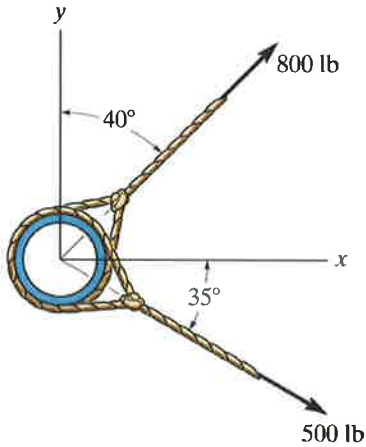
1. A force is a Vector and we know that it shows magnitude and directions. Please draw the vector given the following information: A Vector is shown with a magnitude of 13 N at an angle of 20° CCW from the Positive X- axis (2.5 points)



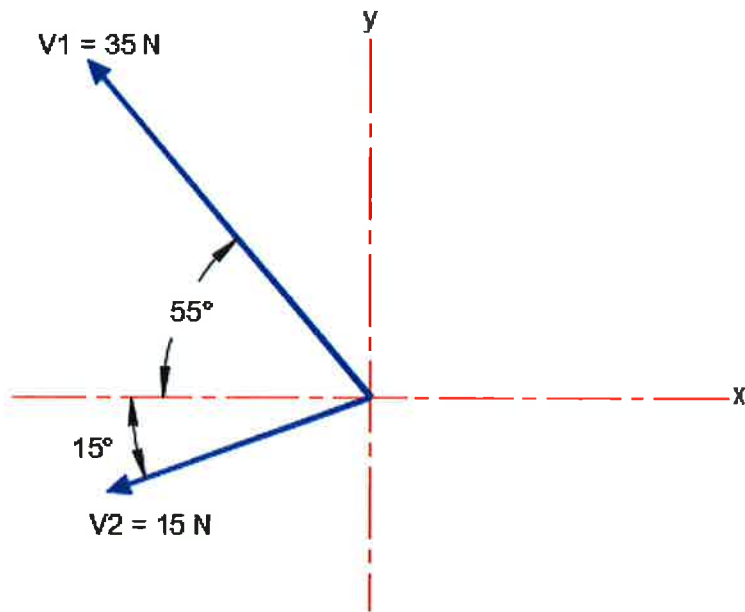
2. Please draw the vector given the following information: A Vector is shown with a magnitude of 20 N at an angle of 35° CCW from the negative x – axis (2.5 points)



3. On the figure below. Please calculate the x and y components for each vector, the resultant force, and the direction of the resultant force measured CCW from the +x-axis. Please show all work for full credit (Engineering Format). Analyzing your answers, do these values seem valid, why or why not? (10 points)



4. On the figure below compute the Resultant vector and the direction measured ccw from the positive x-axis. Analyzing your answers, do these values seem valid, why or why not? (10 points)



5. Complete the following in MATLAB. (15 points)

1. Write a script that gives user input that will add two vectors and give the output of the following:
 - a. x and y components for each vector
 - b. resultant force
 - c. direction of the resultant force measured CCW from the +x-axis.
 - d. Use the fprintf for all outputs.

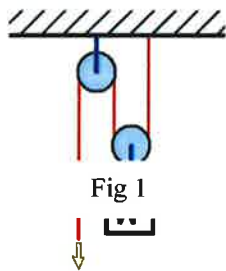
After completing your script, enter the values in problems three and four to check your answers. If the answers are not the same, please check your computations as well as the script.

ENGR100 Fa 19 Pulley Design Project	
<p>Objective</p> <p>Students will use the Engineering Design Process to complete the project.</p> <p>Students will calculate mechanical advantage, work completed, and distance of rope to lift an object using a pulley system.</p> <p>Students will build and analyze results with initial computations</p> <p>Students will utilize group work to learn important team building skills</p>	<p>Project #2 – Pulley and Levers Activity</p>
<p>Evaluation – Students will design, draw, build a pulley system, test their assumptions, and analyze their findings through a writing component</p>	
<p>Evaluation of Assessment –Design, build, analyze, group work Points - Grade x/100</p>	

The goals of this project are to design, analyze, build, and validate – through measurements – a number of levers configuration and a pulley system. Use the Engineering Design Process to help you with this project.

Pulley System

Part 1. Design a pulley lifting system that will lift an object that has a mechanical advantage greater than 1. The equipment available to you is shown on page two. The A-frame (to attach the pulley system) will already be set up when you arrive to class. Holes are predrilled in the beam. One design will not be judged better than another, but any design must have a mechanical advantage. This means that the force applied to the end of the rope to raise the weight must be less than the weight being lifted. There is more than one solution using a system utilizing three pulleys



Part 2 Drawing your system prior to class on April 3 or 4. Please have dimensions, and free-body-diagrams for each pulley in the system. Prior to arrival for testing and analyzing on April 3 or 4 is to design, draw and analyze your system. Your design can be presented as a hand drawn sketch, but neatness and clarity will be judged. Each student will have a drawing of the pulley system. If you are handy with Google SketchUp (a free version is available online) you may use it. If you have another drawing program you like, feel free to use it. An example for two pulleys is shown in Fig. 1. Think of the EDP as you get started with this project. As part of your analysis you must predict the force on each segment of the rope and hangers in terms of the weight being lifted. Assume a weight of 20 N. This is to be completed prior to the day of testing.

1. You will need to draw a Free body diagram of your pulley system. Consider using subscripts such as F_1, F_2, F_3, \dots
2. Determine what distance you must pull the rope to lift the weight one unit of length. This is essentially a ratio so no units are needed.
3. Finally, estimate the work required to lift the weight a unit height. This can be in terms of W . In class we will have to work with dimensions so be prepared to convert between English units: lbf, lbm, and feet (inches too); and SI units: Newtons, kg, and meters (cm too)

Part 3 Build: What you have in your drawing is what you will build in class on April 3rd or 4th. Be prepared to carry this out quickly, but carefully so that there will be plenty of time for measuring and investigating.

1. Use your drawing to build your system. After building you will need complete the measurements of:
 - a. Weigh the Object to be lifted
 - b. Then use the table to complete the remainder of your measurements.

	Measured		
	Force to pull on rope to lift object	Distance of rope to raise weight 6"	Mech Adv
Person 1			
Person 2			
Person 3			
Person 4			

When you arrive to class on (dates) ***In the courtyard that is surrounded by EC 1,2 and 3*** you will show your instructor/mentor your drawing of the system you and your group came up with. The instructor/mentor will sign off on the completed drawing so that you can build/and complete your measurements. **No signature, no points for part two. Each student should have the drawing in their possession. You will not be able to build if you don't have a drawing at the start of class.**

When you build, you will record all data in tabular form. **Each member of the team is to make each measurement at least once.** All measurements should be recorded. These measurement may vary somewhat from person to person. This is the nature of measuring things. You can use your data to find an average and a standard deviation. The standard deviation is a quantitative indication of measurement error. (Please note that everyone will turn in computations and recording of measurements.

When you are done, disassemble your pulley system and put all the components back in the bag. Take pictures of you building and working with the pulley system for your answers in Part 3.

Components available for your design. Some elements are for measurement.

1. 3 identical pulleys
2. 3 each 1/4" snap hook
3. One weight (when finished you may trade with another group to try a different weight)
4. Low stretch rope (chord).
5. Spring scale (sometimes called a fish scale).
6. Meter or yard stick.



Writing assessment: The final portion of this project is to compare your predictions/Calculations to your results. How close were your predictions? Were differences due to measurement error alone, or is there a problem with your predictions. If the later, what do you think you could improve on? Did you make assumptions that might not have been warranted? Analyze the calculations, do they make sense? Your audience will be me in the writing assignment

Project #2 Pulley system Scoring

Pulley System

1. Design of the Pulley System. Including a sketch (neatness counts) – (25 points)
2. Calculations/Predictions – (25 points)
 - a. Force applied to raise the weight (assume weight is 20N)
 - b. Distance needed to raise the weight 6 inches off the ground.
 - c. Mechanical Advantage
3. Build and complete measurements in class (20 points)

Each team member will receive the same points for part 2 unless the group convinces the instructor to do otherwise. (Again make sure that everyone has the sketches, all calculations and turn in your report) Please turn in a peer evaluation as well. Please make sure this is all organized into one pdf and submitted through Canvas.

Writing Assessment

See Rubric Next Page

Each section is worth up to 5 points for a total of 20 points

Deliverables

1. Dates – Drawing of Pulley System and Label the Levers on Page 3 at time of class when we build
2. April 12 - Written paper
 - a. Including Calculations of Pulley System and Levers
 - b. Include the Drawing of the Pulley system and the annotated levers.
 - c. Write the paper, and make sure that you put all calculations in an appendix so that you can refer to them in your writing.

Peer Evaluation – 10 points

Peer Evaluation is loaded in Canvas and will be completed and attached to your writing component.

COEngr Writing Rubric – Sophomore Level

	-1- <i>Does Not Meet Expectations</i> “Lack of Data”	-2- <i>Needs Improvement</i> “Data Dump”	-3- <i>Adequate</i> “Partial Synthesis”	-4- <i>Meets Expectations</i> “Full Synthesis”
DOCUMENT CONTAINS EVIDENCE OF APPROPRIATE IDENTIFICATION OF KEY ISSUES/CONCERNS AND RELEVANT AUDIENCE, EFFECTIVE USE OF DISCIPLINARY THINKING PROCESSES, AND CAREFUL CONSIDERATION OF THE PROPOSED SOLUTION(S).				
<u>Understanding of the Problem</u> Does the response accurately demonstrate a clear understanding of the problem to be solved?	The response demonstrates no understanding of the problem. <input type="checkbox"/>	The response identifies the problems but does not demonstrate an understanding of the problem. <input type="checkbox"/>	The response identifies the problem and demonstrates some understanding. <input type="checkbox"/>	The response identifies the problem and demonstrates understanding. <input type="checkbox"/>
<u>Quality of Solution</u> Does the response restate the problem clearly and offer an effective solution?	The response neither identifies the problem nor proposes a solution. <input type="checkbox"/>	The response identifies the problem and proposes a workable solution but the relation between problem and solution are unclear. <input type="checkbox"/>	The response describes the nature of the problem to be solved, proposes a solution and provides some textual and/or graphical evidence that supports the proposed solution. <input type="checkbox"/>	The response describes the problem clearly, provides a workable solution, and uses text and graphics to provide a convincing argument to adopt the proposed solution. <input type="checkbox"/>
DOCUMENT IS APPROPRIATELY ORGANIZED AND FORMATTED; USES EFFECTIVE LANGUAGE; COMMUNICATES KNOWLEDGE, DEPTH OF UNDERSTANDING, AND OFFERS A COMPREHENSIVE SOLUTION TO THE STATED PROBLEM.				
<u>Organization and Focus</u> Is the document’s organization effective? <ul style="list-style-type: none"> • Relevant information included properly • Analysis and solution sequenced • Description and solution are effective 	<ul style="list-style-type: none"> ▪ There appears to be no organization of the document’s contents. ▪ Information is insufficient, not well developed, and is oftentimes irrelevant. <input type="checkbox"/> 	<ul style="list-style-type: none"> ▪ The document reflects minimal organizing strategies such as headings, sections, and appropriate sequencing of information. ▪ Information is sometimes insufficient, poorly developed, or irrelevant. <input type="checkbox"/> 	<ul style="list-style-type: none"> ▪ The document is well organized using strategies such as headings, sections, and effective sequencing of information. ▪ Information is mostly sufficient, well developed, and relevant. <input type="checkbox"/> 	<ul style="list-style-type: none"> ▪ The document is effectively organized, engaging, and easily followed. ▪ Information is sufficient, well developed, and relevant. <input type="checkbox"/>
<u>Clarity and Coherence</u> Is the document clear, direct, and effective?	Document lacks consistent format making the response difficult to read and understand <input type="checkbox"/>	The document contains numerous distractions that appear in: <ul style="list-style-type: none"> ▪ Development of thought ▪ Transitions between sections ▪ Graphical presentations ▪ Grammar/mechanics. <input type="checkbox"/> 	The document contains some distractions that appear in: <ul style="list-style-type: none"> • Development of thought • Transitions • Graphical presentations • Grammar/mechanics. <input type="checkbox"/> 	The document is clear and effective, evidenced by few or minor distractions in: <ul style="list-style-type: none"> ▪ Flow in thought ▪ Transitions ▪ Graphical presentations ▪ Grammar/mechanics. <input type="checkbox"/>
<u>Score</u>	0-2	3	4	5

SAMPLE ASSESSMENT

Midterm Exam

HON 210

The Present in the Past

Note: to write this exam you will want to think hard about definitions. What does "celebrity" mean? For whom?

Remember: use ONLY sources on our syllabus to answer the questions on this exam, including definitional/terminological questions.

Use Chicago-style citation and standard academic formal prose format (introduction, containing a thesis; body, proving out your thesis with reference to evidence; conclusion). For help with Chicago-style citation, see the Chicago/History links at this page:

<http://lib.nmsu.edu/plagiarism/howtocite.shtml> (this site is generally very helpful about citation!)

Please write all your answers in formal prose (i.e., paragraphs; no bullet points or lists, no chatty or conversational phrasing).

Essay Question: Please write on **ONE of the following questions**. This essay should be at least five full pages. Use at least three of our course readings in developing your answer. You might also want to think about including particular case studies (country, nationality) to help fully explicate your point. Don't hesitate to get in touch if I can help explain anything: aorzoff@nmsu.edu.

1. The earliest European celebrities were male and associated with the realm of high culture: the poet Lord Byron, the composer Ludwig von Beethoven. How and why did the nature of celebrity change by the time the actress Sarah Bernhardt became the world's most infamous woman?
2. How was the development of celebrity associated with the growth of mass media in Europe and the United States?

SAMPLE ASSESSMENT

Midterm Exam

HON 211

Democracies, Despots, and Daily Life

Note: to write this exam you will want to think hard about definitions.

Remember: use ONLY sources on our syllabus to answer the questions on this exam, including definitional/terminological questions.

Use Chicago-style citation and standard academic formal prose format (introduction, containing a thesis; body, proving out your thesis with reference to evidence; conclusion). For help with Chicago-style citation, see the Chicago/History links at this page:

<http://lib.nmsu.edu/plagiarism/howtocite.shtml> (this site is generally very helpful about citation!)

Please write all your answers in formal prose (i.e., paragraphs; no bullet points or lists, no chatty or conversational phrasing).

Essay Question: Please write on ONE of the following questions. This essay should be at least five full pages. Use at least three of our course readings in developing your answer. You might also want to think about including particular case studies (country, nationality) to help fully explicate your point. Don't hesitate to get in touch if I can help explain anything: aorzoff@nmsu.edu.

In what ways did the Paris Peace Treaties transform the question of "minorities" in Europe?

How did fascism and communism redefine the minority question in Europe?

In completing this assignment, students demonstrate skills in:

- **Communication.** Students present an original argument effectively and appropriately for an audience, employ useful rhetorical strategies and build upon successful evaluation of secondary sources
- **Critical Thinking.** Students identify pressing issues and problems related to our topic and evaluate and synthesize sources effectively
- **Personal & Social Responsibility.** Students demonstrate intercultural reasoning and intercultural competence. Students employ collaboration skills and reflect constructively on the teamwork experience.

Honors 231G. Shakespeare on Film
Class Presentation Assignment: “Shakespeare on Film Mini-Conference”
Wednesday, December 11, 2019, 10:30-12:30

During the last week of class we will hold a “Shakespeare on Film Mini-Conference,” with students presenting the findings of their independent research on a topic related to the course material. This is your opportunity to delve deeply into a topic that interests you particularly. Class presentations should be 7-10 minutes long and designed to communicate effectively to the class. Presentations must be accompanied by a visual aid that shows attention to elements of design. Presenters submit a copy of detailed presentation notes and their Works Cited to the instructor at the conference. Research topics are developed in consultation with the instructor. The Class Presentation Assignment in total counts for **10%** of the final grade. This project is completed in three stages:

Stage 1: Class Presentation Proposal (1-2pp, due 10/28-10/30 in conference)

After reading the Class Presentation Assignment at full, discuss your proposed research topic in 1-2 pages. Provide as much detail as possible at this stage, including answers to all of the following questions:

- 1) What area of inquiry would you like to explore?
- 2) What primary texts (including works of art and architecture) we have studied will be illuminated by this research?
- 3) What might be the significance of your topic for understanding some aspect of Renaissance thought or experience?
- 4) How do you plan to find reliable and authoritative sources on this topic (see “Note on Eligible Research Sources” in the Syllabus)?
- 5) What challenges, if any, might you anticipate in pursuing this topic?

As part of this discussion, summarize in a few sentences *one scholarly secondary source* you have already read and found useful. Provide a complete citation for this source in APA or MLA format and make sure to put any phrases found there in quotation marks. The Class Presentation Proposal is due in one-on-one conference with the instructor.

Stage 2: Working Bibliography (2 pages, due Friday, 11/22, via Canvas)

The Working Bibliography should summarize the argument of *three additional* research sources you have read in approximately ½-page each, making note of any points of particular utility for your presentation and identifying weak and strong arguments. Each entry should be headed by a complete citation of the source in APA and MLA format. Any phrases repeated from the source should appear in quotation marks with the page number in a parenthetical citation—e.g., (Kantorowicz 220) in MLA. The bulk of the summary should be devoted to explaining the source’s findings or argument in your own language. It must also include 1-2 sentences addressing what factors establish the reliability and authority of the source, and what, if any, factors might call its authority into question (including whether the source is peer-reviewed, whether it was written for a popular or scholarly audience, whether it is found in the EBSCO database, and whether it cites sources for major claims). Your writing can be relatively informal for this assignment, but please use complete sentences. Use the Working Bibliography as a tool to help you develop a stronger presentation.

Stage 3: Class Presentation for “World of the Renaissance Mini-Conference” (7-10 mins.)

Students will present the findings of their independent research in our class “Shakespeare on Film Mini-Conference” during exam week. The presentation should be organized to communicate your research topic, process of inquiry, and conclusions effectively to the class; please also practice and time it in advance. Rather than merely summarizing what you have found, synthesize ideas and draw reasonable conclusions to propose an answer to your motivating research question. Your conclusions should be based on consultation of at least 4 scholarly research sources, listed appropriately in a Works Cited; these will typically be those summarized earlier in the Working Bibliography and Proposal assignments. Your presentation should be given from detailed notes or an outline and accompanied by a visual aid such as a Prezi, Powerpoint, website, or handout that shows attention to elements of design. Visual aids making use of the projector (via flashdrive or web link) should be tested prior to class to foresee any tech problems.

Based on topics, presenters will be organized into panels of 3-4 students. Panelists coordinate their presentations in advance to emphasize connections across their topics and decide the panel order. Individual class presentations should take 7-10 minutes, with 5 additional minutes set aside for Q & A following each panel.

Along with their presentation, students will turn in to the instructor:

- Detailed notes or outline
- Visual aid showing attention to elements of design (hard copy or electronic)
- Works Cited listing at least 4 sources in APA or MLA format
- Paragraph reflecting on the experience of forming a panel with classmates, with at least one strategy or suggestion for strong collaboration (can be emailed later in the day but must be submitted the same day)

Note on Eligible Research Sources: Scholarly secondary sources are written by experts in the field, typically university scholars, and anonymously peer-reviewed by other experts, meaning that they are subjected to rigorous quality and accuracy controls. They are ordinarily articles, books, or book chapters, and should be as recent as possible, ideally no more than 20 years old. Please consult me before including a secondary source written prior to 1980. The WWW at large is not a well-regarded source of scholarly commentary; a thin slice of what is published there is subjected to peer-review or fact checking. The internet hosts a deluge of inaccurate information about the Renaissance. You will need to consult library resources—books and articles—in your research. However, you will find article databases accessible from the NMSU library website to be useful: see <http://lib.nmsu.edu/article.shtml> (Links to an external site.)Links to an external site.. From the NMSU library articles page you will want to access the MLA database for scholarship on literature and a database such as Academic Search Complete for topics in history, art, and science. Also accessible from the NMSU library articles page, the *Oxford English Dictionary* will help you figure out what both strange and deceptively familiar English words actually meant in the early modern period, and JSTOR contains a limited number of full-text articles, although for the most recent scholarship you will need to go to the library. The most common form of plagiarism is also via the internet; for these reasons, *do not use the internet to write or research for this course other than scholarly webpages we discuss in class or directly accessible from the NMSU Library homepage*. Plagiarized work will constitute grounds for failure of the course. (See “Plagiarism” in the Syllabus.)

Grading Rubric for Class Presentation Proposal (20 points)

Criteria	Points Possible	Points Earned
Formulates a research problem question effectively and clearly, providing sufficient detail and context to position the proposer as developing authority on the topic; demonstrates critical thinking; addresses what primary texts or course topics will be illuminated by the research and its significance for understanding an aspect of the Renaissance (questions 1-3 in assignment)	5	___/5
Summarizes one research source already consulted in a few sentences; demonstrates effective use of library resources; discusses how eligible research sources will be located and evaluated for reliability and authority (question 4 in assignment)	5	___/5
Executes assignment thoroughly, filling 1-2 pages with substantive discussion of the topic; avoids mere repetition--each sentence contributes something meaningful and distinct	5	___/5

Conforms to the expectations of academic writing: writing is clear, grammatical, and punctuated correctly. Cites all sources appropriately in MLA or APA format, including full citation for summarized source; provides citations with page numbers for any quotations	5	<u> </u> 5
Total Points Earned		<u> </u> 20

Grading Rubric for Working Bibliography (30 points)

Criteria	Points Possible	Points Earned
Summarizes arguments of 3 additional relevant and scholarly research sources effectively and in appropriate detail (5 points ea.); identifies a range of scholarly approaches to the topic; summarizes identifies weak and strong arguments and particular points for use in the presentation	15	<u> </u> 15
Demonstrates effective research and critical thinking skills in locating eligible scholarly sources and evaluating the validity of sources; addresses the reliability and authority of each source, and what, if any, factors might call its authority into question	5	<u> </u> 5
Executes assignment thoroughly, filling 2 pages with substantive summaries of approx. ½ page each; avoids mere repetition--each sentence contributes something meaningful and distinct	5	<u> </u> 5
Writing is clear, grammatical, and punctuated correctly. Attributes and cites all sources appropriately in MLA or APA format, including full citation for summarized source; provides citations with page numbers for any quotations	5	<u> </u> 5
Total Points Earned		<u> </u> 30

Grading Rubric for Class Presentation at Mini-Conference (50 points)

Criteria	Points Possible	Points Earned
Condenses and communicates research findings effectively for the audience; provides a thorough overview of the inquiry; demonstrates secondary research going beyond prior class discussion and successful evaluation of the source reliability; draws on multiple authoritative sources shared in the Works Cited	30	<u> </u> 50
Demonstrates critical thinking: synthesizes ideas and draws reasonable conclusions rather than merely summarizing sources one by one; organizes information logically, and makes presentation structure clear to audience	5	<u> </u> 50
Includes visual aid that facilitates communication of information to audience; visual aid demonstrates attention to elements of design.	5	<u> </u> 50
Demonstrates effective teamwork in panel organization; engages audience and addresses questions effectively	5	<u> </u> 50
Follows instructions, including target time and submission of notes, Works Cited, and self-reflection on panel process with suggestion for improvement; attributes sources clearly and correctly according to MLA or APA protocols	5	<u> </u> 50
Total Points Earned		<u> </u> 50
Cumulative grade for all components of Class Presentation Assignment		<u> </u>

Overall Comments:		100
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READER REACTION ASSIGNMENTS

I have several learning objectives for you this semester, beyond developing an appreciation of the world of Celtic Literature. I hope this class will improve your skills in writing clearly, critically evaluating things that you read, composing arguments or positions on issues, and orally articulating your ideas. In order to enhance these skills, I am assigning you four short papers (2-3 pages) that you will write in response to one or more of the assigned readings.

It is up to you to pick which reading assignments you would like to write about, but there are a few ground rules:

- You must turn in the paper on the day of the class when the reading assignment is due. For example, if you choose to write about “The Voyage of Bran”, the reader reaction paper is due on the day we discuss that topic. I want you to turn in the papers *before* the class discusses the reading assignments, so I hear your ideas and not a composite of those of your classmates. Papers turned in after the date of the assigned readings will receive no credit.
- You must turn in 4 papers over the course of the semester, and I don't want to receive a huge rush at the end of the semester, I want them spaced fairly evenly. This will permit me to grade them and return them to you in a timely fashion. In addition, I assume that your papers later in the semester will demonstrate more background knowledge and expertise, so I believe these papers will become easier to write over the course of the semester. You should turn in one paper in each of these time periods, and the absolutely last dates for submission of reader reactions are:

paper 1 - September 1
paper 2 – September 22
paper 3 - October 20
paper 4 – November 3

In your paper you should first *briefly* summarize the authors' work, and then begin an analysis. You should identify important contributions or significant limitations in the author's work, and make comparisons to others' work that you have read previously. Try to be critical and evaluative in your writing, you are not just rehashing what the author has said, but rather you are trying to put their work in a broader context. When there are multiple readings assigned, your paper should discuss the intersections, complementarities, and contrasts in the articles you have read for that class period. Identify themes, ideas, or morality statements that have been expressed in this work, and discuss whether those themes are unique to this work, or reflect a common humanity. In what ways are these readings a product of their age, and in what ways are they expressing human universals?

Sample Assessment

Course: HON 272 - Humanities in the Twenty-First Century

Text for assignment: Martin E. P. Seligman, Authentic Happiness New York: Free Press, 2002.

Topic: Signature Strengths

- 1) Read chapters 8 and 9 on Strengths and Virtues (these two chapters constitute Part 11, "Strength and Virtue").
- 2) Read the twenty-four strengths the author present and complete the exercises within the chapters, taking care to analyze the facts you know about yourself before forming a judgment about your own core strengths.

Monitor your responses to the questions and bring your most unbiased analyses to measure the strengths of character that you self-consciously own and exercise on a near-daily basis.

Make a list of these signature strengths and in a sentence or two for each strength, indicate how you came to acknowledge that strength as yours. Also, give an example of how you think you exercise that strength.

This exercise is one in which you exercise **critical thinking**, by analyzing facts in order to form a conclusion.

Since this assignment deals with the recognition of core strengths, it is also an assignment pertaining to **Personal and Social Responsibility**.

Writing Assignment

5-Paragraph Essay

The purpose of this 5-paragraph writing assignment is two-fold:

1. Evaluate students' ability to effectively communicate scientific information according to specific standards.
2. Stimulate students' critical thinking skills using a scientific perspective.

Overview of Assignment

Topic: Bioethics - the study of controversial ethical topics and the moral judgments made as it relates to advancements in biology.

Controversial topics within biotechnology & genomics should be questioned and scientifically researched so justifiable moral and ethical decisions may be made.

1. **Select a bioethical topic.** Use a topic presented in chapter 13. Possible topics to research include cloning, genetic modification of bacteria & plants, genetically engineered foods, gene pharming, xenotransplantation, gene therapy, transgenic animals, selective breeding (e.g. "designer babies"), genetic screening, and genome projects. These are **broad** topics. *You may need to narrow your research and focus on a specific area within a topic to effectively discuss a bioethical issue within a 5-paragraph essay.*
2. **Research** the pros and cons of the selected topic using at least **three** credible scientific resources. Your textbook or on-line encyclopedias (e.g. Wikipedia) are not acceptable reference sources.
3. **Take either a *pro* or *con* position** based on your research. You must be able to support your stance (position) using a scientific approach from your resources. This is a position paper, not an opinion paper.

Deadline

This writing assignment is to be submitted electronically via Canvas "Assignments" on or before the deadline. **No late reports will be accepted for credit.**

Plagiarism

Viewpoints are personal and original, yet should be scientifically supported. To avoid plagiarism (e.g. offering the work of another as one's own without proper acknowledgment) refrain from using quotes, rephrase major ideas of others, and cite sources of information ***within the body*** of the writing assignment.

Turn-it-in.com will be used to evaluate originality. Plagiarized work will result in a "0" for the assignment and will be dealt with according to policies set by the Office of Vice President of Instruction.

INSTRUCTIONS

Best writing practices should be used for this assignment. Below are the criteria that will be used to evaluate your writing and critical thinking skills.

1. **Format:**

- Two-page, double-spaced typed 5-paragraph essay (excluding Reference page)
- Margins: 1 ½ inch left; 1 inch top, right, bottom
- Font type: Times New Roman
- Font size: 12 pt.

(NOTE: No cover page is needed).

3. **Organization:**

Title should be unique, snappy, and “interest-grabbing” to catch the reader’s attention and lead him/her into what the essay is about.

Introduction is a mini-outline for the essay and should grab the reader's attention. It tells the reader what the paper will address. The introduction should start with a general discussion of a bioethical issue and lead to a specific thesis statement. The thesis statement should convey in one or two sentences what your main body paragraphs will discuss.

Body contains three paragraphs with each containing at least four to five supporting sentences. Discussion within paragraphs should relate to the thesis statement.

- *First body Paragraph:* Address the **pros (benefits) of your selected bioethical issue**. Cite references within body.
- *Second Body Paragraph:* Address the **cons (moral and ethical dilemmas) of your selected bioethical issue**. Cite references within body.
- *Third Body Paragraph:* **Present your position (pro or con)**. Tell the reader why you're taking the position you have chosen and offer evidence supporting your stance. Avoid making any statements that lack obvious scientific support. Convince the reader why your position is better than the opposing viewpoint. Cite references within the body.

Summary restates in a powerful way the paper’s main ideas that were presented in the body paragraphs. This is the last chance you have to validate your position to the reader.

4. **References:**

Use APA format for reference page and citing sources within the paper.

Use and cite at least three **credible** scientific sources.

Reference APA Examples

eHow.com. (2010). *How to write a position paper*. Retrieved on-line June 14, 2010 from http://www.ehow.com/how_2106307_write-position-paper.html

Essay Writing Center. (n.d.). *5-paragraph essay*. Retrieved April 1, 2005 from <http://essayinfo.com/basics/introduction.php>

Mader, S. S. (2012). *Concepts of biology*. Boston, MA: McGraw-Hill

Washington State University. (2006). *WSU's critical and integrative thinking rubric*. Retrieved on-line June 14, 2010 from https://my.wsu.edu/portal/page?_pageid=177,276578&_dad=portal&_schema=PORTAL

There are a total of 100-points possible for this assignment. Adhere to the following rubric when writing your essay.

Communication

Format: (10 points possible) _____

- Submits typed two-page double-spaced essay (excluding Reference Page)
- Follows specific standards (e.g. correct margins, font type & style)

Organization: (15 points possible) _____

- Title plainly depicts the topic of the essay
- Introduction: Presents broad topic and narrows discussion within thesis statement
- Clearly contains three-body developed paragraphs that relates to thesis statement
- Summary effectively restates salient themes

References: (15 points possible) _____

- Reference page – list includes at least three credible sources
- All references are cited within body of paper
- APA format is used to cite and list resources.

Mechanics & Grammar (10 points possible) _____

- Syntax and grammatical errors are minimal
- Uses language that clearly and effectively communicates ideas
- Demonstrates command of language by appropriate use of transitions

Earned points _____
(50 points possible)

Critical Thinking

Introduction: (10 points possible) _____

- Presents the controversial topic with a clear sense of scope

Body Paragraphs:

First Paragraph: (10 points possible) _____

- Effectively addresses pro perspectives of controversial topic

Second Paragraph: (10 points possible) _____

- Effectively addresses con perspectives of controversial topic

Third Paragraph: (10 points possible) _____

- Clearly justifies own position
- Supports position using scientific information

Content: (10 points possible) _____

- Demonstrates a clear understanding of bioethical issue

Earned points _____
(50 points possible)

Interdisciplinary approach to the Creation of History

This semester we have been analyzing various “Old” and “New” world civilizations that just disappeared leaving behind physical archaeological evidence and/or methods of cultural transmission through the millennium. Some of these civilizations do not have any written writing or their writing is indecipherable to modern social scientists; some are only immortalized within history or other cultures through myths and legends with no hard physical remnants found so far.

We have not only completing a comparative analysis of these various civilizations, but also attempting to answer various questions of: how history is created and who decides; how does the studies of archaeology, anthropology, and history inform and influence each other; and how does myth creation relate to the creation of “fact-based” history?

Students will write **EIGHT to TEN FULL PAGES, double-spaced**, answering the questions:

- What is history and who decides?
- How does archaeology, anthropology, history, and myth creation inform and influence each other—how are they interrelated?

Students are required to utilize the course content covered during the semester and make **at least six specific course-related references** to support their positions. Students are required to make **at least two direct comparisons between the various civilizations** addressed during the semester to support their positions.

Students will have a **minimum of 10 sources** within a work cited section that does not count towards the final page number. **All citations must have full source information and not just the URLs. If only the URLs are given within the work cited, each source will be counted as a non-source citation.**

Students will have a minimum of **four in-text citations separate from the course-related references.**

ENGL 2660 World Literature 2
Final Essay Assignment
5-7 pages of text, MLA format

In order to encourage a deeper appreciation of the texts and ideas we are discussing in this class, you will write an essay focusing on a topic of your choosing from the texts that we have discussed thus far. This is your chance to explore an issue of interest to you in relation to specific course readings. This could be an idea that has come up for you in reflecting on one or more of these texts, or one that has come up in class discussion of the readings. The focus you choose must also highlight references or cultural themes in the texts which demonstrate how sustainability is dependent upon understanding and respecting the interconnectedness of the human and natural worlds and how the text(s) have stimulated you towards becoming a more conscious global citizen.

Your final paper will 1) state, explain, and elaborate on your thesis and how it relates to the texts you are discussing and 2) make an argument for why and how your thesis is truthful, meaningful, and valuable. **Note:** This paper is NOT a research paper, nor is it a summary or a book report. The paper does not involve reviewing and relating what scholars and others may have said about our readings. Nor does it involve investigating outside sources about the author's life circumstances. Your reflection on our texts should be in relation to the words on the page before you and how this has stimulated transformative growth in your own preconceived notions, perceptions, knowledge and experience.

We can think of a text as having a point or points of view. You are going to express what you think the text's point of view is regarding your focus or topic, or, what the text demonstrates in relation to your topic. You are going to "talk to" the text, interrogate it about that topic from your own, new point of view. You are not going to tell us what somebody else thinks the reading means, but what **you** think it means, why, and how that meaning impacts you. Whatever the issue, concept or idea you have chosen as your focus, the basis of your discussion in your paper should be 1) your examination of passages in the reading that relate to your focus, that is, to write about what the reading itself actually states, 2) your articulation of how you

understand those passages or concepts as expressed in the reading, and 3) your description and evaluation of the significance, as you see it, of what the text has to say in relation to your focus.

MLA Style

The final paper is a formal MLA essay: it must have a strong, unifying thesis and an argument that develops and supports that thesis. The title of your paper should provide a clue to your thesis; your essay title should **not** be the title of the text you are writing about—everything hangs on the thesis and your ability to build the argument to support it.

The essay should be five to seven pages (of text) long and should follow MLA format and documentation style, including a Work(s) Cited page. You are required to attend a tutoring session at the Writing Center at least once to discuss a draft of your paper. You are encouraged to visit the Writing Center multiple times, at any stage of the thinking/writing process. The rubric for grading your paper is being provided to you. Please consult the provided rubric carefully as you write your paper.

Usually there is no need to use secondary sources for this paper assignment. **If you do make any use of any other sources** (including dictionary definitions) besides your focus texts, **you must cite and document** these also on your Works Cited page.

World Literature

ENGL 2650

Final Term Assignment

Consider the readings we have done this term. Try to recall which ones spoke to you personally in a new and different manner. Then, from the list of World Literature Themes we used for class select one theme and one reading and then locate another reading that addresses the same theme. You may choose another piece of literature from the same author, the same country, or the same time period and examine the two texts in terms of the chosen theme. You may refer to the syllabus to review the texts we read this term.

Themes examined this term include

Sex/gender	Power	Suffering	Society and class
Identity	spirituality	Dissatisfaction	Isolation and solitude
Freedom and Confinement		Politics	

Your paper should

Provide an historical perspective of the time period of each/both pieces

Clearly identify and summarize how your chosen literary pieces correspond to the goings on in the world at the time or as reflected in today's time. Why do we continue to grapple with the same issues over the millennia?

Summary:

Length: 4 – 6 pages (4 *full* pages minimum)

12 pt font, Times New Roman or like font

A minimum of three direct quotes, cited in MLA style

A Works Cited section, also in MLA style

Standard heading

ENGL 2310: Introduction to Creative Writing.

Assignment: Persona (Voice) Assignment:

Write a poem, or short monologue in which you either create a fictional or historical persona (human, nonhuman, or inanimate, and not you), OR an ordinary person who makes fantastical claims about his/her role and influence in the universe

For examples and inspiration, return to Nikki Giovanni's "Ego-Tripping" (both written and recorded versions), Anne Sexton's "Her Kind", Lisa Jarnot's "Sea Lyrics", & poems by Tomaz Salamun & others discussed in class.

The poem invites you to extend your perspective beyond yourself—spatially, temporally, imaginatively. Feel free to let go of the confines of history and physics, or perhaps engage them—as Giovanni does by citing real events, while claiming responsibility for key geological and historical shifts in human history "I was born on the Congo...".

Use the occasion of this work to embody, explore and investigate another identity and sensibility. Let the details of the persona you choose guide your choices of language and form in the poem. What vocabulary, voice, rhythms, images and references will come from your persona? Make your poem 20 or more lines. See schedule for due date.

Addresses these Outcomes:

Communication

Critical Thinking

Personal and Social Responsibility

1. Participate in a constructive conversation and community about creative writing
2. Read and critically engage with a variety of texts
3. Compose creative works in various genres of creative writing
4. Provide respectful, honest, and critical feedback to peers about their work
5. Revise creative work based on peer feedback and critique
6. Develop thoughtful reflection on student's own writing and writing process
7. Evaluate and engage with publication process.

ENGL 2420: Picture Book Author/Subject Study (20%)

Requirements:

- 6 picture books either linked thematically or by author
- 2 scholarly sources that you cite/incorporate into the framework of your presentation and short paper (3 pages)
- 10 minute activity and a “pilon” (giveaway) for distribution (e.g. bookmark with top ten things we should remember about your presentation)
 - Get us invested in your research here – I want you to plan your activity using a lesson plan worksheet (I will give you more information in class.)

Identify a series of picture books by one author of Ethnic Literature for children or a subject of relevance to the study of Ethnic Literature for children and young adults. Your in-depth study of the author/subject must be supported by scholarly articles that address issues of literature, pedagogy or context that support your topic.

For example, if you chose the topic of “Hair” you might include the books: *Nappy Hair* by Carolivia Herron, *Cornrows* by Camille Yarbrough, *Pelitos* by Sandra Cisneros, *Kids Talk Hair: An Instruction Book for Grown-Ups & Kids* by Pamela Ferrell, and *Happy to Be Nappy* by bell hooks



Pick 1
Option

Option 1: Author (or illustrator) Study

An author study should provide biographical information about the author as well as a thematic discussion of the six picture books you choose. If you would like to choose an author who does not yet have six picture books published, then I would suggest choosing Option 2. You can choose a thematic subject, but you can highlight one author in the field. Creativity is important; what innovative activity can you demonstrate to make your author shine? Why should we know about this author’s books?

Read the center column for more info about how to prepare your presentation/activity.

The Activity

10 minute activity that engages audience members in activity that centers on author/subject. After the activity, we should be able to leave with a stronger connection to/sense of the author/subject you choose to study. You will not only be graded on content of the presentation, but you will be graded on the quality and style of your activity. After your activity, we should:

- Be able to articulate the importance of the subject you chose or be able to understand why the authors’ contributions to children’s literature is significant
- Feel excited about interacting with these texts and sharing the information we’ve learned
- Use concepts from your scholarly sources to help us gain an understanding of how they help us interact with your texts
- Leave with a new sense of connection to the literature – are we inspired by book joy?

As you get to work, think about:

- So, this is about providing content while also designing an activity to demonstrate the meaningfulness of your books.
- Use your time wisely, maybe use your first 5 minutes to present your topic, and then last 5 minutes to do activity. Remember to keep it simple, but sophisticated. Make a point.

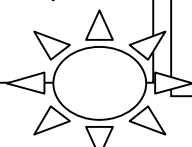
**DUE and In-Class Presentations:
April 16th and 18th
(We’ll draw numbers in class)**

Contact Dr. T if you have any questions.

Option 2: Subject Study

A subject study can be broadly or narrowly defined. You could choose to explore themes in African American children’s books generally, or you could choose a theme like “Hair” (see above example) that is more specific. Your activity should encourage participants to interact with your subject through dynamic activity. If you chose a theme of cooking in Ethnic Lit for kids, what activity could you come up with to connect the subject themes to the texts? Play-doh tamale-making? Writing stories on holy tortillas?

Read the center column for more info about how to prepare your presentation/activity.



CHIC 110 – Oral History Project

What is Oral History? (from <http://historymatters.gmu.edu/mse/oral/what.html>)

Oral History can be understood as a self-conscious, disciplined conversation between two people about some aspect of the past considered by them to be of historical significance and intentionally recorded for the record. Although the conversation takes the form of an interview, in which one person--the interviewer--asks questions of another person--variously referred to as the interviewee or narrator--oral history is, at its heart, a dialogue. The questions of the interviewer, deriving from a particular frame of reference or historical interest, elicit certain responses from the narrator, deriving from that person's frame of reference, that person's sense of what is important or what he or she thinks is important to tell the interviewer. The narrator's response in turn shapes the interviewer's subsequent questions, and on and on. . To quote Alessandro Portelli, one of oral history's most thoughtful practitioners, "Oral history . . . refers [to] what the source [i.e., the narrator] and the historian [i.e. the interviewer] do together at the moment of their encounter in the interview."

The best interviews have a measured, thinking-out-loud quality, as perceptive questions work and rework a particular topic, encouraging the narrator to remember details, seeking to clarify that which is muddled, making connections among seemingly disconnected recollections, challenging contradictions, evoking assessments of what it all meant then and what it means now. The best interviewers listen carefully between the lines of what is said for what the narrator is trying to get at and then have the presence of mind, sometimes the courage, to ask the hard questions. Yet all interviews are shaped by the context within which they are conducted [the purpose of the interview, the extent to which both interviewer and interviewee have prepared for it, their states of mind and physical condition, etc.] as well as the particular interpersonal dynamic between narrator and interviewer: an interview can be a history lecture, a confessional, a verbal sparring match, an exercise in nostalgia, or any other of the dozens of ways people talk about their experiences. Several years ago, for example, I interviewed a number of elderly Polish women who had worked in Baltimore's canneries as children. I too am of Polish descent and these women were similar in age and social position to my mother's older sisters. In interview after interview, as we talked about the narrator's life as an immigrant daughter and working-class wife, her experiences as a casual laborer in an industry notorious for low wages and unpleasant working conditions, the narrator would blurt out with great force, "You have no idea how hard we had it!," often rapping her finger on a table for emphasis. I had become a representative of the generation of the narrator's own children, who indeed have no idea how hard their parents and grandparents had it; what began as an interview thus became an impassioned conversation across the generations.

For the sake of our course, it is important that we understand how to talk to our elders and learn their stories and histories. For this project, you will learn interviewing skills, including how to create effective interview questions. Then you will put your new skills to work by interviewing a community member. You design a poster board presentation with major ideas and images from your interview. Many times when we are taught that "History" is outside of us, that we are not part of history as "common" people. This assignment is designed to get you all to engage with the true historians of our communities – the story holders!

We've discussed many ways of thinking about Chicana/o identity, culture, and community issues in class. This is about revealing that there are multiple perspectives to studying history (and learning, in general). Ask your elders about their ideas of success and ask for any *consejos* (pieces of advice) they may have for you as you pursue your college career and work to remain connected to your identity and culture.

Requirements for Oral History Assignment:

- Original interview with an Chicana or Chicano elder (aged 60 or up), ideally, or any person who can offer some knowledge about civil rights, social justice, traditions, or other community issues
- You must have an idea of who you are interviewing and a list of at least 5 questions prepared that you will ask. Please come prepared.
 - Ask biographical questions (who, what, when, where, etc.)
 - Ask open ended questions that allow your interviewee to direct conversation
 - Make sure to ask about the topic of your interview: Chicana/o identity, civil rights, social justice, cultural traditions, or other community issues. You might want to take some time to share with your interviewee what we've been discussing in class. It might help them to understand the nature of the assignment.
- Interviewer can choose the direction of the personal interview, BUT you must connect your questions to the concept of identity, culture, and/or history
- Presentation to document your interview – You can use a poster, Powerpoint, Prezi, etc.
 - Make sure to appropriately introduce your interviewee: what does s/he look like (respectfully), a short biography about where they were born, what they do, family, etc.
 - Make sure to use direct quotes from your interview, this may require that after you perform the interview that you transcribe it or re-write your notes
 - If you are going to record your interview, make sure to ask permission prior to going to the interview (comfort, respect, etc.)
 - Design, information, and creativity matter! Spend time on it!
 - You will present on March 20 or 22nd, 2017 in class
- Remember that an interview is based on the premise that you believe the person you are interviewing has something to teach you! Choose wisely and listen.

Your presentation should be no less than 5 slides but no more than 10 slides, and timed at 4-6 minutes. Practice your presentation and time yourself. Less than 4 minutes will be a deduction in points, but more than 6 minutes will also be deduction.

Oral History: Techniques and Questions

Creating a “Natural” Interview Setting

If visiting a relative or other person specifically for interview, take along home baked goodies, an artifact/object from the past or a picture that may be used during the pre-interview session as a lead to interview questions.

Use props whenever possible: Documents, letters and photo albums to stimulate memories.

Oral History Questioning Techniques

1. Ask evocative questions rather than those requiring only a yes or no answer.
2. There will be some information you will not get, some sensitive issue cannot be approached even when trust is developed. There may be some issues of gender or age that might make some issues sensitive. That's okay though, just expect it.
3. Take a low key approach. This helps ease both you and the informant into the interview role.
4. Show interest through body language but don't crowd your informant. Interject remarks to keep it

- comfortable, take part in the conversation but don't take over. Learn to be a good listener.
5. Know what questions you want to ask, but don't be afraid to let your informant go off on a tangent.
 - Getting back on track: "Before you told me about this or that we were talking about **so and so**. Can you tell me how **so and so** was affected when the model T became available?"
 6. If you need to write down questions, put them on note cards (one or two to each card).
 7. Use props whenever possible.
 8. Be sensitive to the needs of the informant. Older people may tire easily. Cut off interview at first sign of fatigue.
 9. Consider **Ethical Issues**:
 - Be honest about your intents.
 - Respect privacy and confidences.
 - Respect sensitive issues.
 - Don't make promises you can't keep.
 - Safeguard the relationship with your informant.
 - Remember, secret recordings violate your informant's right to know.
 - Let your informant see anything that will be published. Ask for permission to use tapes/photos to be displayed publicly.

Sample Oral History Questions

The most useful questions will be those that you develop through your knowledge of yourself and you family. For your initial efforts you may find the following list of questions helpful.

1. Please state your full name and present address.
2. Where and when were you born? How long have you lived at your present home? Where did you live as a child? What can you recall about your family home and neighborhood?
3. What do you know about your family surname? How did it originate? What does it mean? What are the traditional first or middle names in your family?
4. What was family life like when you were growing up? How did you celebrate holidays and special occasions? What are some of the traditions still carried on by your family?
5. What church did you attend when you were growing up? What activities were associated with church going? How has the church affected your life and the life of your family?
6. What did you do for a living? (Or what type of work did you do as a homemaker?) Has this type of work changed?
7. What were your favorite childhood games? Have sports changed much during your lifetime? What other entertainment have you enjoyed?
8. What effect did (Prohibition, The Depression, World War I, and World War II) have on your life?
9. What changes have you noticed during your life in such areas as fashion, morality and technology? How do you feel about these changes?
10. What "Words of Advice" would you like to pass on to future generations in your family?

Sample Objective Course Assessment to assess SLOs: ENGL 2560

- **Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.**
 - Accomplished with the variety of genres, historical contexts, and tribal expressions during the class that students will read and study. See required texts and the Sample Schedule for examples of assigned readings.
- **Identify the historical and cultural forces that have shaped Native American literature.**
 - Accomplished in Response Papers and the Final Project
- **Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature.**
 - Accomplished in Response Papers and Exams

Potential Exam Questions include:

Multiple Choice Questions:

1. **Which of the following would best describe the relationship between the Native Americans and animals?**
 - Bitter/Contentious
 - Dislike/Resentful
 - Respect/Admiration
 - Strangers
2. **Which tribe of the Iroquois nation wrote "The World on the Turtle's Back"?**
 - Onondaga
 - Cayuga
 - Oneida
 - Mohawk
3. **The practice of storytelling to pass a group's memories, histories, and stories from one generation to the next**
 - Creation Myth
 - Myth
 - Storytelling
 - Oral Tradition
4. **What is one thing most Native American cultures had in common with one another?**
 - Storytelling
 - Dance rituals
 - Battle cries
 - Tent making

5. Which of the following is NOT a description of a creation myth?
- Describes how the universe, earth, and life began
 - Explains the workings of the natural world
 - Supports and validates local laws
 - Guides people through the trials of living
6. From the myth *The World on the Turtle's Back*, what can you conclude about the relationship between the Onandaga and their natural environment?
- High respect/low connection
 - Low respect/low connection
 - High respect/High connection
 - Low respect/high connection
7. When the woman falls from the Sky-World, the actions of the animals show they...
- Do not care about others
 - Fear others
 - Depend on the help of others
 - Care about others
8. What does this creation myth explain about the Iroquois' dance rituals?
- Iroquois dance to worship the moon
 - People dance in the same direction as the sun
 - The muskrat created the first dance
 - Only twins are allowed in the dance
9. The arrows that the man brings to the girl represent
- The twins
 - Ocean waves
 - Fish and birds
 - A dance ritual
10. Define oral tradition.
- A. The passing on from one generation to another of songs, chants, proverbs, and other verbal compositions after it has been written down.
 - B. The telling of songs, chants, proverbs, and other verbal compositions to a single generation within and between non-literate cultures
 - C. The use of "like" or "as" to draw a comparison between two unlike things
 - D. The passing on from one generation (and/or locality) to another of songs, chants, proverbs, and other verbal compositions within and between non-literate cultures by word of mouth.
11. Define trickster tale.
- A. A recurrent thematic element in an artistic or literary work.
 - B. The struggle found in fiction
 - C. Giving human qualities to animals or objects
 - D. A story about a mischievous, supernatural being

12. What animal is personified as the trickster in the Winnebago tale?
- A. Bear
 - B. Coyote
 - C. Snake
 - D. Hare

13. What weapon does the trickster create in his first adventure?
- A. A flint knife
 - B. A bow and arrow
 - C. A slingshot
 - D. An axe

Matching or Short Answer Questions:

What are the four characteristics of a Native American myth?	Dialogue, Nature Reference, Super Natural Powers/ Gods, An Animal with human characteristics
What are the four functions of a myth?	To instill awe, to explain the world, to support customs, to guide people
Who created the first Native American literature?	Native Americans
How was Native American literature passed down from generation to generation?	Story telling and performances
How do Native Americans view their relationship with nature?	human beings have a kinship with animals, plants, the land, heavenly bodies, and the elements
How were some Native American cultures lost?	disease and violence of Europeans
How are Native Americans keeping their oral traditions alive today?	singing songs, telling stories, and writing in English
What are most modern Native American authors interested in writing about?	in the problems of harmonizing the old and the new
What is a simile?	A comparison using like or as

What is a metaphor?

A comparison that doesn't use like or as

Short Essay/Application Questions

What is Postcolonial theory? Apply the theory to two or three poems, identifying how these poems would be read with a postcolonial eye/lens.

Consider the (specific) author and poem you've studied. How does knowledge of the author, his/her tribe, and his/her time era help you understand or add to your understanding of the poem?

What are the differences between Zuni, Navajo, and Jicarilla-Apache Legends? Identify key features of legends as we studied them in class and compare at least one legend from each tribe to the others.

A symbol is "a device for evoking complex ideas without having to resort to painstaking explanations... It is also a person, object, image, word, or event that evokes a range of additional meaning beyond its literal significance." With this said, in the context of the poem, what is the symbolic value of "insert symbol" in line ? from, "Insert line."

Explain key differences between the Legend and Memoir

Potential Paper Topics:

1. For poetry analysis:

Basic Directions:

Title—Ponder the title before reading the poem

Paraphrase—Translate the poem into your own words

Connotation—Contemplate the poem for meaning beyond the literal

Attitude—Observe both the speaker and the poet attitude (tone)

Shifts—Note shifts in speaker and in attitudes

Title—Examine the title again, this time on an interpretive level

Theme-Determine what the poet is saying.

Once you have an understanding of the poem including the importance of the title and the characteristics of the author, write an explanation of the speaker's position, any title significance, and an overall statement of "meaning" as you determined it based on the directions above.

2. Oratory Think-Piece and Response Prompt

Identify whether the following types of oratory style appear in the (specific) speeches and where: Antithesis, parallelism, irony, hyperbole, soliloquy, rhetorical queries, symbolic expression.

If writing a response paper: Write an essay explaining what you found interesting about the speeches. Please base your explanation on at least three types of oratory style in two speeches.

3. Song Think-Piece and Response Prompt

Identify how each of the items listed below are discussed/developed/used in the piece we're looking at today: Sound imitation, sound patterns, diction, syntax, sensuous particularity,

figuration, metaphor, simile, symbolic system, plot, characterization, setting, tone and attitude, and worldview.

If writing a response paper: Write an essay explaining how at least five of the above items are discussed/developed/used in two (specific) songs. Compare these two songs, identifying any cultural and tribal differences.

4. Other types of Prompts

A. Early Response Paper: Which creation story did you like more or found to be more fascinating than the others? Explain why. Compare your favorite to TWO others using symbols or themes to compare/contrast. Be detailed with the comparisons. Please use the titles of the stories to distinguish them.

Required in the response are:

- What you learned about myth or creation stories from your library experience. Use books or the web stories if you'd like.
- Reference all three myths by quoting words and sentences to back up your thoughts, ideas, and claims. Use MLA format when quoting and citing. Please don't plagiarize (that is, don't steal ideas or words; be sure to quote and cite).
- Your opinion based on close and critical reading of the stories.
- Objective writing: please don't use the pronoun "you, your, yours, or you're," but keep it in a more academic voice. It can be personal (I voice), but be sure to be critical and deep by explaining ideas with examples.

B. Oratory/Speeches Response Paper: Write a response paper demonstrating what you've learned about Native American Oratory and Speeches.

Red Jacket urged his people to forego religious conversion; Pontiac, after experiencing a vision in the traditional way, begged his people to forego the urge to buy white people's products and "live as your wise forefathers lived before you" (in Velie 147); and Tecumseh attempted to move his people from apathy and laziness to take a stand and fight against the white intruders.

Choose one of the following questions:

- What is your take on our three speakers, Red Jacket, Pontiac, and Tecumseh in terms of how oration is delivered (based on the Rhetorical Triangle of *ethos*, *pathos*, *logos*, and considering audience and purpose)? What did you find interesting, fascinating, disturbing, or amazing about each speaker and why?
- What were their messages, and how did they use language to convey (get across) their ideas? Include a synopsis (summary) and application of the features of the Rhetorical Triangle and oration in general (ie., audience and purpose).
- What can our brief study of non-fiction prose – Evangelist (Occom), Council or "treaty," periodical, political (Boudinot and Apes), humorous, historical (Cusic), and contemplative (Eastman) literatures – add to our evaluation or feelings of two of the three speakers? Where do some of the ideas overlap and why is that important to you as a reader or to the audience of the time? For example, what are some similar themes between Red Jacket, and/or Pontiac and/or Tecumseh and our non-fiction prose writers/speakers?

Final Project:

Students may choose from the following two options:

Groups will conduct research on oratory, focusing on specific historical instances when speeches were meant to change American politics or ideology. Groups will choose one speaker, identify the time era, where the tribal member spoke, the purpose for the speech, and the reaction to the speech. Students may also identify oratory styles and how the speaker used those for eloquence.

Groups will conduct research on written prose (the American freepress), focusing on specific historical instances when the writings were meant to change American politics or ideology. Groups will choose one writer, identify the time era, where the tribal member published his/her work, the purpose for the writing, and any spoken or written reactions to the writing. Students may also identify rhetorical styles and how the writer used those to convey the message.

Sample Rubric Template for papers

Criteria	1 Unsatisfactory Serious or numerous errors or problems	2 Developing Some errors or problems but writing is organized and readable	3 Proficient Few errors; above-average to high skill level
Focus/Thesis			
Organization Includes flow, or the way one point moves into the next			
Content/Development/ Support Developing and supporting the discussion (thesis)			
Paragraphs Unity/Development/Coherence Includes level/depth of interpretation			
Expression (Wording and Phrasing) Coherence, diction, word usage, syntax			
Sentence Skills/Grammar/ Punctuation/Spelling Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); S/V agreement, pronoun consistency, commas, apostrophes, etc.			
Literary Skill			

Using the poems and stories as evidence; using proper mechanics when referring to poems and stories

Research from Native and Library Sources

In-text Citations

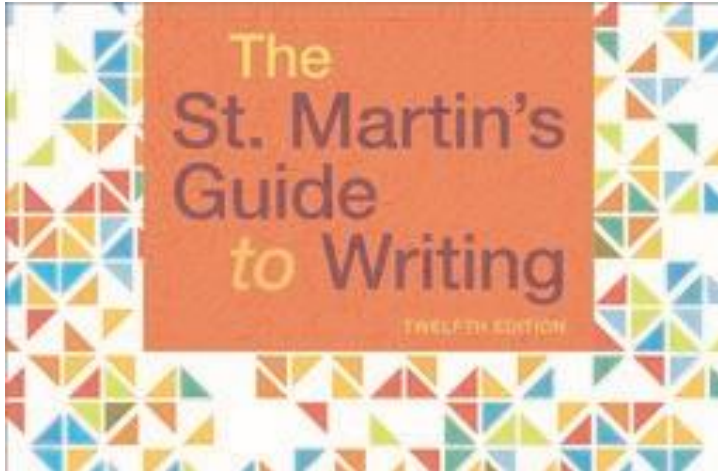
MLA Format

Integrating Quotations and Paraphrases

Works Cited Page

Total Score: _____

Discussion Assignments: Located in textbook are short articles under the heading “In The News”. These articles provide a discussion of economic concepts as they can have an impact on you, business, government, politics, and even pop culture. The titles and location of these articles are available to you as forums in the Discussions. For the points that can be earned from each of these discussion assignments you are to post your feelings, and understanding of the articles, using concepts contained in the chapter. For full credit, you are asked to enter one original post, and at least one substantial post replying to a classmate’s post. Substantial means that it adds something useful to the conversation. An agreement, or polite disagreement, supported by your understanding of applicable economic concepts would meet the criteria of “substantial”. You must enter your original post before you will have access to the rest of the classmate’s posts. When posting, you cannot be sure of the makeup of your audience. Therefore, you are expected to use proper sentence structure, punctuation, and capitalization. Discussion is a vital part of an online class, so this part of the course deserves your full participation. Since this is discussion among classmates, post early enough to allow that discussion, and any posts after **8:00PM** of the closing date will not earn points.



ENGL 1110: Composition I Evaluation Argument Essay Prompt

Student Learning Outcomes:

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Purpose: To show that you can effectively analyze an element of culture or a piece of popular culture for its meaningfulness, its effectiveness, and/or its significance within larger culture or society. To use supporting reasoning to convince an audience of your argument.

Essay Requirements: You will write a 2 ½ - 3 page (double-spaced, 12-point font) essay that addresses **one** of the prompts below. Your essay should include the following basic features of an evaluation argument, as outlined in Chapter 8 of *St. Martin's Guide to Writing*:

1. An **introduction** that shows the reader your first encounter with the popular culture subject you'll evaluate
2. A **thesis statement** that directly states your judgement
3. 2-3 **reasons paragraphs** that explain or elaborate on your judgement
4. A **conclusion** that reasserts the importance of the subject you're evaluating
5. A **visual aid** inserted somewhere in your writing that displays something important about your piece of popular culture, and that includes a caption (see Chapter 8 for samples)

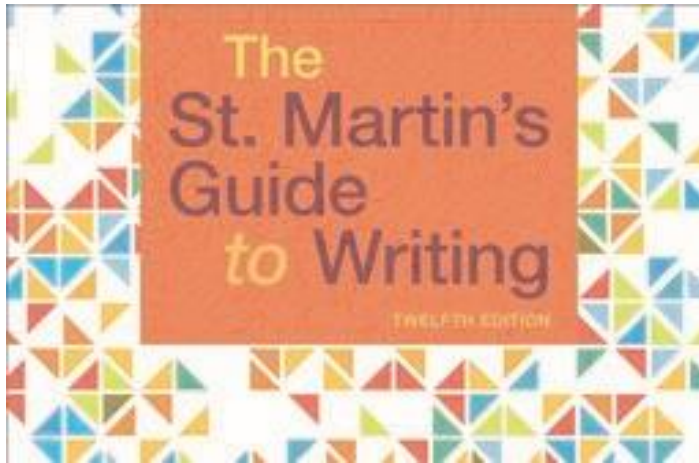
Prompts (choose one):

Evaluate a piece of popular culture (song or album, film, TV series, video game, etc.) that you believe is the best example of its kind or genre. Why do you think it is the best of its kind or genre?

Evaluate a piece of popular culture (song or album, film, TV series, video game, etc.) that is particularly meaningful to a community, culture, sub-culture, or identity group that you belong to. Why is this piece of popular culture so meaningful to your community or culture?

Evaluate a piece of popular culture (song or album, film, TV series, video game, etc.) that either surprised you, impressed you, or disappointed you. Why did you have this reaction?

***Regardless of the prompt you choose, you will receive help in class with planning your essay, writing a draft, and then revising into the final draft.



ENGL 1120: Composition II

Annotated Bibliography Prompt

Student Learning Outcomes:

2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
7. Use an appropriate voice (including syntax and word choice).

Purpose: To conduct research to locate academically credible sources from multiple genres. To show that you can analyze research sources for their informational effectiveness and academic credibility. To compose accurate APA citations for multiple types of sources.

Research Requirements:

You should first locate at least 6 sources relevant to your research topic. The majority of these sources should provide more than simply background or historical information on your topic. That is, they should help you make an argument about the *current* state of your topic or issue.

You should follow this breakdown to meet the requirements for types/genres of sources you need to find:

- ___ 2 organizational websites (including your rhetorical analysis website)
- ___ 1 scholarly article of at least 5 pages from an academic journal
- ___ 3 “wild card” sources, including articles, websites, documentaries, interviews, etc.

Annotated Bibliography Requirements:

Chapter 21 plus pages 174-176 in *St. Martin's* are your friends! Use them throughout the composition of your Annotated Bibliography.

In your Annotated Bibliography, you must include the following for all sources:

1. An accurate APA citation (use Chapter 21)
2. An annotation paragraph (use pp. 174-176):
 - What are the main ideas and arguments of this source? (2-3 sentences)
 - Who is the author(s) (or publisher), what are their professional accomplishments, and what gives them the credibility to discuss this subject? (2-3 sentences)
 - What political or social slant or bias is the source coming from, and how can you tell? What allows you to still use this source in your project? (2-3 sentences)
 - What arguments or points could you make using this source? (1-2 sentences)

Make sure to alphabetize your sources in your Annotated Bibliography!

(Taken from the course syllabus):

Your term paper will enable you to bring together the skills and knowledge you have been working on during the semester in a thoughtful research paper. The term paper is the capstone assignment for the course, and **MUST** be turned in. Regardless of your course grade, if you do not turn in the term paper you cannot earn higher than a “D” for your final grade. This is the single most important assignment this semester, so get to work on it early and make sure this is your best work.

Requirements: The term paper should be 4-5 pages long and follow all of the instructions given in your course syllabus for this assignment as well as for writing and research. The term paper must use at least 3 sources of the required type and quality (see below) and use proper in-text citations and a bibliography (this should be part of the paper and not a separate file). The term paper will be graded on a 100 point scale using the ES rubric. Your final thesis statement should be included in the introduction of your term paper (the first paragraph), but also repeated on a separate line at the top of your paper (below your name and above the introduction). Turn in your paper through Canvas as an upload of a word processor file (DO NOT turn in as an email attachment). **Associated CLO:** 1-6. **Late penalties:** Any paper turned in after the due date will have a late penalty of -10 points. **Deadline:** No paper will be accepted after the final deadline for all course work given in the syllabus.

Cheating: The term paper must be your own work. You may receive help from the tutoring center and proof-reading or similar forms of assistance. However the paper must be researched and written by you. Note that either intentional or unintentional plagiarizing (using someone else’s work as if it was your own) is cheating. If you use any idea or fact not common knowledge and do not cite, then it is plagiarism—see the Course Guides for more information. Cheating and plagiarism will result in either a paper grade or course grade of a zero, depending upon the severity. Penalties for cheating/plagiarism are found in the syllabus.

Detailed requirements:

Topic & Approach: You should first decide on a topic and a basic approach for your paper. For your topic start by choosing one aspect—the literature, philosophy, art, architecture, or music of one civilization or culture that we have examined this semester. In some cases you could also study their science or politics. For your approach you should decide whether to write a paper that focuses on a single civilization or culture, or one that takes a comparative approach by examining the same aspect in more than one civilization/culture in the same or different chronological eras. When you research and write your paper you should avoid generalizing too much, and you must include 1-3 specific examples that you choose carefully and discuss completely. Your paper should include multiple, diverse perspectives, and should demonstrate an awareness and understanding of the larger context—either global, or historical (or both).

Thesis Statement: Once you have decided upon a topic and approach you need to draft a thesis statement. The thesis statement is one sentence that will describe your main idea and the general position you are going to take on it. In order to write a strong and coherent paper you must be able to describe what you are doing in your paper in a single brief and clear statement. The thesis statement therefore may be the most important step in writing a good paper. However most good thesis statements evolve gradually, as you research your paper, changing as your research changes your understanding of your topic evolves. So it is important to get something down on paper to guide your research, but don’t worry if it isn’t perfect, because it very well might change as your paper develops. You are required to submit a preliminary thesis statement as a graded short assignment, and you are also required to include your final thesis statement in the introduction of your term paper.

The thesis statement is a road map to writing your paper. The thesis statement is one sentence that describes your main idea and the general position you are going to take on that main idea.

Writing: Your writing should meet the minimum writing requirements (as described in the rubric). See the syllabus and the course guide on writing (Important Course Materials) for a refresher on what makes a good research paper. All term papers should be written in proper essay form, with an introduction, body,

and conclusion. The rubric for the term paper describes the specific elements that will determine your grade, and this should be used as a guide to what you need to include. Any good term paper should include substantial analysis, and also incorporate different points of view and diverse thinking.

Sources: The paper must have at least three sources. The course textbook (as a secondary source) is required. You must also use at least one primary source, and at least one source must be taken from the SFCC library. You can combine these requirements in different ways—for example, you could use a primary source that you found in the SFCC library collection of eBooks, which would meet two requirements (it is a primary source and a source from the library). You can also use any primary source that is included with your textbook, counting that source separately from the textbook as a primary source. You should avoid sources that are not reliable (which means avoiding most internet sources, especially those found on most commercial websites). You can look for more information on using internet sources in the syllabus section on research and the course guide on research (in the Important Course Materials module). The rubric includes information on both research and citing that research. These are requirements—if you don't use the required number and quality of sources, your grade will be reduced.

Citations: You must cite all sources of information (anything that is not common knowledge), paraphrasing, and direct quotes. Cite thoroughly in your paper—when in doubt, CITE! You should use either the 17th edition Chicago style, or the 8th edition MLA (Modern Language Association). You must use one or the other—do not mix styles in the paper. See below for useful links to each of these styles. You must provide citations in your text, and a bibliography/works cited at the end of the paper (not necessary if you've already provided all bibliographic information in Chicago style foot/endnotes). The rubric includes information on both research and citing that research. This is a requirement—if you don't make a good effort to cite and don't include all of your sources, your grade will be reduced.

Help: Refer to the rubric to help guide you. It tells you exactly what should be in your paper and how your paper grade will be determined. Study the syllabus, specifically the term paper assignment, the rules for writing, and the section on research. Consult the course guides (Important Course Materials module) for additional information on writing and researching papers. The course guides also include links to additional help. The SFCC Librarians can help you with your research, and the tutoring center provides excellent guidance to help you improve your writing skills.

Remember that opinions within the context of this class are never blind—to be taken seriously, you have to take yourself seriously, by taking care to form your opinions out of truth, logic, and analysis.

English 2360: Introduction to Poetry (online)

Clovis Community College

Instructor

Office Virtual/Office 507

Phone (575) 769-4939

E-Mail Canvas

Office Hours

Monday 11:45-1:15

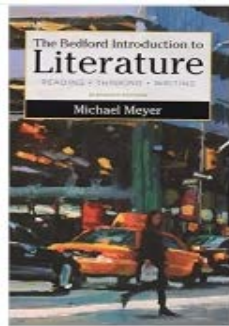
Tuesday 3:00-4:00 p.m.

Wednesday 11:45-1:15

Thursday 9:30-10:30 a.m.

The best way to get ahold of me is through Canvas email. I respond relatively quickly, but please give me up to 48 hours to respond. If sending a message on Friday, please give me until Monday.

REQUIRED COURSE TEXT



Meyer, Michael. *The Bedford Introduction to Literature*.
11th ed. Boston: Bedford/St. Martin's, 2016.

ISBN: 978-1-319-03457-3

COURSE DESCRIPTION

This course is an introduction to reading and thinking about poetry. This course will involve the reading and analysis of poems from a variety of eras. By examining poetic features of tone, speaker, situation, setting, language, sounds, internal structure, and external form, students will build a foundation for complex critical thinking about what poems can do. All poems are born out of particular literary and cultural contexts, which will also be discussed as part of this course's inquiries into the nature of poetry and poetic form.

STUDENT LEARNING OUTCOMES

1. Read poetry from a variety of time periods and cultures.
2. Utilize a variety of critical approaches to analyze poetry.
3. Identify poetic forms and terms.
4. Develop a deeper understanding of the elements of poetry, imagery, rhyme, meter, form, symbol, and myth.
5. Recognize dominant literary and cultural contexts for assigned readings.
6. Write and revise reflective essays that engage with assigned readings.
7. Actively engage in discussions regarding critical interpretations of assigned readings.

COURSE PHILOSOPHY

“A romantic life is deeply interior and almost static compared to the frenetic activity around us today. It is thick with images—dreams, paintings, words—and stuffed with conversation and reflection. John Keats wrote: ‘I have an idea that Man might pass a very pleasant life in this manner—let him [her] on any certain day read a certain Page full of Poesy or distilled Prose and let him [her] wander with it, and muse upon it, and reflect from it, and bring home to it, and prophesy upon it, and dream upon it—until it become stale—but when will it do so? Never—’”

– From Thomas Moore’s *The Soul’s Religion: Cultivating a Profoundly Spiritual Way of Life*

COURSE POEM

The dream of my life
Is to lie down by a slow river
And stare at the light in the trees—
To learn something by being nothing
A little while but the rich
Lens of attention.

– Mary Oliver, Stanza from “Entering the Kingdom”



http://upload.wikimedia.org/wikipedia/commons/a/a7/Linville_River-27527.jpg



COURSE WORK

ASSIGNMENTS

- ✓ Term Papers 30%
- ✓ Poetry Discussions 20%
- ✓ Interpretation Homework 20%
- ✓ Concept Quizzes 15%
- ✓ Final Exam 15%

Total Percentage 100%

Percent Scale	Point Scale
90-100%	A 90-100 A
80-89%	B 80-89 B
70-79%	C 70-79 C
60-69%	D 60-69 D
0-59%	F 0-59 F

Percentages are rounded up on the .5 or higher:

An 89.5 = 90 = A

An 89.45 = 89 = B

COURSE WORK POLICY

All course work must be completed and submitted on time to receive an acceptable grade in the class. **Not turning in an assignment will lower the course grade.**

MAKE-UP WORK

Make-up work is not available for this section of English 211. If a due date goes by, the work cannot be turned in after the due date has passed. *No exceptions.* If you miss an assignment, keep going forward with the course and turn in the next one on time.

If you are having difficulties, *please* contact your instructor immediately.

POLICY ON LATE WORK

Please be mindful and meet deadlines. Specific due dates are indicated on the Home page of the Canvas course and also in the Modules. Students have access to due dates, and to assignment instructions and criteria for the entire semester, so please look ahead to plan your time wisely. All assignments but the Discussions can be submitted early if necessary. If you need to discuss due dates or if something happens, please contact me at least 24 hours before the due date to arrange a solution.

POLICY ON WITHDRAWALS

If you know you aren't going to complete the class, please Withdraw from the course by the withdrawal deadline – this way you'll receive a "W" grade instead of a potential "F." Another option is to change status from Credit to Audit. See the *Academic Calendar* for specifics at <http://www.clovis.edu/AcademicCalendar.asp>

ACADEMIC DISHONESTY, PLAGIARISM, CHEATING:

Academic dishonesty is a "misrepresentation of knowledge" and is subject to disciplinary action (see the *CCC Catalog*). Academic dishonesty includes *plagiarism*, which is:

- ✚ 1) turning in written work that wasn't originally written by you
- ✚ 2) turning in written work submitted to another class/instructor
- ✚ 2) using someone else's published words or ideas (from a book, web site, email, magazine, etc.) in your own writing without giving proper, documented credit to the source of those words/ideas.

Plagiarism is a serious academic offense and **this instructor will assign a lowered or a failing grade for plagiarized work.** At times, students can fail the entire course for plagiarizing. Please see the "Laws of Plagiarism" document located in the Important Documents Module at our Canvas course for specific information on types of *plagiarism* and their consequences.

WRITING ASSISTANCE -----

ONLINE TUTORING: BRAINFUSE.com

CCC has an online tutoring program through *Brainfuse*. If you live out of Clovis or do not have access to the CCC Writing Center, then *Brainfuse* might be perfect. *Brainfuse* offers free tutoring services in Math, English/Writing, Chemistry, Physics, Spanish, Statistics, and many other subjects. *Brainfuse* can be easily accessed through the Pathway portal, to Student Tab, to the Brainfuse EZProxy link. Read the Online Course Guidelines for more on Brainfuse.

Please read the Online Course Guidelines for additional Policies

Course Schedule of Assignments and Due Dates

Course content (readings and instructions) are in the course modules.

Thu Jun 8, 2017	i CyberCafe -- Introduce Yourselfes
	i Practice Assignment
	i Practice/Syllabus Quiz
Mon Jun 12, 2017	i M2 Discussion, Why Literature?
Thu Jun 15, 2017	i M3 Discussion, "The Secretary Chant"
	i M3: Terminology Quiz - Matching and Short Essay
Mon Jun 19, 2017	i M4: Homework
	i M4: Terminology Quiz - Only Matching
Thu Jun 22, 2017	i M5: Homework: Critical Theories
Mon Jun 26, 2017	i M6: Homework
	i M6: Terminology Quiz - Only Matching
Thu Jun 29, 2017	i M7: Discussion, Sounds
	i M7: Terminology Quiz- Matching and Short Essay
Thu Jul 6, 2017	i Midterm Paper Discussion, Rough Draft Reader Review
Mon Jul 10, 2017	i Midterm Paper: Poetry
Thu Jul 13, 2017	i M8: Discussion, Compare "Cask" to "The System"
	i M8: Terminology Quiz - Matching and Short Essay
Mon Jul 17, 2017	i M9 Discussion, Language Qualities in Fiction
	i M9: Homework
	i M9: Terminology Quiz - Matching and Short Essay
Thu Jul 20, 2017	i M10: Discussion, Narrators
Mon Jul 24, 2017	i Final Paper Discussion, Rough Draft Reader Review - OPTIONAL
Fri Jul 28, 2017	i Final Term Paper: Fiction

SLOs:

1. Read poetry from a variety of time periods and cultures.

Students will be assigned to read poetry from a variety of time periods and cultures. Students will demonstrate knowledge by reading poems and discussing cultural relevance.

2. Utilize a variety of critical approaches to analyze poetry.

Students will study and come to understand theoretical/critical approaches to analyzing poetry. The course could potentially be organized around critical traditions, such as by studying early poetry from a formalist perspective or modern poetry from a psychoanalytical perspective. Students will demonstrate their knowledge by answering short application questions and by writing discussions and papers applying these lenses to readings of specific poems.

3. Identify poetic forms and terms.

Students will learn the different forms/structures of poems, such as the sonnet, limerick, free verse, couplet, cinquain, concrete, diamante, narrative, pantoum, tanka, and others. They will demonstrate knowledge by identifying these forms by taking quizzes, answering short essay questions, and being mindful of the form when writing papers about specific poems.

4. Develop a deeper understanding of the elements of poetry, imagery, rhyme, meter, form, symbol, and myth.

Students will study poetic/literary concepts and demonstrate their knowledge by taking quizzes to learn terminology and by writing papers analyzing these elements in specific poems. Poetry discussions may also include questions asking students to analyze a specific image, symbol, or form and connect it their interpretation of the poem's meaning.

5. Recognize dominant literary and cultural contexts for assigned readings.

Students will be assigned to read poetry from a variety of time periods and cultures. Students will demonstrate knowledge by reading poems and discussing cultural relevance.

6. Write and revise reflective essays that engage with assigned readings.

Included in any literature or poetry book is a focus on how to write literary papers. A key part of this process is reflecting on what has been read and the ways in which emotions/thoughts are ignited in the sense of serving the self and its development. The study of poetry can be said to be a study of the self (eg. Reader Response theory); interpretation by means of the major theoretical tradition asks students to use critical thinking skills to cultivate the mind; the study of poetry itself, however, asks students to personally connect with the situations, feelings, emotions, and experiences of the poem itself, that is, to cultivate the heart. Reflection will occur when students are completing the Interpretation Homework, when Discussing meaning, and when in the process of writing papers.

7. Actively engage in discussions regarding critical interpretations of assigned readings.

Discussions of poetry is in a sense the key activity of the course. During class, the interpretation of poems will take place each class period; students will be asked to provide their thoughts and to ask questions, thus deepening their knowledge and understanding of poetry, how poems work, and what they mean.

GEN ED ASSESSMENT IDEAS:

Note: Two assessments: A literary paper and a final exam:

The following is an example of the types of questions that could be asked for writing literary papers.

Gen Ed Assessment SLO #2, #4, and #6:

Literary Research Paper #1

INSTRUCTIONS

Following the advice of "Reading and Writing" and "The Literary Research Paper" (Meyer 2063-2114), write a literary paper that explores, explicates, or argues a thesis about a poem (primary source) that we've read for class. The paper is to be 3-5 pages following composition format.

REQUIREMENTS

- 3-5 pages (the Works Cited page is a separate page and doesn't count as part of the page limit requirement)
- 3 secondary sources (outside research) are required
- Accurate MLA format
- A clear thesis statement
- The paper is written in an objective voice
- Format: 1" margins, double-spaced, 12-point font size

POSSIBLE TOPICS

These are *suggested*; all topics require outside research (3-5 sources):

- What is the Postmodern influence in Blake's (or other poet's) poetry?
- Even though Whitman is categorized as a Romantic, what is Modern (or Postmodern, Classic, Victorian, etc.) about Whitman's "A Noiseless Patient Spider" and other poems by Whitman?
- Why is poetry difficult to read? Borrowing some of the elements of poetry, use 2-3 poems as evidence to support a thesis.
- What is the purpose of poetry? Use 2-3 poems as evidence.
- Track the dystopian presence or influence in 2 or 3 poems and/or stories.
- How do Metaphors work in 3-4 poems we've read? Any overlaps or similarities?
- How can a controversial line of a poem (or aspect of a story) be interpreted based on Biographical research *and* other poems by the poet (or writer)?
- Who is LaVerne in "Hazel Tells LaVerne"? Or, who is Hazel talking to?

Critical (Theoretical) Approaches:

- Conduct a *Psychological*, *Cultural* or *Feminist* analysis of particular poems.
- Analyze particular poems or stories based on their *Mythological* qualities and characteristics.

Rubric

Criteria	1 Unsatisfactory Serious or numerous errors or problems	2 Developing Some errors or problems but writing is organized and readable	3 Proficient Few errors; above-average to high skill level
Focus/Thesis			
Organization Includes flow, or the way one point moves into the next			
Content/Development/ Support Developing and supporting the discussion (thesis)			
Paragraphs Unity/Development/Coherence Includes level/depth of interpretation			
Expression (Wording and Phrasing) Coherence, diction, word usage, syntax			
Sentence Skills/Grammar/ Punctuation/Spelling Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); S/V agreement, pronoun consistency, commas, apostrophes, etc.			
Literary Skill Using the poems and stories as <u>evidence</u> ; using proper <u>mechanics</u> when referring to poems and stories			
Research from Native and Library Sources			
In-text Citations MLA Format			
Integrating Quotations and Paraphrases			
Works Cited Page			

Total Score: _____

Final Exam Organized around the SLOS:

SLO#1 pertains to the entire course – students read many poems.

SLO#2

Critical Theories 1

Name: _____

Yes, use your book. Download this as a Word document, fill in the answers, and submit. Submit this Quiz by the due date, as you would a Homework Assignment.

Matching

Total: 40 points (5 points each)

- a. Marxist criticism
- b. Interpretation
- c. Formalist criticism
- d. Historical criticism
- e. Intrinsic elements
- f. Literary History criticism
- g. Extrinsic elements
- h. Biographical criticism

Put the letter of the correct term from above in the blank:

_____ The critics are interested in how the context in which a work was written influences the choices an author made when creating the work. That is, this kind of critic makes connections with other literary works that may have influenced the author, such as the use of language, fads, and politics.

_____ Articulating what you think a work means and supporting it with an analysis of the work's elements and research.

_____ This critic makes connections between an author's life and work, sometimes finding direct overlaps and other times finding radical differences.

_____ This criticism focuses on the formal elements of a work -- its language, structure, and tone. A critic reads literature as an independent work of art. The work stands on its own, regardless of who the author is or where the work was written.

_____ Critics of this literary theory see a literary work as a document of the times, reflecting, producing, or being produced by the social conditions of its era, giving equal focus to the social milieu and the work itself.

_____ Information that goes beyond the text, such as politics, economics, history, biography -- are typically regarded by these critics as less important when interpreting a literary work.

_____ Artistry within the text, such as diction, irony, paradox, metaphor, and symbol are viewed by these critics as the most important, as representing the true complexity of a literary work.

_____ These critics interpret a literary work as a basis of socioeconomic interests in the sense of power, of social justice or economic oppression. Pays more attention to the content than the form of a literary work.

Write one paragraph responses to the following questions.

1. (15) Meyer explains how biographical information can complicate a work of fiction):
 - a. Summarize Meyer's explanation of how Biographical Critical Analysis works and doesn't work when interpreting a literary work.
 - b. Apply Biographical Critical Analysis to Howd Machan's "Hazel Tells Laverne" (763).
2. (15) Meyer explains what a Marxist Critic would see when reading Miller's play, *Death of a Salesman*.
 - a. Explain what Meyer says and why this is a good example for explaining what a Marxist critic looks for while reading.
 - b. Apply Marxist Criticism to _____ poem.
3. (15) Meyer explains the nuts and bolts of Literary Historicism by using Blake's poem "London" as an example.
 - a. Explain what Meyer says and why this is a good example.
 - b. Apply Literary Historicism to _____ poem.
4. (15) If you were reading the following poem as a formalist critic, what would you pay attention to? Describe/explain it in a few sentences or less.

e.e. cummings's, l(a (published, 1958)

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SLO#3

Question 1

Please match the following definitions to the correct terms.

Words made from the letters of other words, such as read and dare.	[Choose] ▼
A central idea or meaning in a literary work.	[Choose] ▼
A long narrative poem on a serious subject chronicling heroic deeds and important events.	[Choose]
A brief prose summary of a poem or other literary work.	Anagram doggerel summary Narrative poem lyric syntax Speaker Paraphrase Theme customization Concentrated use of language Cliche Epic
Ideas or expressions that have become tired and trite from overuse; they anesthetize readers instead of alerting them to the possibilities of fresh perceptions.	
The voice used by the author IN a poem; the speaker is often a created identity rather than the author's actual self.	[Choose] ▼
A poem that tells a story.	[Choose] ▼
The "unmistakable" in poetry is its intense, _____.	[Choose] ▼

Match the definition to the correct term.

Language that addresses the senses. These provide verbal pictures of the poets' real or imagined encounters with the real world.

A writer's choice of words.

The literal, dictionary meanings of a word.

An accent that is represented in the writer's diction, usually to characterize a speaker's or character's geographic region, economic group, or social class.

The use of elevated language rather than ordinary language.

This type of diction consists of a dignified, impersonal, and elevated use of language.

This type of diction is spoken by most educated people.

This type of diction is spoken or presented in a conversational manner or by using colloquialisms.

Choose from:

Diction

Informal diction

Formal Diction

Middle diction

Poetic diction

Denotation

Dialect

Images

Match the definition to the correct term.

Associations and implications that go beyond a word's literal meanings. People make connections with words based on how the word has been used and the associations people make with it.

The speaker of a poem is not the poet. As such, a poet will create a speaker. A speaker created by the poet.

A word to describe two or more simultaneous interpretations of a word, a phrase, and action, or a situation, all of which can be supported by the context of a work. As we interpret literary works, there will be many interpretations that are equally valid.

A writer's attitude toward the subject he or she is writing about. This differs from Mood, which is the reader's attitude toward the subject.

Word order, or the ordering of words into meaningful verbal patterns.

A type of poem in which a character -- the speaker -- addresses a silent audience in such a way as to reveal unintentionally some aspect of his or her temperament or personality.

Changing, through careful interpretation, the literal language of a poem.

Choose from:

Dramatic monologue
Syntax
Ambiguity
Tone
Connotations
Persona
Translation

Broadly defined as a way of saying one thing in terms of something else. It is not a literal expression. Example: An overeager funeral director might be described as a vulture.

Makes an explicit comparison between two things by using words such as like, as, appears, than, or seems.

Like a simile, makes a comparison between two unlike things, but does so implicitly, without drawing attention to it with words such as like or as. We use it commonly.

When an entire poem is organized around a particular comparison, it is called a _____.

A play on words that relies on words having more than one meaning or sounding like another word. Example, The wolf tried to sing but he didn't know howl.

A figure of speech in which part of something is used to signify the whole. Example: The neighbor is a wagging tongue (a gossip). It can also refer to the whole used to signify the part, example, The world is treating me well (not the entire world, but just little parts of it are).

A figure of speech in which something closely associated with the subject is substituted for it. Example, I don't want to be a paper pusher (officer), so I stay enlisted.

The attribution of human characteristics to nonhuman things.

Choose from:

Figures of speech

Personification

Metonymy

Metaphor

Controlling Metaphor

Apostrophe

Pun

Synecdoche

Implied metaphor

Simile

SLO#4:

The key to interpretation is to state/write a claim and then use evidence from the poem to substantiate your interpretations. Please quote words and phrases and cite line numbers in your answers to support claims. Give the poems' authors (not Meyer) credit. Cite the line number(s) of where those words, phrases or lines are from. (Note: These questions are from Meyer's book.)

1. Read Whitman's "Cavalry Crossing a Ford."

- a) First response: Do the colors and sounds establish the mood of this poem? What is the mood?
- b) How would the poem's mood have been changed if Whitman had used "look" or "see" instead of "behold" (lines 3 – 4)?

2. Read Slavitt's "Titanic"

- a) First response: Describe a contemporary disaster comparable to the sinking of the *Titanic*. How was your response to it similar to or different from the speaker's response to the fate of the *Titanic*.
- b) The diction of the poem suggests that the *Titanic* and the iceberg participate in something like an arranged marriage. What specific words imply this?

2. Read Oliver's "Oxygen"

- a) In what sense might this celebration of oxygen be considered a love poem?

3. Read Roethke's "Root Cellar"

- a) First Response: Explain why you think this is a positive or negative rendition of a root cellar.
- b) What senses are engaged by the images in this poem? Is the poem simply a series of sensations, or do the detailed images make some kind of point about the root cellar?

4. Read Lowell's "The Pond," H.D.'s "[Heat \(Links to an external site.\)](#)," Crapsey's "November Night," and Fainlight's "Crocuses."

- a) Which do you find most visually appealing and why? Quote and cite words or lines.

5. Read Rilke's "[The Panther \(Links to an external site.\)](#)"

- a) Answer: Why do you think Rilke chooses a panther instead of a, say, lion as the subject of the poem's images?
- b) Answer: What kind of "image enters in" the heart of the panther in the final stanza?

SLO #5:

In what ways is H.D.'s work an example of the Modernist period of poetry?

Historical and cultural context deals with the details surrounding an occurrence. How does an understanding of the historical and cultural context of the "Chimney Sweeper" help you more fully understand the situation and meaning of the poem?

SLO #6:

Refer to Parker's "Snapping Beans" (11th 590; 10th 756). Describe the speaker's feelings about starting a life at college. How do those feelings compare with your own experiences?

Read Slavitt's "Titanic." Describe a contemporary disaster comparable to the sinking of the *Titanic*. How was your response to it similar to or different from the speaker's response to the fate of the *Titanic*?

In-Class Discussion Rubric (Assessment Rubric for ENGL 2640)*

Task Description:				
Quality	Excellent (4)	Good (3)	Acceptable (2)	Unacceptable (1)
Level of Engagement	<p>Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis</p> <p>Actively engages others in class discussions by inviting their comments</p> <p>Constructively challenges the accuracy and relevance of statements made</p> <p>Effectively identifies and summarizes main points</p>	<p>Contributes to class activities by offering ideas and asking questions on a regular basis</p> <p>Often engages others in class discussions by inviting their comments</p> <p>Challenges the accuracy and relevance of statements made</p> <p>Identifies and summarizes main points</p>	<p>Occasionally contributes to class activities by offering ideas and asking questions</p> <p>Sometimes engages others in class discussions</p> <p>Sometimes has an understanding of main points</p> <p>Identifies and summarizes some of the main points</p>	<p>Fails to contribute to class activities</p> <p>Fails to invite comment/opinions from other students</p> <p>Demonstrates little understanding of main points</p> <p>Does not identify or summarize main points</p>
Preparedness	<p>Always prepared for class with assignments and required materials</p> <p>Accurately expresses foundational knowledge pertaining to issues raised during the discussion</p>	<p>Usually prepared with assignments and required materials</p> <p>Expresses basic foundational knowledge pertaining to class discussions</p>	<p>Seldom prepared with assignments and required materials</p> <p>Expresses limited foundational knowledge pertaining to class discussions</p>	<p>Consistently unprepared for class</p> <p>Expresses no relevant foundational knowledge</p>
Attitude	<p>Consistently positive, cooperative attitude during class</p>	<p>Usually positive and cooperative with classroom projects and discussions</p>	<p>Seldom actively participates in classroom projects and discussions</p>	<p>Rarely if ever participates in classroom projects and discussions</p>

*Based on Texas Education Agency (2006) In-Class Discussion Rubric.

In-Class Discussion Rubric (Assessment Rubric for ENGL 2640)*

	Always supportive of other students' ideas	Often supportive of other students' ideas	Sometimes supportive of other students' ideas	Occasional disruptive behavior
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Additional Commentary:

*Based on Texas Education Agency (2006) In-Class Discussion Rubric.

ENGL 2210/Technical Writing: **Project 3: Instructions and Process Description, written for different audiences and using Functional Graphics** Project 3 involves two essential tech-writing tasks: (1) *writing instructions as if for a co-worker who needs to perform a work-related task* and (2) *creating a process description of that same task to help someone understand the process and why it needs to be done in the way it's done*. In addition, you'll write a cover memo to me, Dr. D, describing your writing process and telling me anything you'd like me to know before I read and grade your project.

- *The set of instructions is for a co-worker* who needs to be able to do the process safely and effectively. The instructions should also ensure that everyone who follows them will end up producing the same results. They should follow the conventional format for instructions, and *they must include graphics*. You also can revise them based both on my comments on the originals and your judgment of what would make them a more effective set of instructions
- *The process description is for a manager* who needs to understand the process better, in part to see it's being done right through observation and in part to understand the process in relation to the company/organization's/institution's "products" and mission. Not only does the manager need to understand how it's performed but also needs some sense of why the steps need to be done in the order (and the way) they are given in the instructions.

Total Word Count (Length), including the co-worker's instructions AND the manager's process description: **MINIMUM 375** and **MAXIMUM 650** words (excluding the cover memo)

Here's a scenario for Project 3: Your boss, I. M. Aboveitall, has requested that you and others in your department/area/franchise begin compiling a procedures manual that will contain both descriptions of and instructions for all major tasks performed at your job. The manual will have the two audiences discussed above. Your job will be to cover one process/task.

Topic: To have this project replicate real-world technical writing situations, **pick a familiar task that can be written with no outside sources**. This way, you should end up doing the full process of, first, analyzing the process (to determine, for example, what order things need to be done for it to be successful) and then creating a set of instructions for your imagined coworker who needs them.

Thus, you should write about *a task you regularly carry out*—one that is familiar enough to you that you don't need outside references to tell someone how to do it. It can be a task you do at home or at school, but imagine you are doing it for a work-like setting.

I suggest (as you go forward) pretending no instructions currently exist for the process you are working with.

EXAMPLES of past topics: One student imagined having to do laundry for a B-and-B; another imagined writing up instructions for laying tile for workers new to planning a tile job; another imagined that his instructions would be for people putting playhouses in backyards as a paid service; another wrote about stretching canvas (for painting).

Broken down into general steps, your process might look like this:

1. Analyze the process. How do you typically do it—using what tools/other items and in what order? Are there safety considerations as part of the process?

2. Describe the process in question to a non-technical manager type who needs to understand it—that is, needs to know it when he or she sees it and be able to tell if it is being done correctly.

3. Efficiently but fully *instruct* a co-worker who needs to be able to do this important activity—safely and effectively—in your absence. This step will include both a useful/helpful introduction and then the actual instructions themselves. (You might work on this part first—before working on the process description—depending on what makes the most sense to you.)

4. Then, *write a cover memo to me* describing your process of doing this assignment, including how you went about revising your instructions and how they differed from the process description. Make the discussion a little analytical/ evaluative, especially in terms of how you worked with audience and purpose. Also, include anything you'd like me to know before I read the rest of your project. You can revise or add to this at a later stage if you wish. (You might also write this memo later in your process since it's about the whole process.)

4. Review what you've written and revise for peer-review.

5. Revise again; then *print the whole thing out and staple or bind it*, making sure to attach your rough draft at the back.

6. Turn it in.

Further Notes

✓ **You must use graphics somewhere in this assignment.** These graphics should be, preferably, your own, or, if taken from another source, should be given picture credit (see Chapter 8 of *PSTC* and also *LS* on how to do so). While you may use a properly cited graphic from an outside source for this assignment, please *do not* simply use someone else's series of pictures that go with his or her set of instructions. It's a little like cheating to do so, and, more important, takes away from the value of doing this project. If you use a photo that you yourself have taken, simply cite yourself.

✓ **Function trumps aesthetics (for this assignment).** In general in this class, function matters much more to me than aesthetics do when it comes to graphics, meaning they should be useful, providing visual information that will help your readers understand the process better. So... it may be that rough (but clear) sketches would make more sense than beautiful illustrations. (If you cannot produce "beautiful" graphics, then just note in your cover memo that they are rough sketches conveying the concept—and you will have your graphic designer beautify them... later!)

✓ **Do not consult other sets of instructions, on the topic you are working with, and in general try not to consult any outside sources at all.** You will get the most from this project by working from the ground up, beginning with your analysis of the process in question. If you do consult outside sources, however, make sure to appropriately cite and document them using MLA-style documentation. Note that graphics that are not your own need to be cited as well. (***One acceptable outside*** source is ***an interview*** with an expert who knows how to do this task.)

✓ **Can you change your topic as you go?** Yes, but once I've approved a topic, please check in about changing it so I can re-approve. Often, you can keep the same topic (if it's a matter of its seeming too small or too big to fit the assignment), although that might mean narrowing it or enlarging it or differently focusing it.

➔ **WHAT TO TURN IN as a single document when you're done:** The cover memo (on top), your final drafts of your process description and instructions, your Works Cited page (if any), and your peer-edited rough draft.

See the following page for a note on citing graphics.

Note on Citing Graphics: You can pretty much follow *PSTC*'s instructions, citing the source below the graphic and then having a Works Cited entry for the graphic, giving more details about its publication.

Someone asked about clip art recently when we were discussing citation. If a graphic is from Microsoft Clip Art, and you are a licensed Microsoft Office user, then you are permitted to use Clip Art in your documents without seeking permission. Beyond citing them as Microsoft Clip Art, you can also include a descriptor if you verify that that's what is actually shown in the clip. Here, because I found a specific identifier in the Clip Art's key words, I added that information to the caption.

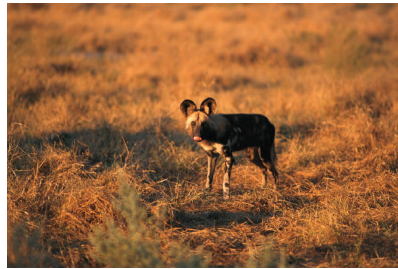


Fig. 1 African Hunting Dog (aka African Wild Dog) (Microsoft Clip Art)

ENGL 1210 – Technical Communication – Short Report Assignment

In this short, informal report, you will be making a recommendation geared toward improving something at your workplace--whether a new improved way of doing something, the purchase of new or upgraded equipment, or a training workshop that you think would be useful to employees. Your topic might be based on an emerging trend in your area of study or employment field, or it might be based on a problem or issue you have observed in your workplace that you think you've found a fix for.

AUDIENCE: Your audience is someone who can make a decision about your idea—if not writing to your own boss, imagine a super-busy manager or owner of a business who likes straightforward, logical, and informative recommendations—that is, recommendations that make it easier to make a good decision.

APPROACH/PURPOSE: Because you want the busy decision-maker (DM) to say “yes” to your recommendation, your approach should be persuasive and include such persuasive elements as how your recommendation will save time and money, increase profits, solve an ongoing problem, improve safety and efficiency, or all of these. Evidence should be presented in a way that makes it clear that the recommendation is based on thorough analysis of the issue, problem, or improvement. Key factors in your recommendation report thus should include

- the use of solid logic, including cause-effect logic
- concrete facts like cost and budget, materials needed, time frame, labor needs, and effect on normal work flow
- persuasive but accurate statistics
- comparison of different options
- expert opinions
- clear, concise, easy-to-follow writing with precise wording

RESEARCH REQUIREMENT: This report will depend on research. You must have at least three references, properly documented, and you are welcome to use more. Research sources may include *interviews, journal articles, books, information from credible websites, and trade magazines*. (Review the section on “DOING RESEARCH” in *The Little Seagull Handbook* for helpful suggestions for things like evaluating sources for credibility and relevance.)

I highly recommend at least one of your references be an interview with an expert (or knowledgeable person) on your topic. For interviews, please include a list of interview questions in an appendix. (See the tips on field research, including interviews, in the Little Seagull [101].)

FORM: Your report is to be an informal, internal report. These are usually written as memos (electronic or print). See pages 159-65 in *The Essentials of Technical Communication* for a description of informal reports. Feel free to use specific headings that help highlight your content.

Please use *either* APA *or* MLA style for documenting your references both within the

report and in the final list of research sources.

Final Project

Assignment Goals

This assignment will utilize the media literacy skills we have learned in English 311 to recreate a news genre and produce an investigative reporting-style project in lieu of a traditional research paper. Your project will address an issue related to the course.

Instructions

Part 1: Research Question

The purpose of this project is to get you started on your research proposal by first guiding you through the process of developing a sound research question. You are working towards figuring out 2 things that sound simple but may be surprisingly difficult: 1) what is your research question and 2) what do you already know about it?

Research questions should be focused, but not too simple that they can be answered with yes/no or a simple google search. How/why questions or questions on the *effect* of something are more effective than is/does questions. You can see some samples on our in-class slideshow or on this [website](#).

Come up with **3** potential research questions that you hope to find the answer to for this project. For each research question, you will include 2 paragraphs of at least 150 words each:

1. Why is answering this question important?
2. What do you already know about this subject?


You will submit part 1 of this assignment on Canvas. SEE CANVAS FOR INFO

Part 2: Search Terms & Annotated Source List

Once your research questions have been submitted, we will discuss effective ways to search for sources. You should try searching for information on all of your research questions, but you will only be required to submit your search terms and source list for 1 of the questions.

For part 2, you will submit:

1. Your finalized research question
 2. Your related search terms (will be discussed in class)
 3. 5 potential sources
-

- 
- a. Annotate these sources: Summarize it, what is its bias (hint: it is NEVER neutral), how will you utilize it? (200 words minimum each)

You will submit part 2 of this assignment on Canvas. SEE CANVAS FOR INFO.

Part 3: Proposal

Overview

For this assignment you will compose a proposal outlining the details surrounding your upcoming final project. The final project calls for you to choose a topic related to media literacy and create a project in a news genre to answer your research question. There are many options available and will largely be dependent upon what you know and would like to write. I am very flexible in your choices as long as the process provides you with enough substance to effectively compose a substantial project.

Specifications

Please use the following headings for your composition:

Purpose: What is the purpose of the document you are submitting? Not the purpose of your project, but rather the purpose of the proposal.

Audience: Who is the audience for your final project? What do they already know about the subject? What sort of effect do you hope to have on this audience? What genres does this audience regularly engage with?

Overview of Project: This is where you should provide the details of what topic you would like to use for your project, why you feel this choice will allow you to successfully complete the assignment, what specifics you intend to use for the project, and how you plan to compose this. I would also like to know the genre (newscast, podcast, website, print news, mini documentary, social media page, etc.) that you plan to use, as well as why that will work best for this project. You should also work to provide an overview of who your intended audience is and what their familiarity with the topic is.

Task List: This section should detail what tasks are necessary to complete the project. What do you need to do in order to complete this project?

Schedule: This is where you will provide a detailed schedule of when you will be completing the tasks for the task list. Think of your schedule and when you have time to work on this project and plan on when you will be completing each task. Keep this in mind and plan accordingly.

References: Please provide a list of references (5 minimum) that you can use as a source of information for your project. Think of where you can get information that you may not have or when you need more details for the project. These can be some sources from your annotated source list, but they may also be modified since you have a closer scope of your project now (APA formatting).

Requirements



Your project should meet the following guidelines:

2-3 pages, single-spaced

1-inch margins

Helvetica, Times New Roman, or Georgia, 12-point typeface

.DOC, .DOCX, or .PDF file format

Grading

Writing is very subjective, and rubrics cannot always take that into account. I will take the following elements and criteria into consideration while grading your assignment; use these elements and criteria as a guide for your essay, but do not limit yourself only to what is on the rubric. Here are the core elements:

Formatting - 25

Project Description and Discussion - 25

Task List and Scheduling - 25

Writing Fluency - 25

You will submit part 3 of the project Canvas. SEE CANVAS FOR INFO.

Part 4: Final Project

For the final part of this project, you will compose an informative piece about your research that is in a news genre. Some examples include: podcasts, broadcasts, mini documentaries, websites, print news, or comic strips. You will also need to select an audience for your project. Using the research methods we have discussed in class, your project will utilize a variety of sources to convey your argument.

Your final projects will be presented in class on the day of the final exam. If you have a multimedia project, like a video or podcast, you can just play the project for the class; other projects can be discussed informally.

There is no minimum length for this project as it is hard to measure a comparable length for a variety of mediums. Instead, put the equivalent of a final exam/project's worth of work into this project.

We will discuss grading in class.

ENGL318 – PROJECT #1

A Community-Based Approach to Scientific and Technical Communication

Developed by Mais Al-Khateeb, NMSU Main Campus

Assignment Goals

- Practice mindful reading strategies that allow you to attend to the use of language and its material and discursive effects in different situations.
- Gain familiarity with strategies for researching, evaluating, constructing, designing, and writing researched arguments within a specific discourse community
- Study and practice different genres by “translating” one type of article into another type of article that follows different genre conventions.
- Attend issues of audience and purpose across communities of scientific, technical, or academic expertise and in relation to mainstream news media.

Part I: Community-Based Analysis of Texts

Please answer the following questions in writing.

1. What is the central argument of this text?
2. What is the purpose of the knowledge produced in this text?
3. What is the occasion?
4. What types of evidence are used to support the claims of the knowledge presented in this text?
5. How do the authors use the rhetorical appeals (ethos, pathos, logos) to communicate with the intended audience?
6. Who are the “authors” of the text? In which discourse community(ies) are the “authors” of the text situated?
7. Who are the “audience(s)” for the text? In which discourse communities is/are the audience(s) situated?
8. How do communicative practices and conventions in this text enable and constrain knowledges within and across these discourse communities?
9. Which genres were utilized to communicate knowledge in this text? Do you think the genre(s) you identified are commonly utilized within all or some of the discourse communities you identified? How do you know?
10. What does the use of the genre(s) you identified enable and constrain for these discourse communities?
11. How is knowledge produced and reinforced within all of these discourse communities? How is (could) this knowledge (be) contested?
12. What technologies are used to communicate knowledge within and across discourse communities based on your analysis of the text?
13. How do the technologies mediate and guide knowledge and actions within and between the “author(s)” and “audience(s)” discourse communities?
14. What constitutes “effective” information design within these discourse communities based on your analysis of the text?

Publication Information

1. What is the review policy of the journal where the article was published?
2. Who is the research funded by? How does that shape the knowledge produced in this text?
3. Who has access to the knowledge presented in this text? How do you know? Why is this important?

Part II: Science Journalism

For this part of the project, you will turn your chosen scholarly article into a 500-word news article for the Science section in *The New York Times*— or to the Art, Health, Technology sections, if your article is not scientific. Your target audience is a non-technical audience (a lay audience,) so you will need to make rhetorical decisions about: the type (s) of knowledge you will include in the news article, your word choice, your tone, and your style. The goals are to meet the needs of your target audience(s) and to adhere to the conventions of the genre (i.e. a news article) and the publication guidelines of the newspaper.

ENGL318 – PROJECT #1

A Community-Based Approach to Scientific and Technical Communication

Sample Rubric – 200 Total Points Available

Part I: Community-Based Analysis of Texts (100pts)

Are all questions answered: Yes or No – if no, automatic loss of 5 points.

	<i>Exceeds expectations</i>	<i>Meets Expectations</i>	<i>Developing Competencies</i>	<i>Does not meet expectations or does not demonstrate competencies</i>	<i>Score out of 20pts available in category</i>
<i>How well does the student describe the rhetorical, argumentative strategies used in the article?</i>					
<i>How well does the student describe the production of knowledge and the kinds of evidence utilized in the article?</i>					

<p><i>How well does the student describe the stakes, expertise, and community membership(s) of the article's author(s)?</i></p>					
<p><i>How well does the student describe real and potential audiences for the article?</i></p>					
<p><i>How well does the student discuss influence of technology, information architecture, and information design on this article, its author(s), and audiences?</i></p>					

Total score: /100

Part II: Science Journalism (100pts)

	<i>Exceeds expectations</i>	<i>Meets Expectations</i>	<i>Developing Competencies</i>	<i>Does not meet expectations or does not demonstrate competencies</i>	<i>Score out of 25pts available in category</i>
<p>Organization and structure: <i>Is there a clear overall organizational strategy, including an introduction with a “hook” to get readers interested? Is the structure and organization of paragraphs logical?</i></p>					
<p>Sentence-level style: <i>Is the article free of grammatical and typographical errors? Are sentences written in a way that will be accessible to readers of the NYT? Are tone and word choice appropriate to the proposed venue?</i></p>					

<p><i>Curation of facts and delivery of arguments:</i> <i>Are facts that the student cites credible? Is it clear where information is coming from? When argumentative appeals appear, is the logic of the appeals apparent and are conclusions appropriate to the facts presented? If an article is primarily informative, does it give a sense of why this information is or might be important to the target audience?</i></p>					
<p><i>Targeting of a specific, audience:</i> <i>Is the article close to recommended length (500 words)? Is it clear who might want to read the article? Has the student made choices about inclusion/exclusion of information that show they are considering audience with care?</i></p>					

Total score: /100

English 1110: Composition I

Essay Assignment #4

Essay Assignment:

In his essay, "Prologue: The Super-Story," Thomas L. Friedman describes how the new global system creates a world of "super-empowered individuals" where "we are all connected and nobody is quite in charge" (172). Using specific examples from the readings listed below, one article that you have found on SFCC's library databases (and the film and world events if you wish) to support your claim, write an essay making an argument that individuals are more or less powerful (and/or more or less free) since globalization.

Because this is a short essay, you should carefully narrow your topic to focus on a particular group of individuals and a particular "mechanism" of globalization.

You should include the following in your essay:

- An interesting introduction that ends with a powerful thesis statement that makes an argument for one of the sides of the essay question
- At least one properly introduced and explained direct quotation from the essays we've recently read in the NWR that supports your argument
- At least one properly introduced and explained direct quotation from an article that you've found on the library's databases that supports your argument
- Correctly formatted in-text citations for these quotations
- Other supporting examples from the film, world, national, or local events
- A paragraph that addresses the "naysayer"--the opposing side of the argument
- A separate concluding paragraph that reflects on the significance of your stance and emphasizes why it is the "best" idea.
- Correctly formatted **Works Cited** page

Your essay should not include any "I" statements. No personal narrative, no sentences that begin with "I think..." or "I believe..."

Essays from The New World Reader:

Thomas Friedman, "Prologue: The Super-Story" 156-161
Kevin Clarke, "Tweet Like and Egyptian" 93-96
Johan Norberg, "The Noble Feat of Nike" 173-176
Lizette Alvarez, "Arranged Marriages Get a Little Reshuffling" 120-121
Dennis McCafferty, "Brave, New Social World" 161-166
Barbara Ehrenreich and Annette Fuentes "Life on the Global Assembly Line" 145-153
Anuradha Mittal "Technology Won't Feed the World's Hungry" 309-312
Michael T. Osterholm, "What We're Afraid to Say about Ebola" 299-302
Naomi Klein, "The Change Within" 320-325

Your essay should be a minimum of two pages typed (four pages handwritten).

Your essay must be double spaced, have regular margins, and use Times New Roman size 12 font if you type your essay.

You must use MLA format to cite quotations and paraphrases within your essay and to create a Works Cited page.

You may bring a final draft of your Works Cited page with you to class. You may also bring a one-page outline/notes, and your books with you to class on the day of the essay. If you choose to handwrite your essay, please bring notebook paper with you to class.

ENGL 2630: British Literature I

RUBRIC for Writing Assignments

Rubric for Writing Assignment

50 points possible

2-3 pages, APA Format

Criteria – Refer to the Instructions and Samples before submitting.

Inclusion of Media file (if part of the assignment): 6 points ____/6_

Relevance, value to audience

Depth of Analysis: 25 points ____/25__

Novice 0 (0%)–12 (25%) points

Demonstrates limited effort at engaging the reading and criticism.

Competent 13 (50%)–20 (75%) points

Demonstrates a conscious and thorough understanding of the work, its context, and subject matter.

Proficient 21 (80%)–25 (100%) points

Considers and evaluates the reading and criticism extensively.

Use of Evidence: 15 points ____/15_

Novice 0 (0%)–5 (16%) points

Uses incomplete or vaguely-developed examples to support claims, with limited text-to-text, text-to-criticism, and text-to-self connections.

Competent 6 (30%)–11 (50%) points

Uses relevant examples from the texts studied to support claims. Makes insightful and applicable text-to-text and text-to-self connections.

Proficient 12 (66%)–15 (100%) points

Demonstrates a commitment to use the insights toward educational goals. Poses questions and challenges author claims.

Conventions and Citations—10 points ____/10_

Novice 0 (0%)–3 (33%) points

Uses language that is vague or imprecise for the audience or purpose, with little sense of voice, and limited attempts to vary sentence structure. Exhibits frequent errors in spelling, verb tense, subject-verb agreement, punctuation, pronouns, and possessives. Appears to quote but includes no mention of source.

Competent 4 (40%)–6 (60%) points

Uses precise language with a sense of voice, awareness of audience, and varied sentence structure.

Demonstrates control of prose with few errors. Identifies sources with attempt to format.

Proficient 7 (70%)–10 (100%) points

Speaks and writes with authority. Uses language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. Demonstrates control of the conventions with essentially no errors, even with sophisticated language. Consistently and specifically identifies sources demonstrating mastery of format.

Discussion Question 2

To earn points for participation, each DQ must have an initial response by the student and at least one other reply to other student's posts. Identify the person you are responding to. A total of two postings, including the initial response, is required. See due dates on course schedule. Initial responses should be at least 10 sentences in length fully discussing the topic. Research may be required. Cite any sources used at the end of your response. Replies to other students should be at least 6 sentences in length and give additional insights to the question. Simply saying you agree or disagree with the writer is not adequate. Refer to the grading rubric to see how responses will be graded. Proper grammar, punctuation, and spelling is required.

DQ 2: Explain some of the ways that heredity and environment interact to produce individual differences in development.

Discussion Question 4

To earn points for participation, each DQ must have an initial response by the student and at least one other reply to other student's posts. Identify the person you are responding to. A total of two postings, including the initial response, is required. See due dates on course schedule. Initial responses should be at least 10 sentences in length fully discussing the topic. Research may be required. Cite any sources used at the end of your response. Replies to other students should be at least 6 sentences in length and give additional insights to the question. Simply saying you agree or disagree with the writer is not adequate. Refer to the grading rubric to see how responses will be graded. Proper grammar, punctuation, and spelling is required.

DQ 4: Discuss physical growth and development in infancy.

Discussion Question 7

To earn points for participation, each DQ must have an initial response by the student and at least one other reply to other student's posts. Identify the person you are responding to. A total of two postings, including the initial response, is required. See due dates on course schedule. Initial responses should be at least 10 sentences in length fully discussing the topic. Research may be required. Cite any sources used at the end of your response. Replies to other students should be at least 6 sentences in length and give additional insights to the question. Simply saying you agree or disagree with the writer is not adequate. Refer to the grading rubric to see how responses will be graded. Proper grammar, punctuation, and spelling is required.

DQ 7: Describe three views of the cognitive changes that occur in early childhood.

Discussion Question 10

To earn points for participation, each DQ must have an initial response by the student and at least one other reply to other student's posts. Identify the person you are responding to. A total of two postings, including the initial response, is required. See due dates on course schedule. Initial responses should be at least 10 sentences in length fully discussing the topic. Research may be required. Cite any sources used at the end of your response. Replies to other students should be at least 6 sentences in length and give additional insights to the question. Simply saying you agree or disagree with the writer is not adequate. Refer to the grading rubric to see how responses will be graded. Proper grammar, punctuation, and spelling is required.

DQ 10: Describe developmental changes in parent-child relationships, parents as managers, attachment in families, and stepfamilies.

	Outstanding 10 total points	Good 8 total points	Satisfactory 7 total points	Poor 3 total points	Unacceptable 0 points
	Meets required criteria at a highly proficient level.	Meets all requirements at a proficient level.	Meets basic assignment criteria.	Meets some of criteria, at unacceptable level.	Fails to meet the project criteria.
Knowledge of the Subject Matter	Bring forth new or expanded ideas that reflect high-level critical thinking on the topic and demonstrate practical application.	Present new or expanded ideas and make a practical application.	Post illustrates basic knowledge of topic without applying or expanding idea. Properly uses lesson vocabulary.	Displays only a minimal grasp of the concepts covered. Does not expand upon the central concepts.	Displays no understanding of central concepts.
Grammar, Punctuation, Spelling	Absence of errors. Uses compound sentence structure.	Minimal errors. Varied sentence structure.	Minimal errors in grammar, punctuation and spelling. Sentence structure correct but basic.	Substantial errors with weak sentence structure.	Substantial errors with significant structural problems.
Addresses the Assigned Topic	Directly answers the question asked provides additional insights.	Directly answers the question asked.	Indirectly answers the assigned question.	References questions assigned but does not address it.	Does not address the assigned question.
Originality	Evidence of original thought apparent throughout; clear application of the course concept being discussed.	Evidence of original thought apparent throughout with a reference to the assigned topic or concept.	Allusion to an original idea but with no clear connection to the assigned topic or concept.	Random original thoughts; no cohesion among ideas presented.	No evidence of original thought.
Timeliness	Initial postings and responses completed with sufficient time for peers to read, reflect, and respond.	Initial posting and responses completed on or slightly before deadline.	Initial post and responses posted by deadline.	Both initial post and responses posted 1 day after deadline.	Initial post and responses submitted more than 1 day after deadline.
Response to Others	Support or refute the original posting with additional evidence.	Support or refute the original posting, introducing a new topic or concept.	Supports or refutes the original posting while respecting the views of peers by using academic and nonthreatening language.	Does not refer to the posting directly or simply agrees or disagree without explanation Does not respect the views of peers.	Does not address the posting. Blatantly disrespects the views of peers.

Week Three Discussion

Consciousness

1. Given the current evidence of dangers associated with nicotine, should American tobacco companies be allowed to continue promoting smoking in countries where there is less public awareness of the health hazards? What is your opinion about advertisers gearing their message toward teenagers? What is your attitude toward people who smoke?
2. Describe what is taking place in your brain while you are sleeping, from the recordings of the E.E.G. described in chapter four of your text. I am looking for a complete explanation, describing each stage and cycle of sleep and the brain waves associated with each stage.
3. What mechanism controls the circadian rhythm?
4. Describe the four major classifications of psychoactive drugs and give an example of a drug for each one.
5. What is the basic difference between meditation and hypnosis? What are some of the benefits that can be received from hypnosis and meditation. Do you think meditation could be useful for your own life?
6. According to the research in your book what are some things you can do to get a better nights sleep? Without naming names, do you know of anyone who has experienced a sleep disorder? If so what is it and how has it affected their behavior?

Week Six Discussion

Cognition and Language

1. Describe three strategies that can be used to make a decision among several alternatives, give your own example of each. Do you think you could use any of these strategies to make decisions in your own life and if so how?
2. What are some of the benefits of bilingualism? Why aren't more people in American bilingual as many people in the world are?
3. Compare and contrast Howard Gardner's theory of multiple intelligence's and Robert Sternberg's triarchic theory of intelligence. Which one do you think explains intelligence better and why?
4. Do most Psychologists agree on one definition of intelligence? How would you define what intelligence is?

5. What are the three basic requirements for a good mental test design? Please give examples of each.
6. Do you think intelligence is influenced more by nature or nurture? Please cite research from the text to support your answer.

Week Eight Discussion

Human Development

1. What outcomes are often associated with the authoritative, authoritarian, and permissive parenting styles? In other words how does each parenting style affect the child's later development? Which parenting style is best for most children?
2. Summarize the Strange Situation experiment done by Mary Ainsworth. What are the various forms of attachment styles and can these influence your adult relationships?
3. What effect does parenthood have on marital satisfaction for most couples? Why do you think this is true?
4. According to Kubler-Ross, what stages do terminally ill patients experience as they come to terms with death? Give your own example of each.
5. Explain Piaget's theory of cognitive development. Give your own example of each stage. This should be a very complete answer
6. Explain Erikson's theory of lifespan development. How is it different from Freud's theory? You don't need to describe each stage, just summarize them please.
7. Describe the three stages of prenatal development and list one significant event that occurs in each stage. Which stage is known as the critical period and why?

PROJECT:

You can choose to do one of the following for your class project:

1. **Community Service:** Do at least five hours of community service. You should call and explain to the volunteer site that you are there mainly to observe human behavior but can and will assist when needed. You will then complete a one-page paper summarizing your results and observations. I will need a message from the volunteer site to verify your participation, they can send to: dana.albright@clovis.edu
2. **The Making of Me:** A two-page, double spaced, autobiographical sketch. Describe how and why you are the person you are today and what you hope to improve about yourself in the future. Include biological, cognitive, and social influences that have

impacted you. Please mention how the culture you live in now or have lived in as influenced your life as well.

3. WHAT MOTIVATES YOU: Write about what motivates you in life. What is the driving source of your motivation? What goals have you set for yourself and how do you plan to achieve those goals? Incorporate each stage of Maslow's theory in your paper as well as any other theories of motivation you find relevant such as Deci and Ryan. You can find Maslow's theory in chapter eight.

4. TEN-ONE: You have been told you have one year to live. You can apply for ten million dollars to spend for your last year of life, but must explain what you will do with the money. Describe your plan for the year, what you will do and what you will stop doing. You must incorporate each stage of Kubler-Ross's ideas on Death and Dying in this project. You can find this in chapter nine.

5. AN ACT OF ALTRUISM: Please read the definition of altruism in chapter eleven. Your assignment is to implement an act of Altruism. Describe what you did and what kind of reaction you got from doing it. You do not need to spend money but can just be an act of kindness for another person.

If you can think of something you would rather do for a project, that relates to human behavior, I am open to your ideas. If you have any skills or talents that could apply to this project please let me know.

Unit Two Discussion

Discussion Topic

Chapter 2: Theoretical Perspectives and Research

Answer the following:

1. What are the key differences of Freud's theory of development as opposed to Erikson's theory?
2. What are the key differences of the behaviorist as opposed to other theories in the text?
3. How does the social cognitive theory explain human behavior?
4. Explain Piaget's theory of cognitive development and how our thinking changes in each stage.
5. Explain Urie Bronfenbrenner's bioecological model and give your own example of each system within it.

Unit Five Discussion

Discussion Topic

Chapter 5: Physical Development in Infancy

Answer the following:

1. Compare and contrast the cephalocaudal principle and the proximodistal principle of development. Provide your own examples of each.
2. Define, in your own words, and provide your own example of brain plasticity.
3. Please describe the advantages and or disadvantages of breast feeding a child. Which is usually best for a child, breast or bottle milk? Please explain fully.
4. Describe fully some of the changes taking place in the brain as an in infant..
5. What are the major gross and fine motor milestones during the first two years and approximately when does each milestone occur?

Unit Seven Discussion

Discussion Topic

Chapter 7: Social and Personality Development in Infancy

Answer the following:

1. Explain how the mirror and rouge task demonstrates self-awareness and what age they begin to develop self-awareness?
2. Why is it important for children to learn how to utilize social-referencing? Please explain what it is in your own words.
3. What is the father's role in attachment?
4. As a new parent what will you look for when selecting childcare, according to your text?
5. What causes stranger anxiety and separation anxiety? About how old are they when we first see these anxieties develop?
6. Why is it that there is less stigma attached to girls who prefer to play with stereotypical male toys than it is for boys who prefer to play with stereotypical female

Unit Ten Discussion

Discussion Topic

Chapter 10: Social and Personality Development in the Preschool Years

Answer the following:

1. How would a preschooler describe themselves? Please include ideas from Piaget in this answer.
2. What is the difference between a collectivistic and individualistic orientation? Provide examples of each.
3. Describe and give examples of the different types of parenting. Is one type of parenting better than another type of parenting?
4. How does a child come to the awareness of what it means to be male or female?
5. List at least three types of play and give your own examples of them.

	Outstanding 10 total points	Good 8 total points	Satisfactory 7 total points	Poor 3 total points	Unacceptable 0 points
	Meets required criteria at a highly proficient level.	Meets all requirements at a proficient level.	Meets basic assignment criteria.	Meets some of criteria, at unacceptable level.	Fails to meet the project criteria.
Knowledge of the Subject Matter	Bring forth new or expanded ideas that reflect high-level critical thinking on the topic and demonstrate practical application.	Present new or expanded ideas and make a practical application.	Post illustrates basic knowledge of topic without applying or expanding idea. Properly uses lesson vocabulary.	Displays only a minimal grasp of the concepts covered. Does not expand upon the central concepts.	Displays no understanding of central concepts.
Grammar, Punctuation, Spelling	Absence of errors. Uses compound sentence structure.	Minimal errors. Varied sentence structure.	Minimal errors in grammar, punctuation and spelling. Sentence structure correct but basic.	Substantial errors with weak sentence structure.	Substantial errors with significant structural problems.
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form Sample Assessment

HIST 1110 United States History I

Discussion Assignment: *Governor James Henry Hammond, excerpts from a letter to Thomas Clarkson (1845)*

This discussion assignment will focus on *excerpts from a letter written by James Henry Hammond to Thomas Clarkson in 1845*. During the 1840s and 50s, Hammond served as both senator for and governor of the state of South Carolina. He was a vigorous defender of slavery and what one might call "the Southern social order." In this letter, Hammond responds to a widely-circulated critique of that social order, in particular slavery, by the English abolitionist Thomas Clarkson. For more details about "the Southern social order" and the abolitionist movement, please review pages 000-000 in the textbook.

Your task here is to read the assigned excerpts, which you can find on the textbook website, and then to respond to the following questions in writing (with one substantive paragraph per question). We will discuss the document in class on Friday, 00 November 20XX, and your assignments will be due at the beginning of class. If you have any questions, please speak to me or to the Graduate Assistant.

- 1.) How does Hammond distinguish between slavery in the abstract and slavery in practice?
- 2.) What is Hammond's argument for slavery?
- 3.) Why does Hammond believe that slavery is necessary in order for democracy to function?
- 4.) What does Hammond see as the consequence of what he describes as "abolition agitation"?

Essential Skill—Critical Thinking

Students will demonstrate critical thinking skills by utilizing original documents to discuss slavery in the abstract and in practice. Also, students will critically examine why it was believed by some that "slavery was necessary for democracy to function."

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill. 200 – 300 words.

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DR. BARBARA DAMRON
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New Mexico General Education Curriculum Course Certification Form Sample Assessment

HIST 1120 United States History II

Discussion Assignment: *Klu Klux Klan Manual (1925)*

This discussion assignment will focus on selections from the *Klu Klux Klan Manual* of 1925. While the Civil War formally ended slavery in the United States, racism, as both an attitude and as a system, remained firmly entrenched not only in the South but all across the United States: this is evidenced by the rise, spread, and success of the openly racist organization the Klu Klux Klan (KKK). Many states had Klan members; many Klan members regularly engaged in acts that at a minimum threatened, and that sometimes physically harmed, minorities, in particular African-Americans. For more details about the KKK, please review pages 000-000 in the textbook.

Your task here is to read the selections from the *Klu Klux Klan Manual*, which you can find on the textbook website, and then to respond to the following questions in writing (with one substantive paragraph per question). We will discuss the document in class on Friday, 00 March 20XX, and your assignments will be due at the beginning of class. If you have any questions, please speak to me or to the Graduate Assistant.

- 1.) How did the KKK define "pure patriotism"?
- 2.) What did the KKK see as "its primary purpose"?
- 3.) According to the KKK, who is an American?
- 4.) Who did the KKK fear most at this time? How did the KKK address those fears?
- 5.) What does this document tell us about racism in the United States during the 1920s?

Essential Skill—Critical Thinking

Students will demonstrate critical thinking skills by utilizing original documents to discuss the KKK and racism—past and present. Also, students will critically examine why it was believed by some that “slavery was necessary for democracy to function.”

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New Mexico General Education Curriculum Course Certification Form Sample Assessment

Discussion/Web Assignment N° 3:

Our 3rd discussion assignment for the semester will focus on documents that provide descriptions of the plague of the 1340s-1350s and its effects, and exploring the relationship between the bubonic plague and violent anti-semitism. Follow the link for The Black Death & the Jews to the documents. Also, have a look at Boccaccio's account of the Plague in Florence. The web addresses for the assigned documents are:

<https://sourcebooks.fordham.edu/source/boccacio2.asp>

<http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html>

Review the documents and respond in a detailed and substantive paragraph or two to each of the questions listed below. If possible, the work should be typed or word-processed, double-spaced; if not, you should write legibly. Come prepared to discuss the document and your responses to it on Wednesday, 10 October 2018.

If you have any questions, please see me or Greg.

- 1) How are we to make sense of the "confession" of Jewish merchant Agimet of Geneva, since we know absolutely that the Bubonic Plague was not in fact caused by poison put in water supplies, but by bacteria spread by fleas and rats? What does this medieval account of the spread of plague tell us about fourteenth century Europeans' understanding of diseases and their causes?
- 2) What happened to the Jewish community of the town of Strasbourg? Did their fate seem to be connected to Agimet's "confession?" Were there reasons—aside from anti-Semitic prejudice—that might have made the Jews of this community convenient targets for mob violence?
- 3) What do these documents—both Boccaccio's description and the documents relating to the fate of the Jews—tell us about European society and culture in the

fourteenth century? How useful are they in understanding life and death in the Middle Ages?

Essential Skill—Critical Thinking and Information & Digital Literacy

Students will demonstrate critical thinking skills by utilizing original documents to gain a comprehensive understanding of diseases and causes and European society and culture. In addition, students will expand his/her knowledge using resources through the World Wide Web.

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New Mexico General Education Curriculum Course Certification Form **American National Government**

Sample—Writing Assignment & Assessment

Writing in Political Science

Assignment #1—you must write one to two paragraphs explaining your thoughts about “What is Politics?” In the short essay, explain what you think of when you hear the word "politics." Your short essay should reference one on-line article from USA Today, The New York Times or The Washington Post to illustrate what you mean. Be sure to explain how the article illustrates (or supports) your point. Lastly, make sure you attach a copy of the article to your paper, and place your writing assignment in the assignment dropbox.

Writing Assignment #1 Evaluation

Content

- Writer conveys his/her thoughts/ideas coherently (Critical Thinking for Political Science Guidelines are provided for the students)
- Demonstrates some original thought (somewhat insightful)
- Writer uses a newspaper article to support his/her thoughts

Followed Guidelines

- Writing Criteria in Political Science (Writing Criteria Guidelines are provided to the student)
- Minimum criteria errors

Clarity – Grammar, Spelling, Sentence and Paragraph Structure

- Minimal writing errors

Essay #10

Select a political party. Using that party, select a policy that they have taken a stance on. Examples can include economics, domestic policy, criminal justice reform, law and regulations and so on.

Explain how this party has used their platform to advocate for and shape this policy. How does the party you selected view the particular policy? What are these groups arguing for? How do they use their platform to argue for their goals?

Do not give just opinion. Your essay must include at least two (2) academic, credible sources. Wikipedia does not count as a source. For questions about sources, please email me.

The essay should be in the standard 5 paragraph form with a good introduction and conclusion and supported with references. Please refer to the syllabus for the grading rubric.

Essays are due no later than 4-15-19 at 6:00PM.

POLS167: State and Local Government

Bill Assignment

As this year's legislative session is underway, it is important to know how our states laws are created. For this assignment, you will select a bill proposed to this year's legislation. You will give the bill number (Ex. HB 1), who sponsored it, and what actions have been taken.

After introducing this bill, pick a side. Do you support this bill or not? Defend your position in research, such as by citing other states with similar laws or other occasions where this type of bill was passed. Use appropriate, academic outside sources, such as cost estimates and analysis of impacts similar legislation has had on other states. Finally, conclude your argument. List how this bill impacts the citizens of New Mexico. How does it change our relationship with the federal government, if it does at all? What political interest groups have donated money or supported the legislators involved? These factors all play a huge role in creating laws and policy at the state level.

You must use a minimum of two (2) outside sources. You may use your textbook and handouts from class but these do not count to your sources. Your essay should be 5 paragraphs long, or about 1 and a half pages, Calibri or Times New Roman 12 point font and double spaced. See the syllabus for the grading rubric for written papers. **PAPERS SHORTER THAN 5 PARAGRAPHS WILL BE MARKED DOWN A LETTER GRADE. PAPERS SHORTER THAN 3 PARAGRAPHS WILL GET AN F.**

Writing about the Future

1. Watch the videos by Adam Grant, Dan Gilbert, Emilie Wapnick, and Kathryn Schultz. Links to these videos are posted on Brightspace.
2. Read “A Young Man’s Vision Quest” and “An Indian Father’s Plea” and “It’s 2050 and This is How We Stopped Climate Change.” These essays are available on Brightspace.
3. Think about the person you plan to be in the year 2050.
4. Create a Mind Map about your vision for your future.

Writing Assignment:

Using your Mind Map, write a paper that addresses these questions:

What will you be like in 2050?

How will the world around you be different?

What are you doing in 2019 that will help you become that person?

How will you be contributing to your family?

How will you be contributing to your tribe?

What are you looking forward to?

Guidelines

--Target Length: 1,000 words (975-1025 words acceptable)

--APA format

--Times New Roman font size 12

--Use the videos and readings listed above as sources for your paper

--Include a Cover Sheet page at the beginning and a References page at the end

--Submit through Brightspace by 11:59 p.m. on December 15

Research Project 2: The Food Industry

To be completed during weeks 8-14 of the trimester

Choose a topic **related to food** and have it approved by the instructor. Then prepare the following:

--Research Question—submit through Assignments folder on Brightspace

--Annotated Bibliography—minimum of 12 sources and maximum of 15 sources (6 must be peer-reviewed); include your Research Question; MLA format

→Submit through Assignments folder on Brightspace

→Also submit a paper copy and copies of your sources

--Literature Review—include your Research Question; MLA format—550-600 words

→Submit through Assignments folder on Brightspace

--Research Paper—MLA format; due April 17 (midnight)—1,750-2,000 words

→Include Works Cited

→Submit through Assignments folder on Brightspace

ENGL 1410 Final Essay Rubric

	Excellent	Developing	Needs Improvement
Organization	Essay is well organized with logical progression and transitions. Thesis statement is clear and compelling. Essay is unified in supporting and developing this thesis and paragraphs are unified and cohesive.	Essay is fairly well organized with logical progression but transitions are weak. Thesis is clear but could be more insightful. Body paragraphs have minor issues with being unified and cohesive.	Essay is poorly organized with unclear progression and no transitions. Thesis statement is unclear and does not unify the essay. Body paragraphs are not unified or cohesive
Support	Essays clearly and convincingly supports main points with evidence from the text, evidence from reliable sources, and thoughtful analysis. Clear reasoning connects evidence to supporting points. Student uses paraphrasing and quoting effectively.	Essays contain some support for the main points through evidence from the text and secondary sources, but at times the support is not sufficient or could be analyzed more thoughtfully. For the most part, student paraphrases and quotes effectively but minor issues exist.	Essay is lacking in sufficient support from the play and/or from secondary sources. Analysis of the evidence is not well developed or clear. Student has major errors in paraphrasing and quoting.
Writing Style	Essay is clearly written with strong word choice. Writer uses formal academic tone and carefully constructs sentences. Sentences are varied, clear, and concise.	Essay is clearly written for the most part without major issues with word choice, awkward or wordy sentences.	Essay has significant issues with clarity, word choice, and awkward or wordy sentences.
Grammar, Punctuation, and Mechanics	Writing is free of major errors in grammar, punctuation and mechanics	Writing contains only minor errors in grammar, punctuation, and mechanics.	Writing has significant errors in grammar, punctuation, and mechanics.
MLA Format	Correct MLA format, in-text citations, and Work Cited page.	Minor errors in MLA format, in-text citations, and Work Cited page.	Major errors in MLA format, in-text citations, and Work Cited page.
Audience/Purpose	Writing shows clear awareness of audience and purpose.	Writing shows basic awareness of audience and purpose.	Writing shows clear awareness of audience and purpose.

Demonstrate Critical Thinking

	Superior 4	Competent 3	Emerging 2	Substandard 1
Understanding	Exceptional understanding of situational content 25	Basic understanding of situational content 20	Some understanding of situational content 17.5	No understanding or an apparent misunderstanding of situational content 15
Analyze Context & Content	Identifies most important elements of the situation (visually, symbolically, numerically, verbally, physically) & shows exceptional insight & observations, making relevant connections between ideas and applications 25	Identifies main elements of the situation (visually, symbolically, numerically, verbally, physically) & recognizes relevant connections between ideas and applications 20	Identifies some elements of the situation (visually, numerically, etc.); is aware of relevant connections between ideas and applications; much room for growth 17.5	Unable to identify any element of the situation nor make connections 15
Process & Reasoning	Draws warranted fair-minded conclusions; Clearly justifies options & explains reasoning 25	Draws rational conclusions, yet does not fully explain reasoning 20	Draws conclusions yet unable to justify; much room for growth 17.5	Unable to draw valid conclusions nor justify 15
Conceptualization & Creation	Sophisticated creation synthesizes evidence, context/content, & process 25	Creation shows knowledge of content & analyzes content/evidence & process 20	Creation shows minimal understanding of context/content & process; much room for growth 17.5	Creation does not show understanding of context/content, process 15

Rubric for Essay Papers/Term paper (graded on a 100 point scale):

Dimensions:	(24-25) Accomplished if all:	(21-22) Competent if all	(18-19) Acceptable if all:	(15-16) Needs work if ANY
Writing & Organization (20 of 25 pts)	All directions followed. No writing errors, and writing enhances understanding of paper.	All directions followed. Only minor writing errors that do not detract from understanding.	Directions not completely followed, or writing errors that do detract from overall understanding, but in either case paper still meets acceptable standard.	Directions not followed. Significant writing errors that detract from understanding. Fails to meet basic standard of writing.
Thesis Statement (5 of 25) CLO:1,2; ESO:CRT	Thesis as competent but also demonstrates insight and sophisticated understanding.	Thesis includes all required elements, is on appropriate topic, and is clearly written.	Thesis includes all required elements and is on appropriate topic, but may not be clearly written.	Thesis does not include all necessary elements, and/or is not on appropriate topic, and/or is unclear.
Research & Factual understanding CLO:1,3; ESO:INF&DIG	Citations and bibliography complete with no errors. Research exceeds requirements and enhances understanding. No factual errors and demonstrates strong factual understanding going beyond what was presented in class. Understanding of relevant facts and context fully supports thesis and enhances analysis.	Citations include all necessary information with only minor errors. Research meets all requirements and does not detract from understanding. No serious factual errors and some evaluation of facts demonstrates some factual understanding. Understanding of relevant facts and context sufficient to support analysis and thesis.	Citations include all necessary information with only minor errors, but may be incomplete. Research meets requirements at a minimum level. No serious factual errors and some evaluation of facts demonstrates some factual understanding. Basic understanding of relevant facts and context sufficient to support a partial analysis and thesis.	Significantly incomplete or improper citations and/or bibliography. Research does not meet requirements. Some sources not reliable or relevant or appropriate and detract from understanding. Poor/no factual understanding, which does not reflect what was presented in class/readings. Understanding of facts does not support thesis & analysis.
Analysis (CLO:2,4; ESO:CRT)	Analysis supported by strong research and logical thinking. Strong conclusion. Analysis exceeds what was presented in class, demonstrates sophistication and/or insight or creative thinking. Historical awareness evident throughout analysis.	Analysis supported by appropriate research and some logical thinking. Clear conclusion meets requirements. Partially developed but coherent analysis with some interpretation/evaluation, but may not be thorough or complete. Some historical awareness evident.	Incomplete analysis supported by some research and some logical thinking. Conclusion partially developed, meets minimum requirements. Partially developed analysis with some interpretation/evaluation, but may not be thorough or complete. Some historical awareness evident.	Analysis is not supported by appropriate research, and/or insufficient logical thinking. Conclusion either too general, unfocused, or unsupported. Insufficient analysis and/or evaluation. Analysis may be simplistic, inappropriate, or not relevant. Little/no historical awareness evident.
Synthesis (diverse perspectives) CLO:1-4; ESO:PSR	Fully integrates multiple viewpoints and diverse perspectives completely, accurately, and insightfully. May demonstrate creative or innovative thinking.	Some integration of multiple viewpoints, and some integration and comparison of diverse perspectives, but may be incomplete.	Limited integration of multiple viewpoints, and limited integration and comparison of diverse perspectives, but may be incomplete.	Sources are only loosely associated, and if more than one idea present, alternatives are not integrated. Ideas or perspectives adopted with little question. May treat other positions superficially or misrepresent them..

Thesis is a subcategory of Writing & Organization, and the points for the thesis are added to the larger category to get the 25 points maximum earned for Writing and Organization. Points for each dimension (accomplished/competent/acceptable/needs work): 24-25/ 21-22/ 18-19/ 15-16 points; 0 if unacceptable.

The Essay Rubric: This rubric is used for grading certain written assignments, such as the term paper. Follow all instructions for the individual assignments (provided separately from this rubric). This is a longer and more complex rubric than the others used for this course. Because of its complexity take extra time to study to give yourself an idea of what will count towards your paper grade. Look in the syllabus for an explanation of how to read a rubric.

Unsatisfactory: If any category fails to meet the minimum requirements for *Needs Work*, it will be considered unsatisfactory and will earn 0 points. Note that if there is no attempt to include citations or some sort of list of sources the research category will be unsatisfactory and earn a grade of zero. If the paper is on an inappropriate topic (not something covered that semester) it may also earn 0 points total.

Paper grade: The final paper grade is the total of the points awarded for each category added together. Remember that categories are somewhat dependent upon each other. For example, it will be difficult to have a accomplished analysis if the research and factual understanding are only at the Needs Work level.

Rubric integration with course and essential skills outcomes. This table shows the links between rubric items and Course and Essential Skills outcomes, along with associated ESO rubric items that have been incorporated into this term paper rubric. Note this is not something you need to worry about, or even look at. It is here just to serve as administrative documentation.

<i>Rubric dimension</i>	<i>CLO</i>	<i>ESO</i>
Writing & organization (thesis statement)	1,2	Critical Thinking: a) Problem setting (thesis statement)
Research & factual understanding	1,3	Inf & Dig literacy: a) Authority and value of information; b) Information structures; d) Research as Inquiry Critical thinking: b) acquire evidence (not assessed separately from Inf Lit above)
Analysis	2,4	Critical thinking: c) Evidence Evaluation; d) Reasoning/Conclusion
Synthesis (of diverse perspectives)	1,2,3,4	Personal and Social responsibility a) Intercultural reasoning and competence; e) Civic knowledge and engagement

ECON Discussion

ECON Discussion		ECON Discussion		
Criteria		Ratings		Pts
This criterion is linked to a Learning Outcome				
Presentation	5.0 to >3.0 pts	3.0 to >1.0 pts	1.0 to >0 pts	
Discussions are posted using well formed sentences, complete with proper grammar, punctuation and capitalization.	Very well written Sentences are complete and well phrased.	Well written Some elements of grammar and style are missing.	Needs work Post contains incomplete sentences, and/or lacks most of the required qualities.	5.0 pts
This criterion is linked to a Learning Outcome				
Personal Thought	5.0 to >3.0 pts	3.0 to >1.0 pts	1.0 to >0 pts	
Post contains reflection and personal thought or example.	Very well explained Post presents personal thought and/or example	Somewhat explained Post did not indicate much reflection and/or lacked clarity.	Needs work Post lacks any personal reflection or example.	5.0 pts
This criterion is linked to a Learning Outcome				
Textbook application	5.0 to >3.0 pts	3.0 to >1.0 pts	1.0 to >0 pts	
Post contains at least one concept or term from the textbook and the application is explained.	Very well explained Post contains a textbook example, and a clear explanation of the application.	Somewhat explained Post contains a textbook example, but the explanation of the application lacks clarity.	Needs work Post lacks any textbook concepts or terms, or lacks explanation.	5.0 pts
Total Points: 15.0				

Clovis Community College
American National Government
POLS 1120/SEC. 3N0
Fall, 2019

INSTRUCTOR: Gregory M. Rapp
OFFICE: 141-F (Phase I)
OFFICE PHONE: 575.769.4930
HOME PHONE: 575.769.4911 (Phase I Secretary's Phone)
OFFICE HOURS: Monday–Thursday, 4:30–5:30 p.m. (Mountain Time)
E-MAIL: rappg@clovis.edu (All communication must take place via Canvas messenger)
TEXT: *The Logic of American Politics*. Kernell, Jacobson, Kousser, and Vavreck. Sage/CQ Press, 2019. ISBN: **978-1544322995**.

MATERIALS REQUIRED:

1. Jump drive or external hard drive to save electronic files
2. Three-ring binder
3. Spiral notebook or composition book
4. College-level dictionary-thesaurus combination
5. Writing materials (i.e., pens, pencils, highlighters, etc.)
6. Access to an updated Internet browser (e.g., Mozilla Firefox, Internet Explorer, Safari, etc.)
7. Access to a reliable Internet connection
8. Access to Microsoft Office (2007 or newer)
9. Access to a PDF Reader
10. A working CANVAS account (<http://www.clovis.canvas.edu>)
11. A working CCC e-mail account (located in Pathway)

INSTRUCTOR AVAILABILITY & CONTACT INFO:

The CANVAS messaging system will be utilized throughout the semester. If you need to contact me, please e-mail me using CANVAS. I will try to answer messages within twenty-four (24) hours during the work week. However, please allow for forty-eight (48) hours during official breaks, holidays, and weekends (i.e., Friday–Sunday).

COURSE DESCRIPTION (NM HED COMMON COURSE CATALOG, 2019):

This course explains the role of American national government, its formation and principles of the Constitution; relation of state to the national government; political parties and their relationship to interest groups. This course also explains the structure of the legislative, executive, and judicial branches.

STUDENT LEARNING OUTCOMES (SLOs):

Students should be able to:

1. Explain the historical and political foundations of the government of the United States;
2. Explain the precursors to, and the development and adoption of the United States Constitution;

3. Explain the United States federal system, the basics of federalism, and the changing relationship of state and federal power;
4. Describe the power, structure and operation of the main institutions of government, namely the legislative, executive, judicial, and the federal bureaucracy;
5. Explain the development and role of political parties and interest groups;
6. Identify the constitutional basis of civil rights and civil liberties and their changing interpretation; and
7. Describe the role of demographics, public opinion and the media in American politics.

SYLLABUS CLAUSE & CONTRACT:

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and/or assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves as students' acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

WITHDRAW:

If students are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, they should withdraw from the class after they have spoken with their instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

ONLINE COURSE GUIDELINES:

To see the latest guidelines for all online courses, please see the [Online Course Guidelines](#) located within your Canvas course.

SUBMITTING ASSIGNMENTS:

All assignments must be submitted in the online classroom (Canvas). Pay close attention to due dates. Due dates are closer than they appear, and make sure you focus on more than the To-Do list offered by Canvas. In other words, make sure you access the Canvas shell for readings, lectures, useful videos, handouts, and so on. Please note that all online course messages and submissions are automatically date and time stamped using MST. Make sure you know what time it is at your house when it is 11:59 P.M. in Clovis, New Mexico. Spread the assignments, lectures and readings out over the week so you are not overwhelmed. It is easy to find yourself behind if you delay completing all weekly items until the last moment. Please note: All modules open on the days listed in the COURSE SCHEDULE, and all modules close at 11:59 P.M. on the last days listed in the course schedule.

DISCUSSIONS:

Online discussions serve the same purpose as other course-related conversations – exchange ideas, explore different perspectives, conduct research and share new knowledge, and provide context for the course materials. Online discussions also develop communication and critical thinking skills. **There are six (6) graded discussions (not including the Introductions and Benefits discussions) varying in duration for 1-4 weeks.** Topics, posting etiquette, and formatting guidelines are found in each discussion’s assignment link in Canvas.

CUMULATIVE FINAL EXAM (PROCTORED):

The final exam will be a PROCTORED exam. If you live within fifty (50) miles of Clovis Community College, you must take the exam at the CCC Testing Center. If you live further away, you have to take the exam either through ProctorU or through an approved proctoring facility. You must make a reservation at least seventy-two (72) hours prior to when you wish to access the final exam. If you are using a proctor (i.e., those high school students 50+ miles from Clovis), please e-mail me and submit the proctor approval form located on the CCC Testing Center page (see link below).

<http://www.clovis.edu/fdc/docs/ProctorApprovalForm.pdf>

You may not use notes, the textbook, the Internet, or any other resources while taking the test.

Students will need to make testing arrangements by Friday, Nov. 01, 2019.

MAKE-UP/LATE WORK:

No make-up work or late work will be accepted for this course. This is due to the amount of time offered to students to complete this course. However, some extenuating circumstances may materialize, making it impossible to submit work prior to the established deadline. You are responsible for contacting me well in advance of the established deadline. That means you should contact me within twenty-four (24) to forty-eight (48) hours before an assignment is due. Students are also responsible for submitting completed coursework that meets college-level expectations.

GRADING POLICY:

Generally, it takes me about one week (i.e., seven days) to finish providing constructive feedback and grades for rough drafts and small assignments. However, please allow for up to two to two and a half weeks for grades on final drafts written in this class. If you have any questions about grades or my feedback, please feel free to contact me.

Final grades will be available on the Web within five (5) days from the last day of the semester. You can view your final grades in Pathway. Go to pathway.clovis.edu, enter your Pathway username and password, click on the “Student” tab, and then look for a box labelled “Student Grades.”

Grades in this course will be based on the following:

ASSIGNMENTS: POINTS /PER CENT OF COURSE GRADE:

Introductions (Fun) + Benefits (Research)	50 pts.
Discussions (x6) (DUE DATES VARY)	450 pts.
Pre-Quizzes (x15) (DUE Wednesdays, 11:59 p.)	150 pts.
Post-Quizzes (x15) (DUE SUNDAYS, 11:59 p.)	150 pts.
Final Exam (Proctored) (DUE Friday, JUL. 26)	200 pts.
TOTAL	1,000 pts.

GRADING SCALE: Student final grades are based on overall performance in class.

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
599 and below	F

CANVAS:

Clovis Community College requires that all instructors utilize a Canvas shell for their courses. That means this course will use Canvas. All outside readings not included in core textbooks, assignments, course updates, and so on will be posted/uploaded to the Canvas shell for the course in question. With that said, it is the student's responsibility to ensure that s/he is able to log on to Canvas, upload assignments, view the gradebook, and download outside (assigned) readings. If you are having trouble with your Canvas account, please contact the Help Desk at **575.769.4969**.

COURSE SCHEDULE / CALENDAR

The course schedule/calendar is subject to change, as the instructor finds it necessary. If changes are made, students are responsible for taking note of any changes that are announced in Canvas. Make it a habit to communicate with your fellow students and/or check Canvas announcements regularly. Readings and/or assignments must be completed (and submitted) by the dates listed in the schedule/calendar.

Important Abbreviations: LOAP: Logic of American Politics

Session Dates	Mod #	Discussions	Chapters, Assignments, Lectures, Etc.
AUG. 19–25	1	Opening Discussions: Intros & Benefits <i>Intros:</i>	Preview textbook (<i>Logic of American Politics</i>); preview Canvas shell; review APA-style formatting sources; review college-level reading resources; review/read course materials located in Chapters 1-3 (Canvas); complete all pre-quizzes by Sun., Aug. 25 .
AUG. 26–SEPT. 01	2	Begin: Aug. 19 End: Aug. 25 <i>Benefits:</i> Begin: Aug. 19 End: Sept. 01	Read/Review course materials located in Chapters 1-3 (Canvas). Begin reading Chapters 1-3 in <i>LOAP</i> .
SEPT. 02–08	3	1st Discussion:	Read Chapter 01 in <i>LOAP</i> Conduct research for 1 st Discussion Board. Complete post-quiz for Chapter 01 (Due Sun., Sept. 08)
SEPT. 09–15	4	<i>Logic of American Politics</i> Begin: Sept. 02 End: Sept. 22	Read Chapter 02 in <i>LOAP</i> Conduct research for 1 st Discussion Board. Complete post-quiz for Chapter 02 (Due Sun., Sept. 15).
SEPT. 16–22	5		Read Chapter 03 in <i>LOAP</i> Conduct research for 1 st Discussion Board. Complete post-quiz for Chapter 03 (Due Sun., Sept. 22)
SEPT. 23–29	6	2nd Discussion: <i>Civil Liberties & Civil Rights</i>	Read/Review course materials located in Chaps. 4-5; complete pre-quizzes for Chaps. 4-5 (Due Sun., Sept. 29); read Chap. 4 in <i>LOAP</i> ; conduct research for 2 nd Discussion Board.
SEPT. 30–OCT. 06	7	Begin: Sept. 23 End: Oct. 06	Read Chap. 5 in <i>LOAP</i> . Complete Chaps. 4-5 post-quizzes (Due Sun., Oct. 06). Conduct research for 2 nd Discussion Board.
OCT 07–13	8	3rd Discussion: <i>Branches of Government</i> Begin: Oct. 07 End: Nov. 03	Read/Review course materials located in Chaps. 06-09; complete pre-quizzes for Chaps. 06-09 (Due Sun., Oct. 13); read Chap. 06 in <i>LOAP</i> ; conduct research for 3 rd Discussion Board.
OCT. 14–20	9		Read Chap. 07 in <i>LOAP</i> . Conduct research for 2 nd Discussion Board.

OCT. 21–27	10	DON'T WAIT UNTIL THE LAST MOMENT TO POST!	Read Chap. 08 in <i>LOAP</i> . Conduct research for 2 nd Discussion Board.
OCT. 28–NOV. 03	11		Read Chap. 09 in <i>LOAP</i> . Complete Chaps. 6-9 post-quizzes (Due Sun., Nov. 03). Conduct research for 2 nd Discussion Board. <i>Students must submit final exam proctoring information by Friday, Nov. 01, 2019.</i>
NOV. 04–10	12	4th Discussion Begin: Nov. 04 End: Nov. 17	Read/Review course materials located in Chaps. 10, 11, and 14; complete pre-quizzes for Chaps. 10, 11 and 14 (Due Sun., Nov. 10); read Chaps. 10 and 11 in <i>LOAP</i> ; conduct research for 4 th Discussion Board.
NOV. 11–17	13		Read Chap. 14; complete post-quizzes for 10, 11, and 14; conduct research for 4 th Discussion Board.
NOV. 18–24	14	5th Discussion Begin: Nov. 18 End: Dec. 01	Read/Review course materials located in Chaps. 12 and 13; complete pre-quizzes for Chaps. 12 and 13 (Due Sun., Nov. 24); read Chaps. 10 and 11 in <i>LOAP</i> ; conduct research for 4 th Discussion Board; read Chap. 12 in <i>LOAP</i> ; study for final exam.
NOV. 25–DEC. 01	15		Read Chap. 13 in <i>LOAP</i> ; complete post-quizzes for Chaps. 12 and 13 (Due Sun., Dec. 01); conduct research for 5 th Discussion Board; study for final exam.
DEC. 02–06	16	Closing (6th) Discussion: Is there a logic to American politics? Begin: Dec. 02 End: Dec. 06	FINAL EXAM (PROCTORED; Due Friday , Dec. 06) Complete pre-quiz for Chapter 15 (Wednesday, Dec. 04). Complete post-quiz for Chapter 15 (Thursday, Dec. 05).

ARTS 1250L Design II- For Your Eyes Only / I Thought You Said....- Rubric					
	Excellent Well beyond expectations for this course level	Good Well done and easily adequate for this course level	OK Adequate for this course level	Needs improvement Did not meet basic requirements	Missing or off target Check for student understanding
Class participation, and effective communication in critique and in discussion					
Accuracy to the idea: Ability, at an introductory level, to apply the elements and principals of design to a three-dimensional object in order to communicate an idea					
Craftsmanship					
Creative Design: Inventive use of the material, space, light, and color which is consistent to communicate idea/concept					
Demonstrated ability, at an introductory level, to employ 3-D related art vocabulary. Understanding of "formal" and "subjective" as they relate to visual art					
Ability to work collaboratively with another student on Part One and Part Two of this project.					
Written summary : Ability to summarize what was learned about effective formal communication					
Ability to evaluate work, listen to critique and problem solve (critical thinking)					
Project turned in on time!					

Component Skill	Emerging	Developing	Proficient
Digital Literacy	Students include in papers information from primary sources; students present rudimentary analyses of sources; students present simple but suitable research question and suitable conclusions.	Students include in papers information from primary sources and scholarly sources; students present medium-level analysis of sources; students formulate robust but not complex research question and suitable conclusions.	Students include in papers information from scholarly sources, primary sources, electronic sources, contemporary sources; students present high-level analysis of sources; students formulate complex research question and robust conclusions.
Critical Thinking	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students use MLA style citations and Works Cited Lists.	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students incorporate into their analysis the views of one scholar; students use MLA style citations and Works Cited Lists.	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students incorporate into their analysis the views of three or more scholars; students interrogate the views of the scholars in their analysis; students use MLA style citations and Works Cited List.

<p>Personal and Social Responsibility</p>	<p>Students adequately explain the sociopolitical issues found in literary texts; students responsibly use details to support interpretations of primary texts.</p>	<p>Students explain the sociopolitical issues found in literary texts, making mention of all perspectives on an issue; students responsibly use details to support interpretations of primary texts; students offer reasoned and sustained opinions about the nature of the sociopolitical conflicts.</p>	<p>Students robustly explain the sociopolitical issues found in literary texts, making mention of all perspectives of an issue; students responsibly use details to support interpretations of primary texts; students offer reasoned and sustained opinions about the nature of the sociopolitical conflicts; students draw parallels between the sociopolitical conflicts in the texts and similar conflicts in the contemporary world.</p>
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Eastern NM University Roswell Rubric for American Literature I, ENG 2610

Component Skill	Emerging	Developing	Proficient
Digital Literacy	Students include in papers information from primary sources; students present rudimentary analyses of sources; students present simple but suitable research question and suitable conclusions.	Students include in papers information from primary sources and scholarly sources; students present medium-level analysis of sources; students formulate robust but not complex research question and suitable conclusions.	Students include in papers information from scholarly sources, primary sources, electronic sources, contemporary sources; students present high-level analysis of sources; students formulate complex research question and robust conclusions.
Critical Thinking	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students use MLA style citations and Works Cited Lists.	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students incorporate into their analysis the views of one scholar; students use MLA style citations and Works Cited Lists.	Students present a clear analysis of a primary text, using appropriate details and drawing suitable conclusions; students incorporate into their analysis the views of three or more scholars; students interrogate the views of the scholars in their analysis; students use MLA style citations and Works Cited List.

<p>Personal and Social Responsibility</p>	<p>Students adequately explain the sociopolitical issues found in literary texts; students responsibly use details to support interpretations of primary texts.</p>	<p>Students explain the sociopolitical issues found in literary texts, making mention of all perspectives on an issue; students responsibly use details to support interpretations of primary texts; students offer reasoned and sustained opinions about the nature of the sociopolitical conflicts.</p>	<p>Students robustly explain the sociopolitical issues found in literary texts, making mention of all perspectives of an issue; students responsibly use details to support interpretations of primary texts; students offer reasoned and sustained opinions about the nature of the sociopolitical conflicts; students draw parallels between the sociopolitical conflicts in the texts and similar conflicts in the contemporary world.</p>
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Eastern NM University Roswell Rubric for American Literature II, ENG 2620

Component Skill	Emerging	Developing	Proficient
Communication	<p>Students will be able to produce complete short stories with a beginning, middle, and end; students will be able to produce complete poems in blank form; students will deliver basic written and oral critique to their classmates. Each poem, story, or written critique will contain fewer than fifteen sentence-level errors.</p>	<p>Students will be able to produce complete short stories that feature the following structural components: plot, conflict, scene, dialogue, exposition, climax, basic characterization, and setting; students will be able to produce blank poems as well as rhyming poetry in various forms; students will deliver to their classmates written and oral critique that focuses on at least two major concerns; each story, poem, or written critique will contain fewer than ten sentence-level errors.</p>	<p>Students will be able to produce complete short stories that feature the following structural components: plot, dialogue conflict, scene, exposition, climax, sophisticated characterization, and complex world building; students will be able to produce blank poems and poetry utilizing a variety of forms; students will deliver to their classmates written and oral critique that focuses on all major issues of a story or poem; each story, poem, or written critique will contain fewer than five sentence-level errors.</p>
Critical Thinking	<p>Students will produce story critiques that analyze plot and characterization; students will produce poem critiques that analyze image and sound; students will be able to give one or two rudimentary suggestions for revision to their peers; students will be able to produce</p>	<p>Students will produce story critiques that analyze plot, characterization, and conflict; students will produce poem critiques that analyze image, sound, and theme; students will be able to give three or four more advanced suggestions for revision to their peers; students will be able to produce</p>	<p>Students will produce story critiques that analyze plot, conflict characterization, dialogue, and exposition; students will produce poem critiques that analyze image, sound, theme, form, and meter; students will be able give several trenchant suggestions for revision to their peers; students will be able</p>

	structurally complete basic stories and poems.	revised stories and poems that reflect feedback given by instructor and peers.	to produce revised stories and poems that are of sufficient quality to be published.
Personal and Social Responsibility	Students will read each other's poetry and fiction in a timely fashion; students will participate at least once during each peer review session; students will create at least one fictional character that is quite different from themselves and reflects a culture different from their own; students will incorporate into their revisions at least one suggestion from peer reviewers; students will participate at least once during each class discussion of a professionally published story or poem.	Students will read each other's poetry and fiction in a timely and analytical fashion; students will participate at least twice during each peer review session; students will create at least one fictional character that is quite different from themselves and reflects a culture different from their own; students will engage in world building activities in order to create settings with diverse social and political elements; students will incorporate into their revisions at least three suggestions from peer reviewers; students will participate at least twice during each class discussion of a professionally published story or poem.	Students will read each other's poetry and fiction in a timely and analytical fiction, giving several suggestions for appropriate revision; students will freely and repeatedly participate in peer-review sessions; students will create story worlds containing diverse cultures, political problems, and environmental concerns; students will incorporate into their revisions all reasonable suggestions from peer reviewers; students will participate multiple times during each class discussion of professionally published story or poem.

ENGL 2660 World Literature 2 – Essay Grading Rubric

	F - less than 60	D - 60-69	C - 70-79	B - 80-89	A - 90-100
Thesis 20%	Thesis missing or not connected to rest of essay 0-11	Thesis present but unclear or too broad or too narrow 12-13	Thesis clear 14-15	Thesis clear and effective -> essay has focus 16-17	Thesis effective, interesting 18-20
Organization Mechanics & Grammar + Proper MLA Citation 20%	Poorly written, w/ many typos, careless grammar and poor organization Omissions in MLA format, in-text citations, and Work Cited page. 0-11	Poorly written with many typos and weak organization Major errors in MLA format, in-text citations, and Work Cited page. 12-13	Adequately written, w/ proper grammar, and organization Minor errors in MLA format, in-text citations, and Work Cited page. 14-15	Competently written, w/ proper grammar, effective organization Minimal, minor errors in MLA format, in-text citations, and Work Cited page. 16-17	Well written; holds readers attention and provides effective formulation for ideas and argument Proper MLA format, in-text citations, and Work Cited page. 18-20
Critical interpretation & articulation of ideas 30%	No progress made in grasping ideas in text 0-18	Ideas remain tangled in the specifics of text 19-21	Ideas in text not fully grasped 22-24	Articulation of the text's ideas shows some ownership of them 25-27	Strong critical interpretation of ideas being discussed 28-30
Argument 30%	Little or no support for thesis 0-18	Unsatisfactory support for thesis w/ weak argument 19-21	Competent support for thesis with argument displaying a close reading of the text 22-24	Thesis supported throughout essay with a unified argument making use of ideas from text 25-27	Thesis well supported throughout essay, argument made compellingly with references to text and its ideas 28-30
Total: /100					

ENGL 2650 World Literature I
Final Project Rubric

	EXPERT	PROFICIENT	APPRENTICE	NOVICE
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands the concepts learned throughout the course. The supporting materials demonstrate full understanding of the breadth of the assignment.	The paper demonstrates that the author, for the most part, understands and applies concepts learned throughout the course. Supporting materials demonstrate some understanding of the breadth of the assignment.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. The author can demonstrate a cursory understanding of the material and topics covered.	The paper does not demonstrate any concrete understanding of concepts in the course. Research is missing or unclear, which damages the justification for the paper/event.
DEPTH OF PLANNING	The paper demonstrates complete understanding of the selected theme and can apply that understanding to the two chosen literary pieces. The author is demonstrating a complete understanding of the theme and no issues remain unaddressed.	The paper demonstrates a basic understanding of the selected theme and can apply that understanding to the two chosen literary pieces. The author demonstrates a basic understanding of the theme about the concepts but few issues remain unaddressed.	The paper demonstrates a brief understanding of the selected theme and can apply that understanding to the two chosen literary pieces. The author is missing smaller aspects about the concepts but some issues remain unaddressed.	The paper demonstrates superficial understanding of the aspects for the event. The author is missing large concepts and many issues remain unaddressed.
COHESION	The paper is cohesive in total, showing great thoroughness and comprehensive understanding of the	The paper is cohesive in total, showing thoroughness and a comprehensive understanding of the	The paper is somewhat disconnected in total, showing little thoroughness and comprehensive	The paper is cohesive in total, showing virtually no thoroughness and no comprehensive understanding of the

ENGL 2650 World Literature I
 Final Project Rubric

	reading and theme as a whole.	readings and theme as a whole.	understanding of the readings and theme as a whole.	readings and theme as a whole.
MECHANICS	Excellent grammar, punctuation and word choice. Correct use of MLA format for in-text citations and work cited.	Good grammar, punctuation and word choice. Mostly correct use of MLA format for in-text citations and work cited.	An effort seems to have been made to use standard grammar, punctuation and word choice is limited or basic. Some errors in MLA format for in-text citations and work cited.	No efforts were made to proofread the report. Numerous errors detract from the message. Significant errors in MLA format for in-text citations and work cited.

Comments:

Assignment Rubric

Outcome	1. Needs Work	2. Emerging	3. Developing	4. Proficient	Comments
The writer shows evidence of having read exemplars for this assignment					
The voice of the character is consistent					
The writer shows sensitivity to the cultural and historical realities of the speaker					
Mechanics and format are correct					
The writer has made appropriate revisions, based on peer review in the workshop setting					

Oral History Interview Rubric

STUDENT NAME: _____

DATE OF PRESENTATION: _____

TITLE OF PRESENTATION: _____

CRITERIA						POINTS
	1	2	3	4	5	
Organization of Presentation	Audience cannot understand participants; there is no sequence of information.		Presents historical event in logical sequence which audience can follow.		Presents oral history in logical, interesting sequence which audience can follow.	
Content Knowledge of Interviewee	Student(s) did not have grasp of information; focus and questions asked did not relate to historical event.		Student(s) is at ease with content, but fails to elaborate. Hesitant to answer questions about subject.		Student(s) demonstrates full knowledge (more than required) with historical focus and questions. Can answer questions effectively after presentation.	
Completeness	Fails to address all the elements required for assignment. Lack of planning and organization.		Addresses all elements required of assignment. Students were off task sometimes during planning.		Addresses all elements required of assignment and extends beyond. Students used planning time effectively.	
Format	Presentation is not structured in an interesting format with pictures, text and audio. Students lack enthusiasm for topic.		Presentation demonstrates a clear format. Pictures, text, and audio are used. Shows some enthusiasm for topic.		Presentation is structured in an interesting format with relevant pictures and text. Student shows enthusiasm throughout presentation.	
Info about Chicana/o History – Good Use of Interview	Presentation does not include direct information from an interview. Lacks any content about Chicana/o Studies issues.		Presentation includes direct information from an interview and includes connections to Chicana/o Studies issues.		Presentation includes thoughtful information from an interview, with direct quotes, with and includes direct and meaningful connections to Chicana/o Studies issues.	
					Total (25 possible) →	_____

What is one thing you learned from this presentation? What is one thing that went well?

Could there be any improvements to this presentation? (Use back if needed)

English 2560: Introduction to Native American Literature

Clovis Community College

Instructor Dr. Gina Hochhalter

Office Virtual/Office 507

Phone (575) 769-4939

E-Mail Canvas

Office Hours

Monday 11:45-1:15

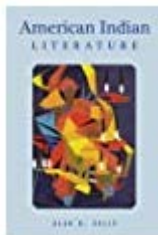
Tuesday 3:00-4:00 p.m.

Wednesday 11:45-1:15

Thursday 9:30-10:30 a.m.

The best way to get ahold of me is through Canvas email. I respond relatively quickly, but please give me up to 48 hours to respond. If sending a message on Friday, please give me until Monday.

REQUIRED COURSE TEXTS



- Purdy and Ruppert's *Nothing but the Truth: An Anthology of Native American Literature* (Prentice Hall). ISBN:0-13-011642-4
- Velie's *American Indian Literature: An Anthology* (U of Oklahoma Press, 1991). ISBN: 0-8061-2345-1
- Oliver LaFarge's *Laughing Boy: A Navajo Love Story* (Houghton Mifflin, 1929). ISBN: 978-0-618-44672-8



COURSE DESCRIPTION

This course will introduce students to the literature produced by Native American authors as well as explore issues relevant to the study of Native American literature. The course will also introduce the basic elements of literary analysis.

STUDENT LEARNING OUTCOMES

- Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.
- Identify the historical and cultural forces that have shaped Native American literature.
- Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature.

ADDITIONAL READINGS

- Charles Eastman’s “Selections from *The Soul of the Indian*”
 - William Apes’s “Indian Nullification of the Unconstitutional Laws of Massachusetts”
 - Gerald Vizenor’s *Harold of Orange: A Screenplay*
 - David Cusic’s *Sketches of Ancient History of the Six Nations*
 - Rota Lister’s “The Importance of Native Oratory”
 - Elias Boudinot’s “An Address to the Whites Delivered in the First Presbyterian Church on the 26th of May, 1826”
 - Linda Hogan, Chickasaw poet and critic, University of Minnesota Web page
 - American Indian Library Association: <https://ailanet.org/academic-library-resources/>
-

COURSE WORK ASSIGNMENTS

✓ Papers	40%
✓ Presentations	20%
✓ Final Group Project	20%
✓ Exams	20%
<u>Total Percentage</u>	<u>100%</u>

Percent Scale	Point Scale	Point Scale
90-100%	A	90-100 A
80-89%	B	80-89 B
70-79%	C	70-79 C
60-69%	D	60-69 D
0-59%	F	0-59 F

Percentages are rounded up on the .5 or higher:
An 89.5 = 90 = A
An 89.4 = 89 = B

POLICIES-----

COURSE WORK POLICY

All course work must be completed and submitted on time to receive an acceptable grade in the class.

MAKE-UP WORK

Make-up work is not available for this section of English 2560. If you are having difficulties, *please* contact the instructor immediately.

POLICY ON LATE WORK

- **Late assignments are not accepted, and a 0 will be given for work not turned in on time.**

Please be mindful and meet deadlines. Specific due dates are indicated on the Home page of the Canvas course and also in the Modules. Students have access to due dates, and to assignment instructions and criteria for the entire semester, so please look ahead to plan your time wisely. All assignments but the Discussions can be submitted early if necessary. If you need to discuss due dates or if something happens, please contact me at least 24 hours before the due date to arrange a solution.

POLICY ON WITHDRAWALS

If you know you aren't going to complete the class, please Withdraw from the course by the withdrawal deadline – this way you'll receive a "W" grade instead of a potential "F." Another option is to change status from Credit to Audit. See the *Academic Calendar* for specifics at <http://www.clovis.edu/AcademicCalendar.asp>

ACADEMIC DISHONESTY, PLAGIARISM, CHEATING:

Academic dishonesty is a "misrepresentation of knowledge" and is subject to disciplinary action (see the *CCC Catalog*). Academic dishonesty includes *plagiarism*, which is:

- ✚ 1) turning in written work that wasn't originally written by you
- ✚ 2) turning in written work submitted to another class/instructor
- ✚ 2) using someone else's published words or ideas (from a book, web site, email, magazine, etc.) in your own writing without giving proper, documented credit to the source of those words/ideas.

Plagiarism is a serious academic offense and **this instructor will assign a lowered or a failing grade for plagiarized work**. At times, students can fail the entire course for plagiarizing. Please see the "Laws of Plagiarism" document located in the Important Documents Module at our Canvas course for specific information on types of *plagiarism* and their consequences.

WRITING ASSISTANCE -----

ONLINE TUTORING: TutorMe

CCC has an online tutoring program through *TutorMe*. If you live out of Clovis or do not have access to the CCC Writing Center, then *TutorMe* might be perfect. *TutorMe* offers free tutoring services in Math, English/Writing, Chemistry, Physics, Spanish, Statistics, and many other subjects. *TutorMe* can be accessed through the Pathway portal.

Sample Course Schedule for a face to face class

This is only a sample schedule. The course can be organized by **genre**, as it is here; by time periods (eg., oral traditions arose earlier than more recent written traditions); by theory (eg., pre/post colonialism). In addition, **assignments** can alter, for example, quizzes could be added to suit SLOs. If taught online, the assignments would shift to Discussions, Quizzes, Written Assignments, Papers, and Final Exam.

Different tribal traditions are included in the course, such as Absalooke (Crow), Oglala Sioux, Cheyenne, Navajo, Zuni, Cherokee, Choctaw, Comanche, Chickasaw, Kiowa, Osage, and others.

The following schedule was taught to Little Big Horn College students in Crow Agency, MT on the Absalooke (Crow) Reservation. The schedule of readings can be adjusted to focus on tribal expressions from any geographical area, such as the Navajo and Zuni of New Mexico.

Mythology-----

Wednesday, Sept. 8: Introduction to English 2560

Friday, Sept. 10: Preview *American Indian Literature: An Anthology* (Revised Edition, Alan R. Velie).

Monday, Sept. 13: "Introduction," "Tales," The Origin Myth of Acoma" "Three Menomini Tales" (Velie's book, pp. 3-32)
In class handed out: "The Flaming Rock," "Earth Goddess," "The Emergence," "The Mother of All the People" (pp. 6-9)

Wednesday, Sept. 15: Handed out during class: Crow, "How Men Were Made" (pp. 11-13) and "About the Crow, Migration Story" by Joe Medicine Crow (pp. 14-16)

Friday, Sept. 17: Research Resource: American Indian Tribal Libraries (Newspapers, eg. <https://ualr.edu/sequoyah/our-collections/>)

Monday, Sept. 20: *Focus Group Discussions*

Wednesday, Sept. 22: **Response Paper #1**
Begin LaFarge's *Laughing Boy*

Legends-----

Friday, Sept. 24: "High Horse's Courting" and "Awl and Her Son's Son" (Velie, pp. 33-43); "The Winnebago Trickster Cycle" (Velie, pp. 44-59)

Memorats-----

Monday, Sept. 27: Discuss *Laughing Boy* (first half of novel)

Wednesday, Sept. 29: Handed out: "Experience at Writing on Stone," "Ghost of Big Crow," "The Ghost Rider"

Continue reading *Laughing Boy*

Historical Accounts -----

Friday, Oct. 1: Handed out: "Where the Entire Tribe Was Under Seige"
Discuss *Laughing Boy* (last half)

Monday, Oct. 4: *Focus Group Discussions*

Wednesday, Oct. 6: **Presentation: Oral Stories due (3-5 minutes)**

Memoirs-----

Friday, Oct. 8: "Black Elk Speaks" by J. G. Neihardt (pp. 153-169)

Monday, Oct. 11: Handed out: "Camp Movements and Enemy Encounters" by Plenty Coups

Wednesday, Oct. 13: "Lame Deer, Seeker of Visions" (pp. 170, 188-203) and "The Way to Rainy Mountain" (pp. 204-210)

Friday, Oct. 15: **Response Paper #2**

Monday, Oct. 18: **Exam 1**

Oratory-----

Wednesday, Oct. 20: Introduction to Oratory (in class)

Friday, Oct. 22: *Fall Mini Break, No classes*

Monday, Oct. 25: Lister's "The Importance of Native Oratory"
Red Jacket (Velie, pp. 136-144)

Wednesday, Oct. 27: "Pontiac's Allegory" (Velie, pp. 145-147)

Friday, Oct. 29: Internet Research, What is Native American Oratory?

- Example 1: "Famous Speeches" at <http://liib.lbhc.cc.mt.us/history/3.09.php>
- Example 2: "The Importance of Native Oratory" by Rota Lister at www2.brandonu.ca/Library/cjns/5.2/lister.pdf

- Monday, Nov. 1: *Focus Group Discussions (bring research to class to discuss)*
- Wednesday, Nov. 3: "Tecumseh's Plea" (Velie, 148-151)
- Friday, Nov. 5: "Boudinott's "An Address to the Whites Delivered in the First Presbyterian Church on the 26th of May, 1826"
- Monday, Nov. 8: Focus Group Discussions, Group Project
- Wednesday, Nov. 10: **Response Paper #3** (1-3 pages, typed, double spaced)

Poetry-----

Students may choose ANY Native poems they want to read in addition to those assigned. Bring them to class and we can look at them.

- Friday, Nov. 12: Introduction to Poetry (i
- Monday, Nov. 15: Lines/Rhythm: Linda Hogan's poems (Velie, pp. 276-285)
- Wednesday, Nov. 17: Sound: James Welch's poems (Velie, pp. 236-242)
- Friday, Nov. 19: Simon Ortiz's poems and Geary Hobson's poems (Velie, pp. 243-251)
- Monday, Nov. 22: *Focus Group Discussions*
- Wednesday, Nov. 24: *Thanksgiving Break! No classes.*
- Friday, Nov. 26: *Thanksgiving Break! No classes.*
- Monday, Nov. 29: Response Paper #4**

Song and Lyrics-----

- Wednesday, Dec. 1: "Songs," "Chippewa Songs," "Teton Sioux Songs" (Velie, pp. 73-85)
- Supaman *Deadly Penz*; Handed out: "Crow Tobacco Songs"
- Friday, Dec. 3: - Guest Speaker
- Choose any two songs' lyrics that you like, one that you think is *poetic* and one that *isn't poetic* – bring lyrics to class
- Monday, Dec. 6: *Focus Group Discussions*
- Wednesday, Dec. 8: Presentation: Great lyrics and songs!**

Friday, Dec. 10: *Focus Group Discussions*

Monday, Dec. 13: **Final Project**

Wednesday, Dec. 15: **Exam 2**

Sample Objective Course Assessment to assess SLOs:

- **Read representative texts by Native American authors from various indigenous cultures and historical backgrounds.**
 - Accomplished with the variety of genres, historical contexts, and tribal expressions during the class that students will read and study. See required texts and the Sample Schedule for examples of assigned readings.
- **Identify the historical and cultural forces that have shaped Native American literature.**
 - Accomplished in Response Papers and the Final Project
- **Demonstrate an understanding of the diversity of oral traditions, written texts, and other media used in Native American literature.**
 - Accomplished in Response Papers and Exams

Potential Exam Questions include:

Multiple Choice Questions:

1. **Which of the following would best describe the relationship between the Native Americans and animals?**
 - Bitter/Contentious
 - Dislike/Resentful
 - Respect/Admiration
 - Strangers
2. **Which tribe of the Iroquois nation wrote "The World on the Turtle's Back"?**
 - Onondaga
 - Cayuga
 - Oneida
 - Mohawk
3. **The practice of storytelling to pass a group's memories, histories, and stories from one generation to the next**
 - Creation Myth
 - Myth
 - Storytelling
 - Oral Tradition

4. What is one thing most Native American cultures had in common with one another?
- Storytelling
 - Dance rituals
 - Battle cries
 - Tent making
5. Which of the following is NOT a description of a creation myth?
- Describes how the universe, earth, and life began
 - Explains the workings of the natural world
 - Supports and validates local laws
 - Guides people through the trials of living
6. From the myth The World on the Turtle's Back, what can you conclude about the relationship between the Onandaga and their natural environment?
- High respect/low connection
 - Low respect/low connection
 - High respect/High connection
 - Low respect/high connection
7. When the woman falls from the Sky-World, the actions of the animals show they...
- Do not care about others
 - Fear others
 - Depend on the help of others
 - Care about others
8. What does this creation myth explain about the Iroquois' dance rituals?
- Iroquois dance to worship the moon
 - People dance in the same direction as the sun
 - The muskrat created the first dance
 - Only twins are allowed in the dance
9. The arrows that the man brings to the girl represent
- The twins
 - Ocean waves
 - Fish and birds
 - A dance ritual
10. Define oral tradition.
- A. The passing on from one generation to another of songs, chants, proverbs, and other verbal compositions after it has been written down.
 - B. The telling of songs, chants, proverbs, and other verbal compositions to a single generation within and between non-literate cultures
 - C. The use of "like" or "as" to draw a comparison between two unlike things
 - D. The passing on from one generation (and/or locality) to another of songs, chants, proverbs, and other verbal compositions within and between non-literate cultures by word of mouth.

11. Define trickster tale.
 - A. A recurrent thematic element in an artistic or literary work.
 - B. The struggle found in fiction
 - C. Giving human qualities to animals or objects
 - D. A story about a mischievous, supernatural being

12. What animal is personified as the trickster in the Winnebago tale?
 - A. Bear
 - B. Coyote
 - C. Snake
 - D. Hare

13. What weapon does the trickster create in his first adventure?
 - A. A flint knife
 - B. A bow and arrow
 - C. A slingshot
 - D. An axe

Matching or Short Answer Questions:

What are the four characteristics of a Native American myth?	Dialogue, Nature Reference, Super Natural Powers/ Gods, An Animal with human characteristics
What are the four functions of a myth?	To instill awe, to explain the world, to support customs, to guide people
Who created the first Native American literature?	Native Americans
How was Native American literature passed down from generation to generation?	Story telling and performances
How do Native Americans view their relationship with nature?	human beings have a kinship with animals, plants, the land, heavenly bodies, and the elements
How were some Native American cultures lost?	disease and violence of Europeans
How are Native Americans keeping their oral traditions alive today?	singing songs, telling stories, and writing in English

What are most modern Native American authors interested in writing about?

in the problems of harmonizing the old and the new

What is a simile?

A comparison using like or as

What is a metaphor?

A comparison that doesn't use like or as

Short Essay/Application Questions

What is Postcolonial theory? Apply the theory to two or three poems, identifying how these poems would be read with a postcolonial eye/lens.

Consider the (specific) author and poem you've studied. How does knowledge of the author, his/her tribe, and his/her time era help you understand or add to your understanding of the poem?

What are the differences between Zuni, Navajo, and Jicarilla-Apache Legends? Identify key features of legends as we studied them in class and compare at least one legend from each tribe to the others.

A symbol is "a device for evoking complex ideas without having to resort to painstaking explanations... It is also a person, object, image, word, or event that evokes a range of additional meaning beyond its literal significance." With this said, in the context of the poem, what is the symbolic value of "insert symbol" in line ? from, "Insert line."

Explain key differences between the Legend and Memoir

Potential Paper Topics:

1. For poetry analysis:

Basic Directions:

Title—Ponder the title before reading the poem

Paraphrse—Translate the poem into your own words

Connocation—Contemplate the poem for meaning beyond the literal

Attitude—Observe both the speaker and the poet attitude (tone)

Shifts—Note shifts in speaker and in attitudes

Title—Examine the title again, this time on an interpretive level

Theme-Determine what the poet is saying.

Once you have an understanding of the poem including the importance of the title and the characteristics of the author, write an explanation of the speaker's position, any title significance, and an overall statement of "meaning" as you determined it based on the directions above.

2. Oratory Think-Piece and Response Prompt

Identify whether the following types of oratory style appear in the (specific) speeches and where: Antithesis, parallelism, irony, hyperbole, soliloquy, rhetorical queries, symbolic expression.

If writing a response paper: Write an essay explaining what you found interesting about the speeches. Please base your explanation on at least three types of oratory style in two speeches.

3. Song Think-Piece and Response Prompt

Identify how each of the items listed below are discussed/developed/used in the piece we're looking at today: Sound imitation, sound patterns, diction, syntax, sensuous particularity, figuration, metaphor, simile, symbolic system, plot, characterization, setting, tone and attitude, and worldview.

If writing a response paper: Write an essay explaining how at least five of the above items are discussed/developed/used in two (specific) songs. Compare these two songs, identifying any cultural and tribal differences.

4. Other types of Prompts

A. Early Response Paper: Which creation story did you like more or found to be more fascinating than the others? Explain why. Compare your favorite to TWO others using symbols or themes to compare/contrast. Be detailed with the comparisons. Please use the titles of the stories to distinguish them.

Required in the response are:

- What you learned about myth or creation stories from your library experience. Use books or the web stories if you'd like.
- Reference all three myths by quoting words and sentences to back up your thoughts, ideas, and claims. Use MLA format when quoting and citing. Please don't plagiarize (that is, don't steal ideas or words; be sure to quote and cite).
- Your opinion based on close and critical reading of the stories.
- Objective writing: please don't use the pronoun "you, your, yours, or you're," but keep it in a more academic voice. It can be personal (I voice), but be sure to be critical and deep by explaining ideas with examples.

B. Oratory/Speeches Response Paper: Write a response paper demonstrating what you've learned about Native American Oratory and Speeches.

Red Jacket urged his people to forego religious conversion; Pontiac, after experiencing a vision in the traditional way, begged his people to forego the urge to buy white people's products and "live as your wise forefathers lived before you" (in Velie 147); and Tecumseh attempted to move his people from apathy and laziness to take a stand and fight against the white intruders.

Choose one of the following questions:

- What is your take on our three speakers, Red Jacket, Pontiac, and Tecumseh in terms of how oration is delivered (based on the Rhetorical Triangle of *ethos*, *pathos*, *logos*, and considering audience and purpose)? What did you find interesting, fascinating, disturbing, or amazing about each speaker and why?
- What were their messages, and how did they use language to convey (get across) their ideas? Include a synopsis (summary) and application of the features of the Rhetorical Triangle and oration in general (ie., audience and purpose).

- What can our brief study of non-fiction prose – Evangelist (Occom), Council or “treaty,” periodical, political (Boudinot and Apes), humorous, historical (Cusic), and contemplative (Eastman) literatures – add to our evaluation or feelings of two of the three speakers? Where do some of the ideas overlap and why is that important to you as a reader or to the audience of the time? For example, what are some similar themes between Red Jacket, and/or Pontiac and/or Techumseh and our non-fiction prose writers/speakers?

Final Project:

Students may choose from the following two options:

Groups will conduct research on oratory, focusing on specific historical instances when speeches were meant to change American politics or ideology. Groups will choose one speaker, identify the time era, where the tribal member spoke, the purpose for the speech, and the reaction to the speech. Students may also identify oratory styles and how the speaker used those for eloquence.

Groups will conduct research on written prose (the American freepress), focusing on specific historical instances when the writings were meant to change American politics or ideology. Groups will choose one writer, identify the time era, where the tribal member published his/her work, the purpose for the writing, and any spoken or written reactions to the writing. Students may also identify rhetorical styles and how the writer used those to convey the message.

Sample Rubric Template for papers

Criteria	1 Unsatisfactory Serious or numerous errors or problems	2 Developing Some errors or problems but writing is organized and readable	3 Proficient Few errors; above-average to high skill level
Focus/Thesis			
Organization Includes flow, or the way one point moves into the next			
Content/Development/Support Developing and supporting the discussion (thesis)			
Paragraphs Unity/Development/Coherence Includes level/depth of interpretation			
Expression (Wording and Phrasing) Coherence, diction, word usage, syntax			

**Sentence Skills/Grammar/
Punctuation/Spelling**

Complete sentences; avoids
FRAG, RO, and CS (i.e.,
sentence boundaries); S/V
agreement, pronoun consistency,
commas, apostrophes, etc.

Literary Skill

Using the poems and
stories as evidence; using
proper mechanics when
referring to poems and stories

**Research from Native and
Library Sources**

In-text Citations

MLA Format

**Integrating Quotations
and Paraphrases**

Works Cited Page

Total Score: _____

Rubric for Essay Papers/Term paper (graded on a 100 point scale):

Dimensions:	(24-25) Accomplished if all:	(21-22) Competent if all	(18-19) Acceptable if all:	(15-16) Needs work if ANY
Writing & Organization (20 of 25 pts)	All directions followed. No writing errors, and writing enhances understanding of paper.	All directions followed. Only minor writing errors that do not detract from understanding.	Directions not completely followed, or writing errors that do detract from overall understanding, but in either case paper still meets acceptable standard.	Directions not followed. Significant writing errors that detract from understanding. Fails to meet basic standard of writing.
Thesis Statement (5 of 25) CLO:1,2; ESO:CRT	Thesis as competent but also demonstrates insight and sophisticated understanding.	Thesis includes all required elements, is on appropriate topic, and is clearly written.	Thesis includes all required elements and is on appropriate topic, but may not be clearly written.	Thesis does not include all necessary elements, and/or is not on appropriate topic, and/or is unclear.
Research & Factual understanding CLO:1,3; ESO:INF&DIG	Citations and bibliography complete with no errors. Research exceeds requirements and enhances understanding. No factual errors and demonstrates strong factual understanding going beyond what was presented in class. Understanding of relevant facts and context fully supports thesis and enhances analysis.	Citations include all necessary information with only minor errors. Research meets all requirements and does not detract from understanding. No serious factual errors and some evaluation of facts demonstrates some factual understanding. Understanding of relevant facts and context sufficient to support analysis and thesis.	Citations include all necessary information with only minor errors, but may be incomplete. Research meets requirements at a minimum level. No serious factual errors and some evaluation of facts demonstrates some factual understanding. Basic understanding of relevant facts and context sufficient to support a partial analysis and thesis.	Significantly incomplete or improper citations and/or bibliography. Research does not meet requirements. Some sources not reliable or relevant or appropriate and detract from understanding. Poor/no factual understanding, which does not reflect what was presented in class/readings. Understanding of facts does not support thesis & analysis.
Analysis (CLO:2,4; ESO:CRT)	Analysis supported by strong research and logical thinking. Strong conclusion. Analysis exceeds what was presented in class, demonstrates sophistication and/or insight or creative thinking. Historical awareness evident throughout analysis.	Analysis supported by appropriate research and some logical thinking. Clear conclusion meets requirements. Partially developed but coherent analysis with some interpretation/evaluation, but may not be thorough or complete. Some historical awareness evident.	Incomplete analysis supported by some research and some logical thinking. Conclusion partially developed, meets minimum requirements. Partially developed analysis with some interpretation/evaluation, but may not be thorough or complete. Some historical awareness evident.	Analysis is not supported by appropriate research, and/or insufficient logical thinking. Conclusion either too general, unfocused, or unsupported. Insufficient analysis and/or evaluation. Analysis may be simplistic, inappropriate, or not relevant. Little/no historical awareness evident.
Synthesis (diverse perspectives) CLO:1-4; ESO:PSR	Fully integrates multiple viewpoints and diverse perspectives completely, accurately, and insightfully. May demonstrate creative or innovative thinking.	Some integration of multiple viewpoints, and some integration and comparison of diverse perspectives, but may be incomplete.	Limited integration of multiple viewpoints, and limited integration and comparison of diverse perspectives, but may be incomplete.	Sources are only loosely associated, and if more than one idea present, alternatives are not integrated. Ideas or perspectives adopted with little question. May treat other positions superficially or misrepresent them..

Thesis is a subcategory of Writing & Organization, and the points for the thesis are added to the larger category to get the 25 points maximum earned for Writing and Organization. Points for each dimension (accomplished/competent/acceptable/needs work): 24-25/ 21-22/ 18-19/ 15-16 points; 0 if unacceptable.

The Essay Rubric: This rubric is used for grading certain written assignments, such as the term paper. Follow all instructions for the individual assignments (provided separately from this rubric). This is a longer and more complex rubric than the others used for this course. Because of its complexity take extra time to study to give yourself an idea of what will count towards your paper grade. Look in the syllabus for an explanation of how to read a rubric.

Unsatisfactory: If any category fails to meet the minimum requirements for *Needs Work*, it will be considered unsatisfactory and will earn 0 points. Note that if there is no attempt to include citations or some sort of list of sources the research category will be unsatisfactory and earn a grade of zero. If the paper is on an inappropriate topic (not something covered that semester) it may also earn 0 points total.

Paper grade: The final paper grade is the total of the points awarded for each category added together. Remember that categories are somewhat dependent upon each other. For example, it will be difficult to have a accomplished analysis if the research and factual understanding are only at the Needs Work level.

Rubric integration with course and essential skills outcomes. This table shows the links between rubric items and Course and Essential Skills outcomes, along with associated ESO rubric items that have been incorporated into this term paper rubric. Note this is not something you need to worry about, or even look at. It is here just to serve as administrative documentation.

<i>Rubric dimension</i>	<i>CLO</i>	<i>ESO</i>
Writing & organization (thesis statement)	1,2	Critical Thinking: a) Problem setting (thesis statement)
Research & factual understanding	1,3	Inf & Dig literacy: a) Authority and value of information; b) Information structures; d) Research as Inquiry Critical thinking: b) acquire evidence (not assessed separately from Inf Lit above)
Analysis	2,4	Critical thinking: c) Evidence Evaluation; d) Reasoning/Conclusion
Synthesis (of diverse perspectives)	1,2,3,4	Personal and Social responsibility a) Intercultural reasoning and competence; e) Civic knowledge and engagement

Clovis Community College
ENGL 2640: British Literature II
Wednesdays, 6:00–8:30 p.m.
Fall, 2019

INSTRUCTOR:

OFFICE:

OFFICE PHONE:

MESSAGE PHONE:

OFFICE HOURS: Monday–Thursday, 2:00–4:00 p.m. (Mountain Time)

E-MAIL: rappg@clovis.edu (Please use Canvas for all course-based communication)

TEXT(S): Stephen Greenblatt, editor, *The Norton Anthology of English Literature*, **Vols. C, D, E, and F, ISBN: 978-0-393-60313-2.** (*And other texts as assigned.*)

MATERIALS REQUIRED:

- Jump-drive or external hard drive to save electronic files
- Three-ring binder
- Spiral notebook or composition book
- College-level dictionary-thesaurus combination
- Writing materials (i.e., pens, pencils, highlighters, etc.)
- Access to an updated Internet browser (e.g., Mozilla Firefox, Chrome, Microsoft Edge, etc.)
- Access to a reliable Internet connection
- Access to Microsoft Office (2010 or newer)
- Access to a PDF reader
- A working Canvas account
- A working CCC e-mail account (located in Pathway)

COURSE DESCRIPTION:

This course offers a study of British literature from the 18th century to the present. This survey covers specific literary works—short stories, novels, poems, and plays—as well as the social, cultural, and intellectual currents that influenced the literature.

STUDENT LEARNING OUTCOMES:

1. Read and discuss representative works of British writers from the 18th century to the present to understand cultural and historical movements, which influenced those writers, and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

ATTENDANCE REQUIREMENTS:

Regular attendance is required of all students. It is **your** responsibility to make arrangements with the instructor for any missed work. Arrangements for make-up work must be made *in advance of the absence*. The following privileges are awarded to those with a certain requisite number of absences.

- **0–1 absence:**
 - 10 extra credit points added to the final grade. (Note: grade points cannot exceed 1,000 pts.)
 - Revision of *all* major essays, if grades are a **C or lower**.
- **2–3 absences:**
 - 5 extra credit points added to the final grade. (Note: grade points cannot exceed 1,000)

- pts.)
 - Revision on **2** major essays, if grades are a **C or lower**.
- **4+ absences:**
 - No extra credit given.
 - No privileges concerning revision of major essays.
 - Deduction of overall grade by 10% for every absence that is four or more:
 - **10% deduction: 4 absences.**
 - **20% deduction: 5 absences**
 - **30% deduction: 6 absences**
 - **40% deduction: 7 absences**
 - **50% deduction: 8 absences**

Tardiness: As stipulated in the attendance policy, all students are required to attend the course. That means, students must attend class on time and should avoid being late. Students will be counted absent after being late **20 minutes**. However, this will not be used to punish those students who inform me ahead of time of a future tardiness.

Disruptive Behavior: You are not to disrupt the class. *If you are being disruptive, you may be ejected from the classroom and counted absent for the day.* Examples of disruptive behavior include frivolous interruption of lectures, student presentations or course discussions; answering of cell phones; reading of newspapers; checking of email or text messages; or rude behavior toward fellow students or the instructor.

WITHDRAW:

If you are unable to attend the required sessions or complete the assignments and quizzes/tests successfully for a course, you should withdraw from the class after you have spoken with your instructor and academic advisor. **Instructors do not withdraw students.** Dual credit students must contact their high school counselor.

SYLLABUS CLAUSE & CONTRACT:

This syllabus may be revised and/or adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and/or assignments as needed—all within reason, of course. Additionally, the decision to remain in this class upon receipt of this syllabus serves as students' acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

STUDENT EMAIL:

Students are responsible for making sure they have a working CCC e-mail account. All official business will be conducted through this CCC e-mail account and/or Canvas messaging. If you are having trouble with your CCC e-mail account, please contact the Help Desk at **575.769.4969**.

COMMUNICATION & RESPONSE:

The Canvas e-mail/messaging system will be used throughout the semester. If you need to contact me, please e-mail me using the Canvas messaging system. I will try to respond to messages within twenty-four (24) hours during the regular workweek (Monday through Friday). However, please allow for forty-eight (48) hours during weekends, official breaks, and campus holidays.

CANVAS SHELL:

Clovis Community College requires that all instructors utilize a Canvas shell for their courses. That

means this course will use Canvas. All outside readings not included in core textbooks, assignments (big and small), course updated, and so on will be posted/uploaded to the Canvas shell for this course. With that said, it is the student's responsibility to ensure s/he is able to log on to Canvas, download outside (assigned) readings, upload assignments, view the gradebook, and contact the professor via Canvas's messaging function.

TECHNOLOGY REQUIREMENTS:

Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer. Please [click here](#) to see basic computer specifications for Canvas.

COMPUTERS ON CAMPUS:

Computers for student use are available on campus in the Center for Student Success (Room 171) or the Library. Staff will not instruct and/or tutor students regarding assignments. When in doubt, CONTACT YOUR INSTRUCTOR. Students needing tutoring assistance should go to the Tutoring Center (Room 415A).

STARFISH:

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit "Starfish for Students" at <http://www.clovis.edu/students/starfish.aspx> . If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu.

MAKE-UP & LATE WORK:

No make-up or late work will be accepted for this course. This is due to the amount of time offered to students to complete this course's assignments. However, some extenuating circumstances may materialize, making it impossible to submit work prior to the established deadline. You are responsible for contacting me well in advance of the established deadline, notifying me that you will need an extension. That means you should contact me within twenty-four (24) to forty-eight (48) hours prior to an assignment's final deadline. Students are also responsible for submitting completed work that meets college-level expectations.

GRADING POLICY:

Generally, it takes me about one week (i.e., seven business days) to finish providing constructive feedback and grades on rough drafts and small assignments. However, please allow for at least two to two and a half weeks for grades on final drafts written in this class. If you have any questions or concerns about grades or my feedback, please feel free to contact me.

Final grades will be available on the Web within five (5) days from the last day of the semester. You can view your final grades in Pathway.

ASSIGNMENTS: POINTS /PERCENT OF COURSE GRADE:

x4 Critical Analysis Papers (4 to 5 pp. ea.)	400 pts. (40%)
Classroom Discussions (Graded Weekly)	170 pts. (17%)
Reading Analysis Micro-Essays (2- to 3-page papers; Weekly)	130 pts. (13%)
Comprehension Quizzes (Weekly)	100 pts. (10%)
Midterm and Final Exams (Multiple Choice Questions; Essay Questions; Etc.)	200 pts. (20%)
TOTAL	1,000 pts. (100%)

GRADING SCALE: Student final grades are based on overall performance in class.

(90-100%) 900-1000 points	A
(80-89%) 800-899 points	B
(70-79%) 700-799 points	C
(60-69%) 600-699 points	D
(59%-0%) 599 and below	F

ON-GOING EXTRA CREDIT OPPORTUNITY:

All students will have a chance to partake in the on-going (semester-long) extra credit opportunity offered in this class. Students will message me a username or gaming handle they wish to be known by in the leaderboard that will be maintained throughout the semester. This leaderboard will offer the top three extra credit points equal to their scores that will push up their grades—although points assigned cannot push a student past 1,000 points. Those outside of the top three will be allotted points based on their position on the leaderboard:

- **Tier One:** Students within this tier will receive +10 extra credit points.
- **Tier Two:** Students within this tier will receive +5 extra credit points.
- **Tier Three:** Students within this tier will receive +2 extra credit points.

QUALIFIED STUDENTS WITH DISABILITIES:

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside the classroom. Students may also request a referral.

COPYRIGHT:

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff, and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

EMERGENCY ALERT:

In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. You may sign up for text and email alerts at www.clovis.edu/getrave.

ACADEMIC DISHONESTY:

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the college catalog. Academic dishonesty is unacceptable at Clovis Community College and in this course. Students committing acts of academic dishonesty shall be penalized by the assignment of lowered or failing grades on assignments and/or for the entire course, depending upon the instructor's evaluation of the severity of the dishonest act. Consult the college catalog for more information on the institutional policy on academic integrity.

TECHNICAL SUPPORT:

CCC Help Desk (Room 119) support is available by emailing helpdesk@clovis.edu or by calling 575-769-4969. Be sure to visit the [Canvas Student Orientation](#) site if you need help navigating our online classroom. You may also find answers to common questions / problems on [Canvas FAQs](#). To see the Help Desk hours of operation, please visit <http://www.clovis.edu/helpdesk/>.

COURSE SCHEDULE / CALENDAR

The course schedule/calendar is subject to change, as the instructor finds it necessary. If changes are made, students are responsible for taking note of any changes that are announced in Canvas and in class. Make it a habit to communicate with your fellow students and/or check Canvas announcements regularly. Readings and/or assignments must be completed (and submitted) by the dates listed in the schedule.

Week One: August 21	Course Introduction Syllabus Introduction Icebreakers Non-graded Pretest on British Literature II <i>Read Assigned Readings for Week Two (see Canvas announcements).</i>
Week Two: August 28	Discussion on Assigned Readings (In-Class) Quiz #1 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Three (see Canvas announcements for details).</i>
Week Three: September 04	Discussion on Assigned Readings (In-Class) Quiz #2 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Four (see Canvas announcements for details).</i>
Week Four: September 11	Discussion on Assigned Readings (In-Class) Quiz #3 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Five (see Canvas announcements for details).</i>
Week Five: September 18	Discussion on Assigned Readings (In-Class) Quiz #4 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Six (see Canvas announcements for details).</i>
Week Six: September 25	Discussion on Assigned Readings (In-Class) Quiz #5 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Seven (see Canvas announcements for details).</i> CRITICAL ANALYSIS #1 DUE (CANVAS)
Week Seven: October 02	Discussion on Assigned Readings (In-Class) Quiz #6 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Eight (see Canvas announcements for details).</i>
Week Eight: October 09	Discussion on Assigned Readings (In-Class) Quiz #7 Due (Canvas) Reading Analysis Due (Canvas) Midterm Exam (In-Class)

	<i>Read Assigned Readings for Week Nine (see Canvas announcements for details).</i>
Week Nine: October 16	Discussion on Assigned Readings (In-Class) Quiz #8 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Ten (see Canvas announcements for details).</i>
Week Ten: October 23	Discussion on Assigned Readings (In-Class) Quiz #9 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Eleven (see Canvas announcements for details).</i> CRITICAL ANALYSIS #2 DUE (CANVAS)
Week Eleven: October 30	Discussion on Assigned Readings (In-Class) Quiz #10 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Twelve (see Canvas announcements for details).</i>
Week Twelve: November 06	Discussion on Assigned Readings (In-Class) Quiz #11 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Thirteen (see Canvas announcements for details).</i>
Week Thirteen: November 13	Discussion on Assigned Readings (In-Class) Quiz #12 Due (Canvas) Reading Analysis Due (Canvas) <i>Read Assigned Readings for Week Fourteen (see Canvas announcements for details).</i>
Week Fourteen: November 20	Discussion on Assigned Readings (In-Class) Quiz #13 Due (Canvas) Reading Analysis Due (Canvas)
Week Fifteen: November 27	THANKSGIVING BREAK STUDY FOR FINAL EXAM!
Week Sixteen: December 04	FINAL EXAM DUE (IN-CLASS) CRITICAL ANALYSIS #3 DUE (CANVAS)

Reading List (Also Posted in Canvas Announcements)

Week One: August 21	Obtain Textbooks
Week Two: August 28	<p>Readings from Vol. C: Introduction (starts on p. 3) John Dryden’s “Song” (p. 38) Samuel Pepy’s “The Diary” (starts on p. 86) John Locke’s “An Essay” (starts on p. 106) Sir Isaac Newton’s “Letter” (starts on p. 110) Aphra Behn’s “Oroonoko” (starts on p. 139)</p>
Week Three: September 04	<p>Readings from Vol. C: William Congreve’s “Way of the World” (starts on p. 188) Mary Astell’s “Some Reflections” (starts on p. 249)</p>
Week Four: September 11	<p>Readings from Vol. C: Ann Finch, “Nocturnal Reverie” (starts on p. 253) Jonathan Swift, “Modest Proposal” (starts on p. 454) Defoe, “Preface” to <i>Robinson Crusoe</i> (p. 577) Davys, “Preface” (p. 578) Fielding, “Preface” (p. 581) Johnson, “Vanity of Human” (starts on p. 713)</p>
Week Five: September 18	<p>Readings from Vol. D: Introduction (starts on p. 3) “Wife of Usher’s Well,” p. 34 “Three Ravens,” p. 35 “The Daemon-lover,” p. 37 Barbauld, “Mouse’s Petition,” pp. 40-42 C. Smith, “Elegiac Sonnets,” starts on p. 55 M. Robinson, “London’s Summer Morning,” p. 83 T. Clarkson, “Imaginary” and “Dimensions,” pp. 98-102 Equiano, “Narrative,” pp. 104-112</p>
Week Six: September 25	<p>Readings from Vol. D: Blake, “All Religions,” pp. 125 Burns, “A Red, Red Rose,” p. 191 Burke, “Reflections,” starts on p. 197 Wollstonecraft, “Rights of Woman,” starts on p. 221</p>
Week Seven: October 02	<p>Readings from Vol. D: Wordsworth, “Ruined Cottage,” p. 320 Wordsworth, “Elegiac Stanzas,” pp. 353-55 Sir Walter Scott, “Redgauntlet,” starts on p. 428 Coleridge, “Frost,” starts on p. 482 Radcliffe, “Mysteries,” starts on p. 526 Lamb, “Old China,” starts on p. 547 Austen, “Plan of a Novel,” starts on p. 573</p>

	<p>Godwin, "Causes of War," pp. 743-45 Montesquieu, "Spirit of the Laws," starts on p. 924 Wollstonecraft, "Last Man," p. 1032 Landon, "Sappho's Song," p. 1046</p>
Week Eight: October 09	<p>Readings from Vol. E: Carlyle, "Democracy" and "Captains," pp. 53-61 Newman, pp. 62-71 Mill, "Autobiography," pp. 101-08 Browning, "Cry of Children," pp. 110-114 Tennyson, "Ulysses," pp. 156-58 Gaskell, "Old Nurse's Story," starts on p. 246 Browning, "Rabbi Ben Ezra," starts on p. 368 Bronte, "Prisoner," pp. 378-80 Ruskin, "Slave Ship," p. 385 Eliot, "Silly Novels," starts on p. 407 Midterm Exam (In-Class)</p>
Week Nine: October 16	<p>Readings from Vol. E: Arnold, "Scholar Gypsy," starts on p. 426 Huxley, "Science and Culture," starts on p. 497 Swinburne, "Hermaphroditus," p. 576 Pater, "La Gioconda," p. 588 Hopkins, "Hurrahing," p. 597 Darwin, "Origin of Species," starts on p. 606 Hobson, "Imperialism," starts on p. 711</p>
Week Ten: October 23	<p>Readings from Vol. E: Carroll, "Alice's Adventures," starts on p. 724 Field, "Nests in Elms," p. 764 Wilde, "Critic as Artist," starts on p. 813 Kipling, "Man Who Would Be King," starts on p. 943 Dowson, "They Are Not Long," starts on p. 974</p>
Week Eleven: October 30	<p>Readings from Vol. F: Introduction, p. 3 Hardy, "Western Circuit," starts on p. 36 Conrad, Heart of Darkness, starts p. 71 Housman, "Loveliest Trees," p. 132 Brooke, "Soldier," p. 139 Borden, "Song of the Mud," starts on p. 147</p>
Week Twelve: November 06	<p>Readings from Vol. F: Sasson, "The General," p. 151 Rosenberg, "Break of Day," pp. 156-58 Owen, "Dulce Et Decorum Est," pp. 164-66 Cannan, "Rouen," p. 171 Graves, "Goodbye to All That," pp. 173-76 Pound, "Imagisme," starts on p. 191 Loy, "Feminist Manifesto," starts on p. 205 Yeats, "Stolen Child," pp. 212-14 Forster, Other Boat," starts on p. 249</p>

Week Thirteen: November 13	<i>Readings from Vol. F:</i> Woolf, "Modern Fiction," starts on p. 277 Joyce, "The Dead," starts on p. 411 Orwell, "Shoot an Elephant," starts on p. 735 Beckett, ' Godot,' starts on p. 751
Week Fourteen: November 20	<i>Readings from Vol. F:</i> Atwood, "Landscape," starts on p. 1111 Coetzee, "Waiting," starts on p. 1126 Armitage, "English Astronaut," starts on p. 1224 Smith, "Waiter's Wife," starts on p. 1238 Adichie, "Checking Out," starts on p. 1250
Week Fifteen: November 27	THANKSGIVING BREAK STUDY FOR FINAL EXAM!
Week Sixteen: December 04	FINAL EXAM DUE (IN-CLASS)



♦♦ PROJECT 3 PARTICULARS (Completeness and On-Target Writing)						
THE PROJECT IS COMPLETE. All the parts are there in the requested order:	Yes				no	23 points possible
There is...						
— A cover memo to me describing the process of writing Project 3: Instructions and Process Description for two different audiences.	5				0	Total
— A set of instructions for a task the writer knows well presented as if <i>for a co-worker</i> .	5				0	
— A process description of the same task <i>written for a manager</i>	5				0	
— A Works Cited list <i>if outside sources were used</i> (you also earn points if there is no list—if no outside sources were used).	3				0	
— A rough draft and other material that was part of your writing process.	5				0	
THE WRITING IS ON TARGET. The instructions and process description, as well as the cover memo, respond specifically to the assignment.	Well done! (Excellent, perfect!)	Good	OK	Needs improvement	Missing or off target	95 points possible
♦ Content: The task/process written about is one the author knows well and is written for a workplace; few or no outside sources are used; and, if outside sources <i>are</i> used, they are used minimally and clearly cited.	9				0	
♦ Audience/Purpose: The instructions are written for a co-worker who needs to do the task when the writer is not there; the process description is written for a manager who needs to understand it; the cover memo is written to Dr. D., who wants to know about your writing process.	9				0	
♦ Form (aligning with the conventions of the assigned forms/applications)						
• The instructions reflect the guidelines given in the book.						
— There is an introduction giving the audience (<i>a co-worker</i>) all the information he or she will need before starting the task at hand	7				0	
— Steps are the appropriate length and in the conventional language of instructions: using the imperative mood (command form) and using words like "the" and "it" when they would normally be used.	7				0	
— Steps and feedback statements are differentiated.	7				0	
— Safety information is given where it is needed.	7				0	
• The process description reflects the guidelines given in the book for writing a description intended to help an audience understand a process.						
— It is organized chronologically in the order the process occurs, using primarily the present tense and concrete language that will help the manager visualize what happens during the process.	7				0	
— Cause-effect is highlighted to help the manager understand how the process works and why it needs to be done in a particular order.	7				0	
— Safety is still mentioned but related more to managerial concerns.	7				0	

• The cover memo describes your process of writing Project 3—from determining how to break the process into steps for your instructions to determining how to approach the process description for the manager to how you fit it all into the required word count. It also tells me (your audience) anything I need to know before reading the rest of your project. It is in memo format.	8				0	Total:
• Graphics are used as required at least once in the instructions to help the co-worker do the task safely and effectively; they may also be used in the process description to help the manager understand the process more fully. All graphics are functional and help support the purpose of the document.	15				0	
• There is a Works Cited at the end if sources were used and sources used/referenced within the document are appropriately cited.	5				0	
♦♦ GENERAL TECHNICAL WRITING PRINCIPLES (Based on the eight "measures of excellence in technical communication")						
THE DOCUMENT EXHIBITS THE EIGHT MEASURES OF EXCELLENCE IN TECHNICAL COMMUNICATION as described below.	Well done! (Excellent, perfect!)	Good	OK	Needs improvement	Missing or off target	32 points possible
— Honesty (Any outside sources used are both cited within the document and listed within a Works Cited.)	4				0	Total:
— Clarity (The writing is clear and easy to understand. There are few places where the reader might stumble because of ambiguity caused by wording or mechanical issues.)	4				0	
— Accuracy (Information is accurately presented, including measurements and descriptions.)	4				0	
— Comprehensiveness (Sufficient detail is given; nothing essential is left out.)	4				0	
— Conciseness (The writing gets to the point; there are no extraneous details and/or unnecessary words/phrases.)	4				0	
— Accessibility (It is easy to find information and go back to that same information later.)	4				0	
— Professional Appearance (The document overall looks professional—well-designed and business-like, with a focus on ease of use.)	4				0	
— Correctness (There are few or no grammatical or punctuation errors.)	4				0	
TOTAL POINTS out of 150						
(Note: one letter grade [10%] subtracted if no rough draft.)						

ENGL 1210 – Technical Communication – Short Recommendation Report – Grading					
	Excellent	Good	OK	Needs improvement	Missing or off target
Topic: The report addresses a problem that can be solved or an opportunity for improvement in a workplace (problem-setting). up to 15 points					
Audience: The writing is appropriate to the audience, a busy manager who prefers clear, informative, easy-to-follow reports. up to 15 points					
Approach/Purpose: The report is persuasive, using logic, evidence, and effective style to make a solid case for implementing the recommendation.					
LOGIC <ul style="list-style-type: none"> • use of solid logic, including cause-effect logic • comparison of different options up to 15 points					
EVIDENCE <ul style="list-style-type: none"> • use of relevant concrete facts • use of persuasive, accurate statistics • expert opinions up to 15 points					
STYLE <ul style="list-style-type: none"> • clear, concise, easy-to-follow writing with precise wording up to 5 points					
Use of research: The report uses at least 3 credible research sources to support, clarify, or illustrate issues related to the problem, issue, or recommended improvement, and it is clear how information, ideas, or quotations from those sources help to support what is being said. up to 15 points					
Documentation of research: Research sources are properly documented within the text and in an APA- or MLA-style list of research sources at the end of the report. up to 10 points					
Language (usage, mechanics, and grammar): The writing is clear, effectively worded, and relatively error free up to 10 points					
					100 points total possible

Rubric for Assessment of Essential Skills Outcome (ESO): Critical Thinking
SFCC Department of English, Reading, and Speech

Component Skill	Not Observed	Emerging	Developing	[Fully Proficient]
Student's position (perspective, thesis/hypothesis)	The document <u>does not identify</u> a perspective, problem, thesis, or hypothesis.	The document <u>identifies</u> a perspective, problem, thesis, or hypothesis, but the perspective may be simplistic and/or obvious, needing further description or clarification.	The document identifies and <u>sufficiently describes and clarifies</u> a perspective, problem, thesis, or hypothesis. Opposing or differing perspectives may be acknowledged.	The document identifies and <u>comprehensively describes</u> the student's perspective, problem, thesis, or hypothesis. Opposing or differing perspectives are clearly acknowledged. Complexity and nuances of the position are acknowledged and/or explored.
Evidence (selecting and using information to investigate or support a position)	Student <u>does not use evidence to investigate or support a position</u> , OR the <u>evidence presented is not relevant</u> to the issue, perspective, problem, question, or thesis.	Student <u>uses relevant and evidence</u> to investigate or support a position. Evidence may be drawn from an <u>insufficient number or mix of sources</u> , OR there may be <u>insufficient elaboration on how the evidence relates to the stated position</u> .	Student gathers and uses <u>sufficient, relevant evidence from an appropriate mix of sources</u> . A <u>sufficient quality of elaboration</u> shows the relationship between the evidence and the stated position.	Student <u>gathers and comprehensively elaborates upon an appropriate scope and depth of relevant evidence</u> to investigate or support the stated position.
Influence of context and assumptions	Influences of contexts and assumptions are not considered. Biases are not identified.	Student <u>begins to identify contexts of and possible biases in the evidence presented</u> . <u>May demonstrate some awareness of assumptions in others' views, but may not acknowledge own assumptions</u> .	Student <u>sufficiently identifies own and others' assumptions and several relevant contexts</u> when presenting a position. Possible biases are acknowledged.	Student <u>thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of biases and contexts</u> when presenting a position.
Conclusions and related outcomes (implications and consequences)	Conclusion is unrelated or inconsistently tied to the information discussed. Discussion of implications and consequences may be circular, oversimplified, or illogical.	Students can sometimes identify common logical flaws. Students can sometimes describe weak and strong arguments. <u>Conclusion may be logical, but perhaps only because information is chosen to fit the desired conclusion</u> .	Student can <u>sufficiently employ evidence and reasoning to build an argument and to reach probable conclusions</u> and implications. Conclusion is tied to a range of information that may include varying viewpoints.	Conclusions and related outcomes (consequences and implications) are <u>logical</u> and reflect student's <u>informed, well-reasoned evaluation</u> . Conclusions are tied to a range of information, including opposing viewpoints.

Clovis Community College – Clovis, NM
ENGL 2630: British Literature I

Instructor:

Meets: MW – 9:00-10:15 AM in Main Building, 213

Office Hours: MW – 11:45-12:15 PM, 1:30-2:30 PM / TR 11:45-12:45 PM

Email / Phone:

IT Support: 575-769-4969

Login to [Pathway](#) and “Submit a Help Desk Request”

Email: helpdesk@clovis.edu / Hours: M-R 7-6 PM, F 7-4:30 PM

Course Description

This course offers a study of British Literature from its origins in Old English to the 18th century. This survey covers specific literary works – essays, short stories, novels, poems, and plays – as well as the social, cultural, and intellectual currents that influenced the literature.

Student Learning Outcomes

1. Read and discuss representative works of British writers from its origins in Old English to the 18th century to understand cultural and historical movements which influenced those writers and their works.
2. Identify the characteristics of various British literary genres, such as the essay, novel, short story, poetry, and dramatic literature.
3. Apply effective analytic and interpretive strategies to British literary works using academic conventions of citation and style.

Institutional Learning Outcomes

The student learning outcomes that will be covered in ENGL 2630 are as follows:

Students will be able to:

1. Read, interpret and recognize the conventions of British writing.
2. Identify historical events that influenced the time period and its influential writers.
3. Understand the relationship between writing of the time and various social institutions including families, political groups and various professions.
4. Apply the concepts of literary criticism to works to evaluate their influence during and beyond the time period.

Syllabus Clause & Contract

Although rare, this syllabus and the corresponding semester schedule may be revised and/or adapted throughout the semester to better serve the needs of the students. The instructor may assign additional reading, assignments or eliminate assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves students' acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

Required Textbook(s)

The Broadview Anthology of British Literature: Concise Edition, Volume A

3rd edition

Publisher: Broadview, 2016

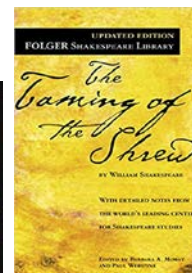
ISBN# 9781554813124

The Taming of the Shrew

by William Shakespeare

Publisher: Simon & Schuster, 2004

ISBN # 9780743477574



The bookstore offers PRICE MATCHING (Amazon, Barnes & Noble). Visit the bookstore with 1) website or location of lower price 2) Textbook ISBN 3) New, Used or Used Rental 3) Keep in mind: restrictions may apply.

Required Supplies & Resources

Reliable and Regular access to:

- **Internet**
 - **CCC Email** – *course correspondence happens here*
 - **You are responsible for any emails you receive to your CCC student email**
 - **Instructors cannot communicate with you via your personal email address**
 - **Canvas** – *course correspondence, required documents and assignment submissions*
 - **Starfish** – *your academic progress is monitored here*
- **A computer**
 - Equipped with Microsoft Office (Word, PowerPoint) + Internet
 - Upon entering this class, you should have acquired basic skills needed to operate both a computer and Microsoft Office programs
 - Should be Five (5) years old or NEWER
 - Ability to save your documents
 - **Need a Computer?** Computers for student use are available on campus in the [Center for Student Success](#) (or the library)
 - Center for Student Success (Room 171)
 - Desktops available for daily use / Laptops can be checked out for seven (7) days at a time
 - Center for Student Success Hours: M-R 8:00-8:00 PM / F 8:00-4:30 PM
 - Staff is available to assist in computer operational (keyboard, printing etc.) instruction
 - Additional computers are available in the library
- **Notebook, pens/pencils** – for taking class notes

Course Requirements & Evaluation

ASSIGNMENT	% APPROX.
Discussion Posts	10%
Midterm	10%
Final Exam	20%
Essay #1 (Biography Connection)	20%
Essay #2 (Play Connection)	20%
Participation	20%

Discussion Posts

- Will reflect your understanding and analysis of the assigned course readings.
 - Be sure to include three aspects: Summarizing, responding, and questioning.
- How to write a Discussion Post (in response to the instructor's question(s)):**
- a) Read the questions critically and carefully
 - b) Be sure to answer ALL questions thoroughly
 - c) Write clearly using academic language (avoid clichés, grammatical errors etc.)
 - d) Reference course readings, handouts and/or PowerPoint presentations as necessary
 - e) Include IN-TEXT citations (APA format) for any information and/or words borrowed from an outside source
 - f) Initial post should be, at least, 500 words

How to write a Substantive Reply: The Substantive Reply looks something like this:

- a) **Summarize** the writer's point that you want to respond to,
- b) **Respond** to it, and then
- c) **Ask a question** so that the original writer or someone else can respond.
- d) Remain respectful, courteous and open toward the opinions of others
- e) Include, at least, TWO replies to classmates
- f) Replies should be, at least, 300 words

Midterm & Final Exam

Midterm Exam: will consist of 50 multiple choice questions that address course readings and important course concepts covered during the first half of the semester.

Final Exam: will consist of 60 multiple choice questions that address course readings and concepts covered since the midterm. In addition, two essay questions will be included that will assess your ability to connect overall course concepts to assigned readings and their influence in literature.

Essays

Essay #1: you will conduct research on one author from the time period and attempt to connect his/her life (education, profession, etc.) to one of the works by that writer. In addition, you will explain how the author's background is relevant to his/her work and the work's influence during the time period through to the present.

Essay #2: evaluate the concept of marriage, social roles or individual happiness as it is presented in William Shakespeare's *The Taming of the Shrew*. Connect your conclusions to how the concept is perceived or presented in society today.

Essay Format: Unless otherwise instructed, all essays, should be submitted as a WORD document in APA format. If applicable, sources should be properly cited THROUGHOUT the essay (in-text citations). Your essay should also include a source (References) page that lists the publication information of all referenced scholarly sources. Prior to submission, all essays should be revised (two or more times) and checked for correct grammar, punctuation, spelling and source citation.

Writing Resources

- **Scholarly Research:** www.clovis.edu -> STUDENTS -> LIBRARY-> DATABASES BY SUBJECT
- **Email, call or make an appointment with me.**
- **Ask a fellow peer** to read your essay and offer suggestions for improvement.
- **Writing Center:** LOCATION: Library, next to the Cyber Café EXT: #4183 HOURS: M-R 10-5 PM

Attendance & Participation

Attendance is expected and required at all sessions in each course for which the student is enrolled. If you miss class you are still responsible for all assignments and content covered. It is not the instructor's responsibility to reiterate course content that was covered on the days students miss class. Any missed assignments are considered late and will not be accepted.

AFTER Aug. 23 (drop deadline):

Participation Points: are available throughout the course of the semester: **30 pts. per class** period. Participation is based on your presence **and** participation in class. To receive participation points you must be present, participating, prepared, ask questions, contribute to class discussion and be engaged during class lectures. Any graded in class activities require the student's presence and participation in class. A student's participation grade is ultimately determined by the instructor based on student's participation throughout the semester.

CONSIDERED ABSENT

- Arriving to class late (at or after 15 minutes from the start time)
- Leaving class early (at any time prior to the last 15 minutes)
- Missing the entire class period **for any reason**

NO or REDUCED PARTICIPATION POINTS

- Arriving to class late (at ANY TIME)
- Leaving class early (at ANY TIME)
- Excessively leaving and returning to class
- Failing to adhere to class etiquette (above)
- Not actively engaging and participating
- Considered Absent (see left)

There are no "excused" absences. An absence is considered an "absence," regardless of the circumstance.*

Academic Dishonesty

Academic dishonesty includes plagiarism and other forms of cheating behavior as described in the CCC Student Handbook. Academic dishonesty is unacceptable at Clovis Community College and in this course.

Any student who commits any form of academic dishonesty, including plagiarism, risks receiving a lowered (or 0) grade on the assignment or FAILING THIS COURSE.

In this course, we will cover strategies on how to recognize and avoid plagiarism.

Grading Policy

Late assignments: *Late assignments will not be accepted.* A technology issue is not an excuse for submitting late assignments. If you know you will be absent, make arrangements to submit your assignment by the deadline.

Extensions: on rare occasions if you are granted an extension for an assignment and DO NOT submit the assignment by the revised due date you will receive a 0 on the assignment. Additional extension requests, following the first, will not be granted.

Assignment Grading:

- *Assignments & Essays:* will be graded using a point system 95/100 = A, 80/100 = B-, etc.
- *Final Grades:* will be determined using the following grade scale:
90 - 100 A / 80 - 89 B / 70 - 79 C / 60 - 69 D / 59 or below F (failing grade)
- *Extra Credit:* No extra credit will be offered for this course
- *Grading Rubric for assignments:* see grade rubrics and/or CANVAS
- *Essay Grading:* Please allow a 2-4 week (from due date) grading period for all written essays.

Submitting Assignments

- Many (not all) assignments will be required via CANVAS submission and must be submitted by the listed deadline on the Semester Schedule.
- Deadlines are automatically date and time stamped using MST.
- **Assignments cannot be resubmitted, for a higher grade, once graded.**
- **No extensions will be given for incorrect or inaccessible files.**
- **File Formats:**
 - Microsoft Word (**.doc or .docx files are best to use for writing assignments**).
 - **If you will use Google Docs**, please DOWNLOAD the document to a Word file before submitting it or sending it to me for review.
 - **You must make arrangements to ensure you are submitting a document that is compatible with CANVAS.**
- **Technology issues:** A technology issue (or submitting the incorrect document) is **NOT** an excuse for submitting late assignments. If you are experiencing technology issues via CANVAS....
 - 1) Please EMAIL (or attach to a CANVAS message) the assignment to ME PRIOR to the deadline
 - 2) Contact Technical Support for assistance (see CANVAS homepage/syllabus p. 1 for contact info)
 - 3) In the rare occurrence that BOTH CANVAS and CCC EMAIL are not working, call me immediately and leave a message, then contact Technical Support.

Study Skills & Class Etiquette

Be Prepared: It is critical that all students dedicate sufficient time to complete course requirements and actively participate in all required discussions and assignments. Each student should **plan to spend 6 hours or more (per week) outside of class completing required readings and assignments.** All students are expected to arrive to each class with the completed assignment and prepared for any in-class discussion or work.

Be Respectful: During class discussion students should offer relevant comments related to the subject and remain respectful and courteous toward the opinions of others. Behavior that disrupts teaching and learning is unacceptable. If a student chooses to engage in any distracting, disrespectful or potentially dangerous behavior during the class period – **that student will be asked to LEAVE and/or Campus Security may be called.** The student will be considered absent (see attendance policy below) for the class period and the student's grade and/or current standing within the course will be affected if the situation merits.



Electronic Devices and Cell Phones: Use is strictly prohibited unless approved by the instructor. Cell phones are to be turned off/set to “silent” and NOT accessed in the classroom. Refraining from the use of cell phones is a college policy and will be enforced. If you need to use your cell phone for ANY REASON, please leave the room prior to using your cellphone. Students who choose to engage in unauthorized use of electronic devices will risk losing participation points and/or be asked to leave the class until the NEXT class period (see above).

Laptops and/or tablets: *may only* be utilized on the class days designated for these devices, see Semester Schedule.

Course grade may be severely affected if the required class etiquette and study skills are not met.

Course “Drop” and Withdrawals

Students have the ultimate responsibility of withdrawing from the course, by the withdrawal deadline, if they feel they will be unable to complete it successfully.

Students may drop or withdraw this course by the designated deadlines as indicated on the Academic Calendar. Drop - will not be reflected on the student’s transcript, but may result in financial aid implications.

Withdrawal - the course WILL be listed on the student’s transcript with a “W.” “W” has no impact on the student’s G.P.A.

Drop deadline: Aug. 23

Withdrawal deadline: Nov. 8

Copyright

It is the policy of Clovis Community College to respect the right of those who create and publish intellectual property in the form of printed matter, film, video, audio recordings, computer software and the like. The items posted on the website for this course are copyright by the Publisher and by CCC. No student has the right to use the material for any means other than originally intended. CCC respects copyright laws and insists that its faculty, staff and students do likewise. Students should not distribute email document attachments or post information on any CCC site containing copyrighted material unless the right to do so has been granted by the copyright holder.

Early Alert & Retention: Starfish

Clovis Community College uses **Starfish Early Alert** as a communication tool between students, faculty and campus support services. Throughout the term, you may receive emails in your CCC email account from Starfish regarding your course grades or academic performance. These emails are intended to help you be successful in your CCC courses. Please open the emails and follow the recommendations. Additionally, to make sure you are receiving the support you need, your instructor or your advisor may ask to meet with you to discuss your course progress or refer you to a campus service.

To access Starfish, log into Canvas and click the Starfish link. To learn more about Starfish, visit “Starfish for Students” at <http://www.clovis.edu/students/starfish.aspx>. If you need assistance with Starfish, email the help desk at helpdesk@clovis.edu.

Qualified Students with Disabilities

Qualified students who have a disability that may require some special arrangements in order to meet course requirements should contact the Special Services Office (575-769-4099) in the Dr. H. A. Miller Student Services Center as soon as possible to ensure that their needs are appropriately met. In an effort to ensure students have the support necessary to be successful, Clovis Community College has an Early Alert Referral Program through Starfish. Instructors may make a referral for students that could benefit from additional support outside of the classroom. Students may also request a referral.

Emergency Alert / Campus Closure / Cancelled Class

In case of campus closure, a recording will be placed on the switchboard (575-769-2811) and the CCC website (www.clovis.edu) to announce the cancellation of classes or closure of the college. Students may sign up for text and email alerts at www.clovis.edu/getrave.

If a class period will be cancelled due to an instructor absence, students will be notified via email from me and an announcement will be posted to CANVAS.

Week 1

M Aug. 19 – *Course Introduction*

W Aug. 21 – *Introduction to Early British Literature*, “Riddle 47” (p. 80)

Reminder: Drop deadline is Aug. 23 (Friday)

Week 2

M Aug. 26 – “Ecclesiastical History of the English People,” “Caedmon’s Hymn in Old and Modern English,” “The First Satire”

W Aug. 28 – “Beowulf”

Discussion #1 Post DUE (to CANVAS)

Week 3

M Sept. 2 – **LABOR DAY – no classes**

W Sept. 4 – “Ecclesiastical History,” “Riddle 26”

Week 4

M Sept. 9 – “Riddle 43,” “Riddle 44”

W Sept. 11 – “Riddle 26”

Discussion #2 Post DUE (to CANVAS)

Week 5

M Sept. 16 – “Map of Britain,” “A History of the Kings of Britain”

W Sept. 18 – “The Four Branches of Mabinogi”

Week 6

M Sept. 23 – “I loved a child of this cuntree,” “There’s a Young Man in Pursuit of Me”

W Sept. 25 – “Sir Geoffrey Luttrell taking leave of his wife and daughter,” “Marie de France,” “Betwene Mersh and Averil”

Discussion #3 Post DUE (to CANVAS)

Week 7

M Sept. 30 – *Midterm Review*

W Oct. 2 – **MIDTERM EXAM**

Week 8

M Oct. 7 – *Essay #1 Review*

W Oct. 9 – **Essay #1 DUE**

Week 9

- M Oct. 14 – Introduction to William Shakespeare: *The Taming of the Shrew*
- “Statute of Laborers”
 - “Chronicles”
 - “Letter to the Common People of Essex”
- W Oct. 16 – *The Taming of the Shrew*: Act I
Discussion #4 Post DUE (to CANVAS)

Week 10

- M Oct. 21 – *The Taming of the Shrew*: Act II
- W Oct. 23 – *The Taming of the Shrew*: Act III, scene i

Week 11

- M Oct. 28 – *The Taming of the Shrew*: Act III, scenes ii-iii
- W Oct. 30 – *The Taming of the Shrew*: Act IV, scenes i-ii
Discussion #5 Post DUE (to CANVAS)

Week 12

- M Nov. 4 – *The Taming of the Shrew*: Act IV, scenes iii-v
- W Nov. 6 – *The Taming of the Shrew*: Act IV, scene vi – Act V, scene i
Reminder: Withdrawal deadline is Nov. 8 (Friday)

Week 13

- M Nov. 11 – **VETERAN’S DAY – no classes**
- W Nov. 13 – *The Taming of the Shrew*: Act V, scene ii

Week 14

- M Nov. 18 – *Essay #2 Review*
- W Nov. 20 – **Essay #2 DUE**

Week 15

- M Nov. 25 – *Final Exam Review*
- W Nov. 27 – **THANKSGIVING BREAK – no classes**

Final Exam Week

- M Dec. 2 - **FINAL EXAM**

Clovis Community College
PSYC 2120 3N0 - Developmental Psychology (Online)
Fall, 2019

INSTRUCTOR: Mindy Sena
OFFICE: Phase I Faculty Office
OFFICE PHONE: (575) 769-4911
OFFICE HOURS: By Appointment Only
E-MAIL ADDRESS: Canvas Email

TEXT: Santrock, J. W. (2017). *The Life-Span Development* (7th ed). New York, NY:McGraw Hill.

OPTIONAL TEXT: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615.

MATERIALS REQUIRED:

Textbooks, internet access, and computer access.

COURSE DESCRIPTION:

Study of human physical and psychological change and stability from a lifespan development perspective.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, students should be able to:

1. Explain theories, methods and research findings of lifespan developmental psychology.
2. Describe the interaction between physical, cognitive, and psychosocial development across the lifespan.
3. Compare and contrast major developmental theories and discuss what each brings to or adds to the study of lifespan developmental psychology.
4. Identify factors that influence psychological development across the lifespan.
5. Apply basic principles of developmental psychology to one's own life experiences.
6. Analyze historical and cultural factors that influence development across the lifespan.

INSTRUCTOR AVAILABILITY & CONTACT INFO:

Email through the Canvas system is the preferred method of communication. You can call Phase I Faculty Office and leave a message for emergencies only. The instructor will check and respond to all mail messages at least four times a week, Sunday through Saturday, with no more than 72 hours between checking the system. Students cannot use email to submit assignments. All assignments must be submitted through the drop box on the Canvas system. Please note, the instructor may or may not be online over the weekend so waiting until the last day an assignment is due to ask a question should be avoided, as the student remains responsible to turn in the completed assignment on the stated day/time.

ONLINE COURSE GUIDELINES:

To see the latest guidelines for all online courses, please see the [Online Course Guidelines](#) located within your Canvas course.

TECHNOLOGY REQUIREMENTS

Canvas is designed for maximum compatibility and minimal requirements. It is recommended to use a computer that is 5 years old or newer.

SUBMITTING ASSIGNMENTS:

All assignments must be submitted in the online classroom (through Canvas). Please do not email me your assignments. Pay close attention to due dates. Please note that all online course messages and submissions are automatically date and time stamped using MST. Make sure you know what time it is at your house when it is 11:59 PM in Clovis, NM. Spread the assignments out over the week so you are not overwhelmed. It is easy to find yourself behind if you delay completing all the weekly items until the weekend.

Please refer to the course calendar and meet all deadlines as make-up work is not permitted. With the exception of Discussion Questions (due to the weekly interactive nature of this assignment) all work may be submitted prior to the due date.

MAKE-UP WORK:

There is no make-up work in this class. All assignments and due dates are posted in the syllabus schedule. Deadlines must be met. I encourage you to work ahead to ensure you do not fall behind. Waiting until the last minute to turn in assignments or take a quiz is not recommended due to potential computer glitches. Any assignment/quiz not submitted in the allotted time frame will result in a "0" for that assignment.

GRADING POLICY:

Grades in this class will be based on the following:

There will be asynchronous discussion questions, key terms and concepts, eleven quizzes, two short papers, and a final. Assignments will be graded the week following the closing or deadline date. The final must be taken with a proctor.

1. **Reading Assignments:** Students are responsible for reading assignments in the course outline before each week begins.
2. **Discussion Questions (DQ):**
 - DQs are related to select reading assignments. Additionally, the student may be required to research specific topics (as directed) to participate in the group discussion.
 - DQs have two deadlines as follows: Initial postings (your response) to the discussion questions must be posted **no later than THURSDAY at 11:59** prior to the closing of the current question to allow replies from other students and/or instructor.
 - Failure to post an initial response to the current discussion question by Thursday will result in a zero for that week's participation score. Your response to *each* discussion question must be at least 10 complete sentences in length.

- Your response(s) to other students are due by **11:59 on FRIDAY** of the closing date, which should be six sentences long. Credit is not given for just saying you agree with the person(s) you are responding to, telling them they did good work, or saying you enjoyed reading the post, etc. You can say all of that, but only the part of your response that is actual content will be counted towards the six required sentences. The response must support or refute the original posting with additional evidence and demonstrate critical thinking. You must identify the person you are responding to for credit to be given.
- Be mindful that your answers should be grammatically correct; spelling, punctuation, and sentence structure count toward the grade. Two points will be deducted for greater than two spelling, grammatical, or punctuation errors on each post.
- See due dates in course schedule. DQs will be graded following the deadline date.

3. Key Terms and Concepts:

- Key terms and concepts are assigned from each chapter.
- You will be required to define, discuss, and submit selected terms and critical thinking questions.
- Responses must be complete.
- Responses must be in your own words.
- Any paper that has evidence of plagiarism will be given a “0.”
- Put your name, chapter number, and date at the top of your paper.

4. Quizzes/ Exams:

- The first quiz is over information found in the Syllabus; the section on *Academic Integrity* in the CCC 2018-2019 Course Catalog (available on the Internet); Purdue Owl Writing Center- APA Format found at: <https://owl.english.purdue.edu/owl/resource/560/01>. There will be 25 true/false and multiple choice questions.
- The remaining quizzes will consist of 25 questions worth 1 point each. The quizzes are based on the reading assignments.
- Quizzes are timed and you will be kicked off if you exceed the timer. Be sure you are ready before starting the quiz because you cannot exit. Remember the quiz is a one-time opportunity. When you have exited the quiz, you are not able to return.
- Quizzes, the midterm, and the final will be graded immediately upon their completion and the grade will be displayed in the grade book.

Midterm:

- The final will cover all course material from units/chapters 1-10. Study the content from your course readings, discussion questions, key terms/concepts, and quizzes.
- There will be 50 questions worth 2 points each.

Final:

- The final will cover all course material from units/chapters 11-20. Study the content from your course readings, discussion questions, key terms/concepts, and quizzes.

- The final must be **proctored**. The final will be open for three days to accommodate students' individual schedules. Choose the time that is most convenient for you. At CCC, the testing lab closes at 9pm each day, therefore signing in by 7pm is advised so you do not run out of time or feel rushed taking the test. Students that live within a 50-mile radius of Clovis will be required to take the Final Exam in the Clovis Community College Testing Center or use ProctorU. You may call 575.769.4088 to schedule an appointment. Students that live further than 50 miles may choose to take the exams in the CCC Testing Center or secure a suitable proctor prior to the exam. Proctors must be approved by the instructor no later than week 8.
- Due to the three day window, **NO ALTERNATE TIMES ARE ALLOCATED**. Students who do not test during the allocated time, as listed in the syllabus, will receive a "0" on the final. As a reminder to distant students, the times listed in the syllabus are MST, so please plan your test times accordingly.
- All students are required to bring a photo ID. ProctorU requires two picture ID's.
- Please do not bring children, as they are prohibited.
- It is the student's responsibility to find a suitable proctor. Once the two-part form is completed, please return the form to me for approval. (Examinations will not be submitted to a proctor until the proctor has been approved.)

ASSIGNMENTS: PERCENT OF COURSE GRADE:

Discussion Questions	20%
Key Terms/Concepts	20%
Quizzes	30%
Midterm	15%
Final	15%

GRADING SCALE:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59%-0	F

ADDITIONALLY

All work is to be original and done individually. Any work that resembles another student's, including your own from a previous semester will result in a "0" for all papers involved.

Additional examples of plagiarism include, but are not limited to:

- Submitting work of another individual that is paraphrased or quoted directly, but is not clearly, correctly, or completely referenced as that individual's work.
- Plagiarism can occur from published or unpublished works and can include, but is not limited to information from books, journals, papers, internet sites, internet documents, other student work, your own work, and power point material.

“DO OVERS: "Do overs" are not available for this course.

EXTRA CREDIT: Extra credit is not available for this course.

LATE WORK: Weekly assignments will not be accepted late, so please do not wait until the last minute to complete those assignments. All assignments must be completed by the week assigned before the deadline. Therefore, planning is essential and procrastination should be avoided!

COURSE SCHEDULE/CALENDAR

Week	UNIT/ CHAPTER	READING ASSIGNMENTS	ASSIGNMENTS	DUE DATES
Week 1: 08/19-08/25	1	Syllabus, Orientation to PSYC 2120 Life- Span Perspective 1 Introduction	<ul style="list-style-type: none"> • Discussion Question (DQ) • Response to Others • Key Terms/Concepts • Read and study Syllabus; the section on <i>Academic Integrity</i> in the CCC 2018-2019 Course Catalog (available on the Internet); Purdue Owl Writing Center- APA Format • Life Span Perspective Quiz 	August 22nd August 23rd August 24th August 25th August 25th
Week 2: 8/26-09/01	2 & 3	Beginnings 2- Biological Beginnings 3- Prenatal Development & Birth	Discussion Question (DQ) Response to Others Key Terms/Concepts Quiz Chapters 2 & 3	August 29th August 30th August 31st September 1st
Week 3: 09/02-09/08	4	Infancy 4- Physical Development	Discussion Question (DQ) Response to Others Key Terms/Concepts	September 5th September 6th September 7th
Week 4: 09/09-09/15	5 & 6	Infancy 5- Cognitive Development 6- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 5 & 6	September 12 th September 13 th September 14 th September 15 th
Week 5: 09/16-09/22	7 & 8	Early Childhood 7- Physical & Cognitive Development 8- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 7 & 8	September 19 th September 20 th September 21 st September 22 nd
Week 6: 09/23-09/29	9 & 10	Middle & Late Childhood 9- Physical & Cognitive Development 10- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 9 & 10 Midterm Exam Chapters 1-10	September 26 th September 27 th September 28 th September 29th Sept 29 th - Oct 3 rd
Week 7: 09/30-10/6	11	Adolescence 11- Physical & Cognitive Development	DQ Response to Others Key Terms/Concepts	October 3 rd October 4 th October 5 th
Week 8: 10/7-10/13	12	Adolescence 12- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 11 & 12	October 10 th October 11 th October 12 th October 13 th
Week 9: 10/14-10/20	13	Early Adulthood 13- Physical & Cognitive Development	DQ Response to Others Key Terms/Concepts	October 17 th October 18 th October 19 th

Week 10: 10/21-10/27	14	Early Adulthood 14- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapter 13 & 14	October 24 th October 25 th October 26 th October 27 th
Week 11: 10/28-11/3	15	Middle Adulthood 15- Physical & Cognitive Development	DQ Response to Others Key Terms/Concepts	October 31 st November 1 st November 2 nd
Week 12: 11/4-11/10	16	Middle Adulthood 16- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 15 & 16	November 7 th November 8 th November 9 th November 10 th
Week 13: 11/11-11/17	17	Late Adulthood 17- Physical & Cognitive Development	DQ Response to Others Key Terms/Concepts	November 14 th November 15 th November 16 th
Week 14: 11/18-11/24	18 & 19	Late Adulthood 18- Cognitive Development 19- Socioemotional Development	DQ Response to Others Key Terms/Concepts Quiz Chapters 17 & 18	November 21 st November 22 nd November 23 rd November 24 th
Week 15: 11/25-12/1	20	Endings 20- Death, Dying, & Grieving	DQ Response to Others Key Terms/Concepts Quiz Chapter 19	November 28 th November 29 th November 30 th December 1 st
Week 16: 12/2-12/6		Final (PROCTORED)		Dec 1 st - 5 th

Clovis Community College
Introduction to Psychology
PSYC 1110 3N0
Fall 2019

INSTRUCTOR: Dana Albright
OFFICE: Faculty Office II
OFFICE PHONE: (575) 769-4944
OFFICE HOURS: Monday 10:30 – 11:30 am and 3:00 – 4:00 pm
Tuesday 10:30 – 11:30 am
Wednesday 10:30 – 11:30 am
Thursday 10:30 – 11:30 am
E-MAIL: dana.albright@clovis.edu

TEXT:

Discovering Psychology, Dan and Sandra Hockenbury, 7th edition, Mac Higher, (2016)
ISBN 9781464171055
Study Guide (optional)

INSTRUCTOR AVAILABILITY & CONTACT INFO:

E-mail through the Canvas system is the preferred method of communication. I will check Canvas Monday – Thursday and will make every effort to respond to emails within 24 hours. However, I will only check the system one time over the weekend (Friday – Sunday), so it is imperative that you work on your assignments early enough in the week, that you can submit any questions before the weekend. Students cannot use email to submit assignments.

COURSE DESCRIPTION:

This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, students should be able to:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.
3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

ONLINE COURSE GUIDELINES:

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SUBMITTING ASSIGNMENTS:

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MAKE-UP WORK:

Each week's work must be completed by the assigned date in the syllabus. No credit for work turned in after the week, unless you have contacted me before hand and explained a special circumstance.

GRADING POLICY:

Grades in this course will be based on the following:

Assignments	Percent Value of Grade
Four Exams	67%
Discussions	10%
Paper	9%
Project	9%
Participation	5%

GRADING SCALE:

90%	A
80%	B
70%	C
60%	D
Below 60%	F

EXAMS:

There will be four exams in this course. Each exam will be due on the date indicated (see schedule). There is a time limit for exams. The time requirements are necessary so that you do not have time to refer to the book or notes while taking the exam. Two points will be deducted from your exam for each minute you exceed the time limit.

Note: The Final Exam is **proctored**. Students that live within a 50-mile radius of Clovis will be required to take the Final Exam in the Clovis Community College Testing Center or use ProctorU. You may call 575.769.4088 to schedule an appointment. Students that live further than 50 miles may choose to take the exams in the CCC Testing Center or secure a suitable proctor prior to the exam. Proctors must be approved by the instructor no later than two weeks prior to Final Exam week.

It is the student's responsibility to find a suitable proctor. Once the [two-part form](#) is completed, please return the form to me for approval. (Examinations will not be submitted to a proctor until the proctor has been approved.)

MAKE-UP EXAMS:

Exams **must** be taken before the scheduled deadline. In case of emergency, a make-up exam may be scheduled at the instructor's discretion; however, students must notify the instructor **prior** to the exam deadline for approval. If a student does not receive approval before the deadline, the student will **not** be allowed to make up the exam. Students will only be allowed **one** make up exam.

DISCUSSIONS:

Each student is expected to have carefully read the assigned material in order that the student will be prepared for threaded discussions. You will need to respond to at least one unit per week and answer all the questions for each unit.

I expect complete answers for each question in the discussion. I not only expect the correct answer, but an explanation of your answer. I will deduct two points for each answer that is incorrect or that is not explained fully.

RESEARCH PAPER:

Your research paper/presentation can be about any topic regarding human behavior that is scientific in nature. This topic must be approved by me and no more than two people in the class can have the same topic.

10 pts: At least five pages (but not more than eight), double spaced, with one inch margins. If it is less than five pages or more than eight pages you will have zero out of ten.

10 pts: Spelling, grammar and paragraph formation. For each misspelled word I will deduct one point. Most good writers use short paragraphs, when you start a new idea start a new paragraph.

10 pts: Well written. You do not have to submit an outline but it useful to do one before you write so your paper is well organized. I expect a good introductory paragraph that leads nicely into the paper with your own ideas. I also expect a good concluding paragraph that summarizes what you learned and ends with a memorable idea or statement.

10 Pts: Citing sources. Each time you use information in your paper cite the source, just as your book does with (author, year.)

10 Pts: Work cited page. I expect at least five current sources, other than your book. Please use the same format as the reference page in your book which is APA. If you use information from the web please mention the date you retrieved it.

PROJECTS:

1. Community Service:

Do at least five hours of community service. You should call and explain to the volunteer site that you are there mainly to observe human behavior but can and will assist when needed. You will then complete a one-page paper summarizing your results and observations. I will need a message from the volunteer site to verify your participation, they can send to dana.albright@clovis.edu.

2. The Making of Me:

A two-page, double spaced, autobiographical sketch. Describe how and why you are the person you are today, and what you hope to improve about yourself in the future. Include biological, cognitive, and social influences that have impacted you. Please mention how the culture you live in now or have lived in has influenced your life as well.

3. What Motivates You:

Write about what motivates you in life. What is the driving source of your motivation? What goals have you set for yourself and how do you plan to achieve those goals? Incorporate each stage of Maslow's theory in your paper as well as any other theories of motivation you find relevant such as Deci and Ryan. You can find Maslow's theory in chapter eight.

4. Ten-One:

You have been told you have one year to live. You can apply for ten million dollars to spend for your last year of life, but must explain what you will do with the money. Describe your plan for the year, what you will do and what you will stop doing. You must incorporate each stage of Kubler-Ross' ideas on Death and Dying in this project. You can find this in chapter nine.

5. An Act of Altruism:

Please read the definition of altruism in chapter eleven. Your assignment is to implement an act of altruism. Describe what you did, and what kind of reaction you got from doing it. You do not need to spend money, but it can be an act of kindness for another person.

If you can think of something you would rather do for a project that relates to human behavior, I am open to your ideas. If you have any skills or talents that could apply to this project please let me know.

BONUS OPTIONS:

Each bonus assignment is worth up to 10 pts. I need at least a half page summary (no more than one page) for each. Here are the options:

1. Do something you have never done before. Tell me what you did and what you learned about yourself from doing it. Would you do it again? Do not break the law, a school policy, hurt yourself or anybody else. This must be done during this semester.

2. Watch the movie *Believe in Me*. Explain what you learned about human behavior from watching it. Write a review of the movie and what you liked or did not like about the film. I have a few lines in the movie so please tell me what my role was.

3. Violate a social norm. (See chapter 11) Tell me what you did and what you learned about yourself from doing it. Do not break a law or a school policy or hurt anybody. Do not make people angry when you do this, hopefully you will make them smile. If you search for "violation of a social norm" in YouTube you can see examples of this.

4. Go to the web site <https://climate.nasa.gov/> and note ideas you got from this site to help our planet. Based on what you read tell me what you are doing or will do to help our planet be at less risk from climate change.

5. Naturalistic Observation. (See Chapter 1) Observe people in their natural environment and explain what you learned about human behavior from doing so.

You can get no more than 20 bonus points this semester so if you do two of them completely; that is all that is required.

PSYCHOLOGY 1110/FALL 2019

EXAM	CHAPTERS	DUE DATE
Exam 1	CHPT 1, 2, 4	Sep 16
Exam 2	CHPT 5, 6, 7	Oct 16
Exam 3	CHPT 8, 9, 10, 11	Nov 5
(Proctored) Final Exam	CHPT 12, 13, 14	Dec 4 th

ASSIGNMENT	SUBJECT	DUE DATE
Unit 1	Origins of Psychology	Aug 27
Unit 2	Neuroscience and Behavior	Sep 3
Unit 4	Consciousness and its Variation	Sep 10
Exam 1	Chapters 1, 2, & 4	Sep 17
Unit 5	Learning	Sep 16
Unit 6	Memory	Sep 24
Unit 7	Thinking, Language, and Intelligence	Oct 1
Unit 8	Motivation and Emotion	Oct 8
Unit 9	Life Span Development	Oct 15
Exam 2	Chapters 5 – 7	Oct 16
Unit 10	Personality	Oct 22
Unit 11	Social Psychology	Oct 29
Unit 12	Stress, Health, and Coping	Nov 5
Exam 3	Chapters 8 – 11	Nov 5
Unit 13	Psychological Disorders	Nov 12
Unit 14	Therapies	Nov 26
Proctored Final Exam		Dec 4

Clovis Community College
Child Psychology
PSYC 2140 3N0

INSTRUCTOR: Mr. Dana Albright
OFFICE: Faculty Office II
OFFICE PHONE: 575-769-4911
OFFICE HOURS: Monday 10:30 – 11:30 am & 3:00 – 4:00 pm
Tuesday 10:30 – 11:30 am
Wednesday 10:30 – 11:30 am
Thursday 10:30 – 11:30 am

E-MAIL: dana.albright@clovis.edu

TEXT: Child Development, 7th Edition, by Robert S. Feldman, 2016. (Required text)

WEB COMPANION: www.pearsonhighermed.com/revel

1. Go to student link: <https://console.pearson.com/enrollment/127ve5>
2. Sign in or create a recorded account
3. Click view access options and redeem your access code or buy instant access (temporary access options for financial aid available).

INSTRUCTOR AVAILABILITY & CONTACT INFO:

E-mail through the Canvas system is the preferred method of communication. I will check Canvas Monday – Thursday and will make every effort to respond to emails within 24 hours. However, I will only check the system one time over the weekend (Friday – Sunday), so it is imperative that you work on your assignments early enough in the week, that you can submit any questions before the weekend. Students cannot use email to submit assignments.

COURSE DESCRIPTION:

Study of human physical and psychological change and stability from conception through the late childhood years.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, students should be able to:

1. Interpret infant and child behavior in terms of developmental norms.
2. Describe physical and psychological milestones and issues pertaining to infants and children.
3. Explain major theories of infant and child development.
4. Analyze sociocultural factors contributing to the development of infants and children.
5. Explain the impact of family structure, teachers, and peers on development of infants and children.
6. Connect theories, research, and practical applications of the study of humans from conception through the childhood years.

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CHILD PSYCHOLOGY/FALL 2019

<u>Unit</u>	<u>Activities/Assignments/Readings</u>	<u>Dates</u>
Unit 1	Syllabus Chapter 1 Introduction to Child Development	
Unit 2	Chapter 2 Theoretical Perspectives	
Unit 3	Chapter 3 Genetics and Prenatal Development	
Unit 4	Chapter 4 Birth and the Newborn Infant	
Unit 5	Chapter 5 Physical Development in Infancy	
Unit 6	Chapter 6 Cognitive Development in Infancy	
Unit 7	Chapter 7 Social and Personality Development in Infancy	
Unit 8	Chapter 8 Physical Development in the Preschool Years	
Unit 9	Chapter 9 Cognitive Development in the Preschool Year	
Unit 10	Chapter 10 Social and Personality Development in the Preschool Year	
Unit 11	Chapter 11 Physical Development in the Middle Childhood	
Unit 12	Chapter 12 Cognitive Development in the Middle Childhood	

Unit 13	Chapter 14 Physical Development in Adolescence	
Unit 14	Chapter 15 Cognitive Development in Adolescence	
	Proctored Final Exam (Chapters 14, 15 and 16)	

CHILD PSYCHOLOGY
Three Ages Project

OBJECTIVES:

1. To apply Piaget's theory to student's own experiences.
2. To encourage critical thinking of concepts discussed in class and reading the textbook.

OVERVIEW:

Your Project involves interviewing (and spending some time with) a person from three of the following age groups:

- Parents of an infant (age birth-3)
- Early childhood (ages 4-6)
- Middle and late childhood (ages 7-12)
- Adolescence (ages 13-19)

ASSESSMENT:

- Part One – Questions (10 points)
- Part Two – Two-page typewritten report (10 points)
- Part Three – Presentation to the class (20 points)
- Part Four - Applying at least one theory (10 points)
- Part Five – Spelling, Syntax, grammar, & paragraph formation (10 points)

Rubric for POLS1120: Discussion Rubric

Score	Knowledge	Understanding	Writing	Application	Response
5	Comprehensive, in-depth and wide ranging	Outstanding ability to grasp concepts and Relate theory to practice	Excellent mechanics, sentence structure, and organization	Grasps inner relationship of concepts, Excellent use of a wide range of supporting material	Demonstrates an exceptional ability to analyze and synthesize student work, asks meaningful extending questions
4	Up to date and relevant	High level of ability to conceptualize essential ideas and relate theory to practice	Significant mechanics, structure and organization	Demonstrates the ability to analyze and synthesize, independent analysis, good use of a range of supportive material	Demonstrates good ability to analyze other student work, and ask meaningful extending questions.
3	Relevant but not comprehensive	Some ability to conceptualize essential ideas and relate theory to practice	Some grammatical lapses, uses emotional response in lieu of relevant points	Informed commentary with some evidence of genuine analysis; some supportive materials used	Some ability to meaningfully comment on other student work and ask bridging questions
2	Limited superficial knowledge/ response	Limited ability to draw out concepts and relate theory to practice	Poor grammar, weak communication	Some observations, some supportive evidence used	Lack of ability to comment on other students work and ask meaningful questions
1	Little relevance/some accuracy	Minimal awareness that external concepts exist	Lack of clarity, poor presentation of thinking	Lacks evidence of critical analysis, poor use of supportive evidence	Demonstrates poor ability to comment on other student work, asks no meaningful questions

Rubric for the Five-Paragraph Essay

Name _____

Date _____ Period _____

CATEGORY	4 = Exceeds the standard	3 = Meets the standard	2 = Partially meets the standard	1 = Attempted but does not meet the standard	0 = Not attempted	Score
Introduction Organization	There is a well-focused Thesis Statement that introduces the essay and clearly addresses all elements of the writing prompt.	Introduction clearly states the main topic, adequately addressing the writing prompt.	Introduction is somewhat clear, but only partially addresses the writing prompt	Introduction does not address the writing prompt.	No introduction is present	
Support for Thesis (Concrete Details)	Each body paragraph contains a topic sentence and relevant, telling, quality concrete details that give the reader important information that goes beyond the obvious or predictable. All supporting details serve to substantiate the thesis statement.	Each body paragraph contains a topic sentence that is adequately supported by relevant concrete details. Most supporting details serve to substantiate the thesis statement.	Topic sentence is stated in some body paragraphs. Supporting details are relevant, but some key issues are unsupported. Support for the thesis statement is weak.	Topic sentence is weak. Supporting details and information are typically unclear or not related to the topic. There is a seemingly random collection of information Thesis statement lacks proof.	No topic sentence is present OR no concrete details are present. The paragraph contains no facts, details, or examples.	
Commentary	Essay contains explanation, analysis, discussion, comparison and/or contrast that demonstrate mastery and depth of understanding.	Essay contains explanation, Analysis, discussion, comparison and/or contrast that logically supports the concrete details	Essay contains explanation, analysis, discussion, comparison and/or contrast that is weak, incomplete, or partially illogical.	Essay contains explanation, analysis, discussion, comparison and/or contrast that is off topic illogical.	No commentary is present. The paragraph contains no attempt to explain, discuss, analyze, evaluate, compare and/or contrast the factual information (concrete details) it presents.	
Conclusion (Organization)	The conclusion is strong and logical; provides a clear answer to the question, "So what?"	The conclusion is logical and adequately answers the question, "So what?"	The conclusion is logical, but does not answer the question, "So what?"	Conclusion is illogical.	There is no clear conclusion, the paper just ends.	
Conventions Grammar, Usage & Sentence Structure	The essay contains no errors in grammar, word usage or sentence structure.	The essay contains 1 or 2 errors in grammar, word usage or sentence structure.	The essay contains 3 or 4 errors in grammar, word usage or sentence structure.	The essay is readable, but contains 5 or more errors in grammar, word usage or sentence structure.	The essay is unreadable because of errors in grammar, word usage or sentence structure.	
Conventions Spelling & Punctuation	Essay contains no errors in spelling, capitalization or punctuation.	Essay contains 1 or 2 errors in spelling, capitalization or punctuation.	Essay contains 3 or 4 errors in spelling, capitalization or punctuation.	The essay is readable, but contains 5 or more errors in spelling, capitalization or punctuation.	The essay is unreadable because of errors in spelling capitalization or punctuation.	
Total						